



# Jayshree Periwal International School

Mahapura SEZ Road, Ajmer Road, Jaipur Ph. 9782744444, 9782744445)

## All School Language Policy 2020-21

**Review Date: April 2021**

### **Steering Committee Members:**

The language policy steering committee at JPIS comprises of

- Head of School
- Senior leadership Team
- Language Teachers
- Teachers representative -one per section (primary / middle / secondary)
- Parent representatives
- Student representatives

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### **School Vision**

JPIS aims to be a leading institution in international education focusing both on conceptual and contextual learning. We will provide avenues for academic and holistic development and create globally responsible citizens who confront challenges without the fear of failure. We aspire to have experienced and exceptional faculty who believe in constant upskilling and professional development. We will carve a community that thrives on teamwork and individual excellence.

### **School Mission**

It is our school's mission to ensure holistic learning is imparted. Students leave school as peace-loving lifelong self-learners who value honesty, integrity, loyalty, compassion, and prudence. Develop sensitivity and respect for all people and cultures. Cultivate entrepreneurial and social skills.

## **Purpose**

The purpose of this document is to provide an overview of principles of language learning at JPIS, all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. This language policy is a working document and is reviewed annually. The policy is consistent with the values evinced in the JPIS mission statement, the principles & practices of the International Baccalaureate and CAIE.

## **Philosophy of language teaching and learning:**

Language plays a central role in learning and is instrumental to human existence and the development of knowledge. Language development ensures that all learning takes place; hence it is the main tool of cognitive development of a student. Jayshree Periwal International School recognizes language as a powerful tool that opens the gateways of understanding for our own and other cultures through multilingualism. Language enables us to communicate our identity, as well as explore and sustain our cultural identity. Therefore, in addition to supporting the mother tongue and the first language, the school encourages students to study an additional language. Through exposure to other languages, we explore our understanding of the world and develop a key IB trait of fostering other perspectives and promoting international-mindedness. Language is fundamental to social, emotional, and cognitive development in preparing us for lifelong learning- social, communication, critical thinking, research, and self-management. Every teacher at JPIS is a language teacher and recognizes the importance of language as a means of communication.

## **School Language Profile:**

The language of instruction at Jayshree Periwal International School is English, which is not the mother tongue of its students. The students come predominantly from the local Indian communities, with a majority of them having Hindi or other local dialects as the language spoken at home. However, English is their most preferred language since it has been their language of instruction from early years. Proficiency in English is indispensably important in today's world hence parents insist on the school to focus

on and enhance their children's English language skills right from the earliest days while they themselves take over the responsibility for their child's continuing practice of his/ her native language. However, in the pre-primary & primary classes, the students use their mother tongue to comprehend, read and express their understanding. We have very few students whose mother tongue is Thai, Korean, Chinese, Spanish, German, or French. These students receive mother tongue support in the form of library resources and peer interaction. If these students are interested in pursuing Self-taught in Group 1, the school provides all required support.

***Languages offered across the school:***

Programme	Languages Offered
PYP	English and Hindi
Middle School	English, Hindi, Elementary Hindi, French, and Spanish
IGCSE	English Literature, EFL, Hindi, French and Spanish
DP	English A – Language & Literature, Hindi A Literature, English B, Hindi B, French B, Spanish B, Spanish Ab Initio, French Ab Initio

***Language Resources:***

The school is committed to providing all resources & support to help students develop proficiency in the English Language and mother tongue support. Each year a number of language resources are added to the existing ones in the library. This is done in a way to ensure that the library has a collection of leveled books that support the curriculum planners as well as the Extended Essays. The school library has a range of fiction and nonfiction books, along with access to online resources to support student learning and research. In view of the ongoing school closure due to the Pandemic, the school has enriched the existing e-library, adding digital resources and websites to aid students and staff who could not visit the school physically.

***Support for students not proficient in the language of instruction:***

Teachers use differentiation as a deliberate strategy in language lessons to support learners who are not proficient in the language of instruction. Teaching strategies may

include teaching bilingually, working in small groups, cooperative learning, peer support, using resources with different levels of complexity, as well as changing the level of questioning and tasks for individual students. In addition to this, the school organizes remedial classes on weekends in smaller groups to provide individualized learning support.

The language policy is for the purpose of standardization across all classes and subject areas of the school with the aim to provide knowledge and learning experiences that have global significance and provide students the opportunity to explore the similarities shared by people of all cultures and at the same time to respect differences.

The context of language learning should in practice be as authentic as possible. Language should never be used intentionally to exclude others. Although the development and maintenance of mother tongue languages are encouraged, the school's primary goal is to develop fluency in English for all its learners.

### ***Current Practices related to English Language Development:***

At Jayshree Periwai International School we recognize that language is a driving force and a vehicle for integrated, trans-disciplinary, and inquiry-based learning. Learning about how language works and also learning through language are the principles integrating elements across the length and the breadth of the curriculum. Learning the language, learning about the language, and learning through the language are important facets of the curriculum. Language is an important way of knowing, analyzing, and communicating. This is deeply embedded in the core ethos of academic structure.

The power and richness of language along with the love for literature is an integral part of the entire curriculum to expand horizons and build experiences. To achieve this, the school promotes a plethora of activities that are woven into the curriculum of English Language and Literature:

- Students regularly read literature and non-fiction books and texts.
- Texts are read in and out of class, and then discussed, debated, compared, and analyzed by students with teachers acting as guides.
- Texts are carefully selected to reinforce the concept and ideas being taught.

- Celebrating literary week every year during which theatrical presentations and other assignments such as Poster designing, wall magazines, and book reading are integrated into the curriculum.
- Emphasis is given on how students interpret, respond to, react, and reflect on various ideas, attitudes, feelings, and emotions – socially, culturally, and personally. This is ensured through the systematic implementation of the Unit Planners, attributes of Learner Profiles, Internationalism, CAS, ATL, and student-teacher reflections.

### ***Mother Tongue Support***

Mother Tongue (MT) is the language children learn first at home and speak throughout their growing years. At JPIS we respect and value MT as it is central to gaining higher cognitive skills, cultural development, and transmission of cultural identity.

Mother Tongue of the host country (Hindi) is taught at school from Kindergarten to Grade 8 compulsorily to all students. In CAIE-IGCSE and IBDP Hindi is offered along with other languages.

The school seeks to provide its students with ample opportunities to read, write, and speak in their MT in situations where we believe this will enhance the quality of teaching and learning and consequently, student understanding.

Students undertake a variety of extra-curricular activities in the MT. These include every kind of cultural pursuit designed to hone written and oral communication.

wherever possible, teachers proficient in the MT of the students also help the students understand concepts of other subjects in case there is little or no understanding of the same by the student.

### ***Strategies to support language development of students:***

The main purpose of the school language philosophy is not only on encouraging students to communicate fluently in English but also on instilling a habit wherein the student's thinking process starts flowing in the same language. This further ensures that the students use their language competence while analyzing and evaluating any given topic in other subject areas. As all teachers are considered to be language teachers: the four principles of good practice are implied or embedded in the teaching-learning environment to ensure meaningful experiences for students. These are:

- Affirmation of identity – the recognition of the diversity in the classroom
- Activating background knowledge so as to enable the base for new knowledge to create meaningful outcomes.
- Scaffolding is used to help learners make sense of new knowledge in order to help them accomplish tasks on their own.
- Extend Learning helps the learners to make new connections and apply the knowledge acquired in different contexts
- Specific strategies are adopted to ensure that each student is provided with an opportunity to explore his/her potential:
- Roleplays
- Group discussions
- Public speaking/debating
- Theatre
- Using visible thinking routines
- Research work
- Participation in intra-school and inter-school literary events
- Making movies/podcasts on relevant topics/themes
- Variety of student-driven publications/blogs where students are encouraged to contribute their compositions as poems/articles/reports etc.
- Clubs & societies such as debating, creative writing, and drama that cater to the enhancement of language skills through a range of interesting competitive and non-competitive activities.

### **Language Development Policy at PYP**

Language is seen as pervading the whole curriculum by providing the structure for conceptual and critical thinking within and beyond the transdisciplinary framework of PYP. It is the most significant connecting element in fleshing out the learner profile, together with knowledge, concepts, ATLs, and action. Language learning is spread across subject areas and through the programme of inquiry and all PYP teachers are language teachers. English is the language of instruction through which the students access the PYP curriculum. The second language is Hindi.



Teachers plan learning experiences in languages with meaningful and enjoyable contexts to which the learners can relate; this enables the latter to transfer and apply their learning and conceptual understanding to new situations. This progressive approach to conceptual development, coupled with the element of enjoyment lays down the foundation for lifelong learning. They facilitate effective language learning by activating prior knowledge by using home/ family language, personalize learning engagements, facilitating varied learning opportunities, record development, incorporate differential strategies, and scaffold learning.

In the PYP we believe that listening, reading and viewing, and expressing through speaking, writing, and presenting go hand in hand and hence, promote integrated language development. The three strands of communication: oral, written, and visual are interwoven and interrelated and not taught in isolation. The school also sees culturally diverse literature as a powerful means to develop international mindedness and attributes of the learner profile in all learners. The library resources reflect this belief in its collection of picture books, folk tales, bilingual books, etc.

JPIS endeavors to make students proficient and fluent in the usage of all forms of English language by the end of the PYP years, by:

- Promoting integrated language development through the interplay between learning, learning language, learning about language and learning through language.
- Using language as a trans-disciplinary element throughout the curriculum.
- Using a literature-based approach for learning language.
- Encouraging appropriate cooperative discussion in the classroom.
- Encouraging reading for meaning.
- Using differentiated reading engagements selected according to interest level, readiness and proficiency.
- Using a variety of learning experiences with the teacher scaffolding through strategies for the student to build on his or her own learning.
- Viewing writing as a process.
- Teaching students to read and research using multimedia resources.
- Using language for creative problem solving and information processing.
- Using a range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, response journals.

- By creating a learning environment that values diverse languages and views them as a resource.
- Through translanguaging allow students to actively draw on all their linguistic abilities in order to enhance learning.
- To effectively develop multiliteracies through exploration of multimodal text and critical literacy by identifying perspectives, purposes, and techniques within texts.
- The school has developed a language scope and sequence document for the primary years.

### **Language Policy from Grade 6 to 12**

All language teaching at the school is inquiry-based and is taught in accordance with the school philosophy in conjunction with guidelines from IGCSE and IB Standards and Practices. Language development is done by the integration of Oral (Listening and Speaking), Written (Reading and Writing), and Visual (Viewing and Presenting) skills.

Oral Communication is emphasized through individual Student Reports and Presentations in units that help students express themselves.

Continual Reading Assessments are done, especially in lower classes, in order to chart the progress of every student over time. Students need to empower themselves to comprehend and analyze what they hear and read.

Writing is of immense importance and the students are required to produce independent and original works ranging from book reviews, persuasive speeches, debates, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays. Students are equipped with the necessary skills at all grade levels to ensure the strengthening of language skills.

Students are exposed to a range of communication avenues that include theatre, television, computers, video clips, signs, symbols, painting, and photography. They use these different media to gather and interpret information and utilize the same for formative and summative assessments.

Language Assessment is a continuous and comprehensive process that is reflected in the multiple teaching-learning styles and strategies, such as:

- A Portfolio of the student's writing is recorded and passed from one grade to another.
- Language teaching is not restricted to a block of time or assigned to a single teacher. All teachers act as language facilitators at all times of interaction and communication.
- The Library plays a central role in facilitating language teaching and learning. The ongoing language development is viewed as a shared responsibility of all teachers, parents, and students.

### ***Language Development in middle school:***

The school offers its own middle school programme which is aligned with the CAIE-IGCSE requirements. All students are expected to study two compulsory languages from grades 6- 8 (English and Hindi) with certain exceptions for the non-resident Indians and foreign nationals who may be offered Elementary Hindi is offered to students based on pre-assessment undertaken at the time of admission. Other than English and Hindi an additional language is required from Grade 6 onwards as it enriches our intellectual and social growth. French and Spanish are offered as the additional third language and taught keeping the IB Standards and Practices in mind.

### ***Language in Grade 9 & 10 IGCSE***

All students are expected to study two languages, out of which English is compulsory. In the IGCSE students are offered several options such as Hindi/French/Spanish/Japanese as second languages. It is compulsory to study one of these. Students have an option to study English Literature as a separate subject based on their interest and aptitude in pursuing Literature.

### ***Language classification in IBDP:***

**Group 1** –The school offers English A Language & Literature HL/SL and Hindi A HL/SL. The common books and components of HL and SL are taught together; however, there are additional hours where HL students are taught the additional books and are trained to attempt HL components. Students can also take up their preferred language as School Supported Self Taught Language in this Group. Students are

encouraged to opt for a bilingual diploma combining English A with Hindi A or Self Taught language.

**Group 2** –The school offers Hindi, English, Spanish, and French B at HL/SL. In language Ab Initio a student can choose an option from English, French, or Spanish. In the case of Language B, SL and HL are taught in separate classes. However, some common components may sometimes be taught together. In case a student requires a new Ab Initio language, we look for resources available within the city and get educators on a part-time basis in the desired language.

### **PreRequisites for Language in Group 2**

Ab Initio- Given to beginners or students having limited knowledge of the language. They could have been taught this language but only outside the countries where it is spoken.

Language B SL –Given to students who have reasonable knowledge of the language. (2- 5 years of study)

Language B HL – Given to students who have good knowledge of the language. (minimum 4 years of study)

### **PreRequisites for Language in Group 3-6**

The Language of Instruction (LoI) remains English. All subjects have their own unique and technical terminology; language teachers assist students to understand such technical terms.

As students come from different linguistic and cultural backgrounds and walks of life, multiplicity in the levels of language and literacy development is recognized and respected. It is addressed through differentiation.

Weekend remedials and wherever possible after-school support classes are organized for students who are not proficient in English as the language of instruction. ESL classes are made available to students, who find English challenging.

### **Professional Development**

JPIS appoints well-qualified and experienced teachers that are well-versed in supporting language needs of students. Through IB professional development workshops as well as in-service professional development, the skills of teachers as

language teachers is updated. New teacher orientation ensures that all teachers are equipped with strategies that enable them to develop language skills in tandem with the subject content from the beginning of their teaching at JPIS.

### **Link between the Language Policy and other School Policies –**

Admission, Inclusion, and Assessment

#### ***Admission Policy:***

For enrolling students from different schools and backgrounds standardized assessments are organized before admission is granted. This is done to identify their language skills and guide them to choose their first and second languages. This is also a good indicator of how well the student will fit into the school community.

Standardized Assessments:

These are in the form of:

- Reading comprehension- Students attempt an age-appropriate comprehension passage through which grammar, vocabulary, writing flair, and related language skills are assessed. This helps in the identification of whether students will be able to reason, argue and formulate their expression in the English language. A short written exercise is added to test skills such as description, creativity, synthesis, and abstraction.
- Oral Interview – This is done to ensure that prospective students can effectively think in English and have a reasonable command of the language. They should be able to fluently speak and hold a conversation in English that will help them in various formative and summative assessments.

A combination of the above and a Mathematics test for senior classes is conducted and evaluated before granting admission.

#### ***Language – Inclusion Policy/Assessment policy***

Students with language barriers regardless of the reasons, will be referred to receive remedial support.

Students with specific language disabilities diagnosed through formal assessment and informal screening will be referred to the learning support department for enhanced support. They will be extended the required concessions during examinations as prescribed by IB and CAIE in their respective handbooks of assessment procedures.

## **Review Process**

The language policy is reviewed annually as part of the whole school improvement plan. However, it can be reviewed in the wake of an unforeseen development, or change in IB Policies.

The steering committee is responsible to oversee the procedures needed to develop the language philosophy and policy of the school, ensure its communication to all stakeholders, and also conduct the annual reflection and review process in a collaborative manner by gathering data through questionnaires, surveys from all stakeholders.

The steering committee for Language Policy will also review the execution of the policy in classrooms and throughout the school as part of the evaluation process. Teacher representatives will give way to new members each year. A collaborative and interactive discussion among all staff and representatives of other stakeholders will help the school in getting feedback on the implementation of the policy in all spheres of the school. Feedback from students, parents, and teachers will help the steering committee to make appropriate changes.

Last reviewed on: April 8, 2021

## Appendix: 1

Languages	PYP						MD			IG		DP
	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade-4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 & 12
<b>Best/preferred Language - English</b>	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English			Lang A = English	English Lit HL or SL English Lang and Lit HL or SL
					Enrichment classes - English							
<b>Second language</b>	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi		Lang B = Hindi	Hindi B SL/ HL Hindi A Lit SL
<b>Additional Language:</b> (French and Spanish is offered as additional languages which can be developed into second language from grade 9 level)								French		Lang B =	Lang B = french	French SL/HL French Ab SL
								Spanish		Lang B =	Lang B = Spanish	Spanish SL/HL Spanish Ab SL
							Lang B = French	Lang B = French	Lang B = French			
							Lang B = Spanish	Lang B = Spanish	Lang B = Spanish			
							Lang B = Sanskrit	Lang B = Sanskrit	Lang B = Sanskrit			

## **Appendix: 2**

Student Language Profile Form ( Inserted in the Admission Folder)

<b>Name:</b>	
<b>Current Grade:</b>	
<b>Date:</b>	
<b>Nationality:</b>	
English is the Language of Instruction? Is this your 'Preferred Language' and hence needs to be considered as Language A?	
Can you read and write your 'preferred language'?	
How would you rate your proficiency in your 'preferred language' ? – Excellent/ Good/ Satisfactory/ Needs Assistance.	
What is your native language and /or the language spoken at home?	
Can you read and write your native language and /or the home language?	
How would you rate your proficiency in your native language and /or the home language? Excellent/ Good/ Satisfactory/ Needs assistance.	

List all the other languages of which you have some knowledge (studied for at least one year) and complete the boxes. An example is given in the first row.

Level 1 = Beginner; Level 2 = Intermediate; Level 3 = Advanced; level 4 = Fluent / Native

Language	Speaking				Reading				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
e.g French				✓			✓			✓		



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