



**VICTORIOUS KIDSS EDUCARES**

**The School With A Difference**

**An IB World School**

# **LANGUAGE POLICY**



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## **INTRODUCTION**

### **What is a Language Policy?**

A language policy is derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals. (Guidelines for developing a school language policy, 1)

### **IB MISSION:**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **VKE VISION AND MISSION:**

#### **Vision**

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

#### **Mission**

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instill in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth, inner potential and solve real-life problems effortlessly.

## **PHILOSOPHY**

The school's mission and core values emphasise the importance of language as a fundamental element of learning. We acknowledge that language learning and development transfer to multiple disciplines and are an integral part of every content area. It is the medium of inquiry and a dynamic, life-long process that permeates all learning.

“Almost all education is language education.” (Postman 1996 qt. in “Learning in a Language Other than Mother Tongue in IB Programmes”). Hence, we at Victorious Kidss Educares, endorse the IB philosophy that all teachers are language teachers. The school, in sync with its Vedantic philosophy, believes and strives to inculcate the element of inner discipline which also reflects in the responsible use of language in and around the school. Language acquisition and development is a continuous process, and each student has a unique language profile that reflects the student's individual, family, and cultural identity. We as a school strongly believe that it is not only important to ‘learn a language’, but also to learn through a language and learn about a language, that is meta-language.

Our language policy supports the IB's holistic approach to education as it honours and supports the linguistic background and knowledge of our student community. The culmination of the above thoughts strengthens and reinforces the school's belief and supports the idea of working across boundaries – cultural and national – to gain an understanding of alternative perspectives. The policy seeks to ensure language proficiency and to preserving their mother tongue.

Victorious Kidss Educares recognizes the significance of language in education. Language serves as a means of communication that shapes an individual in society. It is a vehicle of multilingualism and a foundation of intercultural understanding and International Mindedness. The development of language is a crucial aspect of education that develops students as critical Thinkers, Inquirers, Open-minded, Principled, and Reflective global citizens.

Considering the diversity of socio-cultural and complex linguistic backgrounds of the school community, we ensure that students learn at least two languages during their school years and have the provision to learn more languages. We

also emphasise the maintenance of students' mother tongue, since it plays a major role in students' learning and intercultural awareness. We acknowledge the cultural identity and background of students and provide opportunities to acquire skills to develop their language. Our language philosophy is aligned with the mission statement of our school.

### **BELIEFS**

The following beliefs in relation to language teaching and learning exist at VKE:

- Developing language skills helps students to communicate confidently for academic success.
- Language prepares students for a world where new technologies are transforming our society.
- Developing and promoting the host country's language.
- Encouraging and providing opportunities to learn and use their mother tongue.
- Value and respect all languages.
- Collaborating with communal experts and parents and involving them as essential partners towards the success of language learners.

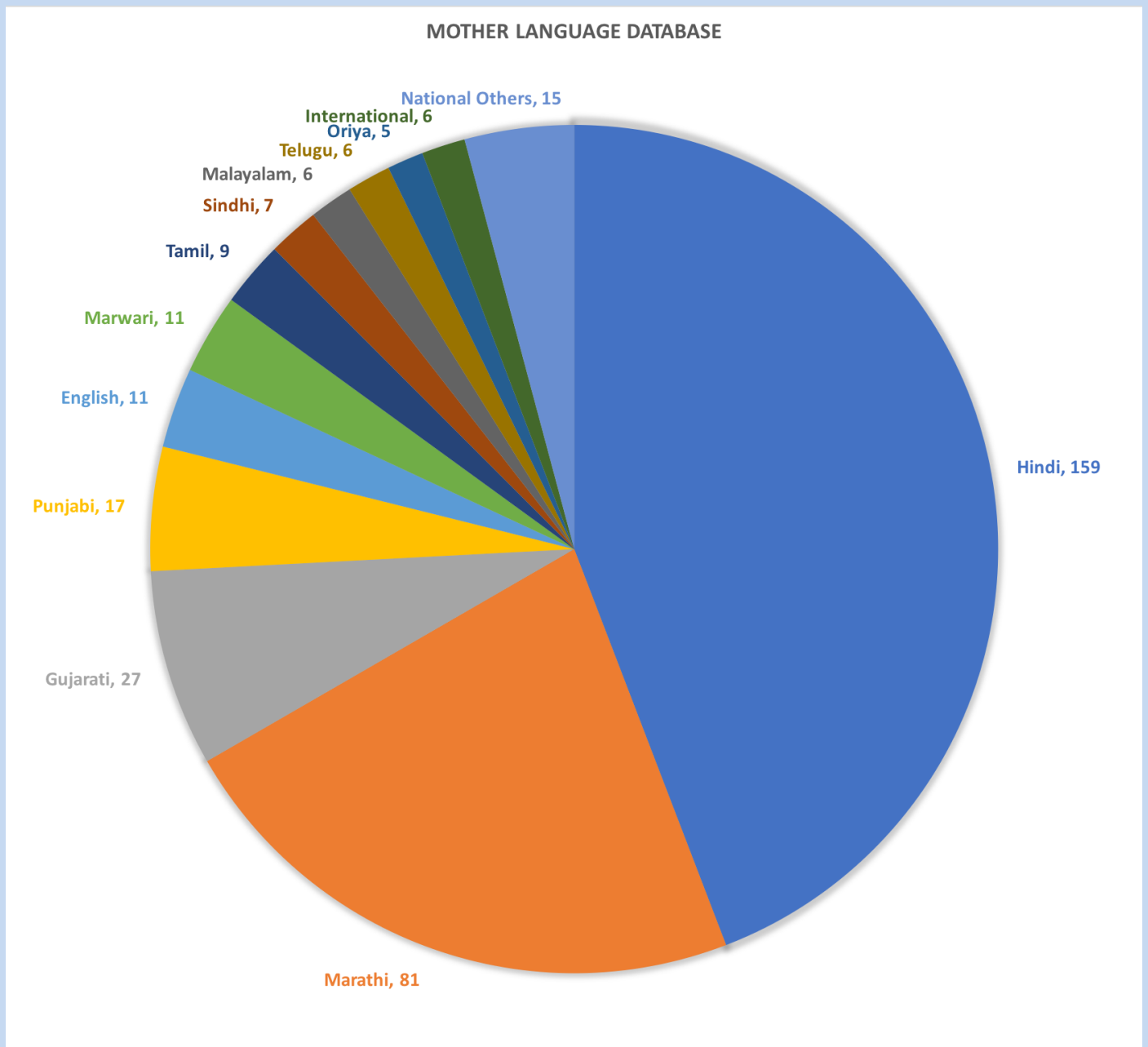
### **PURPOSE OF THE POLICY**

Since language is a means of communication and it is crucial to the educational process, the primary purpose of this document is to outline the objectives for language learning as well as the function of language as a medium of instruction. It includes practices adopted by the school to evaluate these linguistic objectives. With respect to student language development, the following goals are pursued:

- Equal importance is placed on the development of the mother tongue and a chosen language other than the language of instruction.
- Students are able to communicate effectively in at least two languages.
- Students develop receptive, productive, and interactive language skills concurrently.
- Students are able to use language for a variety of purposes and in a variety of contexts.
- Students develop their understanding of literature and appreciation for it.
- Students are able to use the language to explore different concepts, perspectives and build intercultural understanding.

**LANGUAGE PROFILE OF THE SCHOOL COMMUNITY:**

The teaching and learning community at Victorious Kidss Educares is diverse, having students, parents, teachers, and staff from various socio-cultural and linguistic backgrounds. A majority of students are of Indian nationality, from various geographical regions of India, with each region having its own regional language. At school, students, and teachers use English as the language of communication. Almost all the Indian students, parents, and teachers are bilingual or multilingual and speak English, Hindi, and Marathi along with their regional language. We conduct a survey of students’ and teachers’ language profiles annually.



## **LANGUAGES OFFERED AT SCHOOL**

To cater to these diverse cultural and linguistic needs, the school has made the following provisions for teaching languages:

- English is the language of instruction and communication for the entire school learning community.
- English is taught as the first language in PYP and included in the 'Language and Literature' group for MYP & DP. Hindi, the national language, is also offered as a part of the 'Language and Literature' group.
- Hindi/French is taught as a second language in PYP. Hindi, French, Spanish, and English options are given as a part of the Language Acquisition group in MYP/DP.
- As per the Maharashtra state rule, the Marathi language is compulsory from PYP 1 onwards. The curriculum is designed in phases and inquiry into the language is designed as per the learner's readiness.
- The school also offers other foreign languages as a part of the extra-curricular activity through the Optional Language Club.
- Support for mother tongue is provided through resources and mother tongue clubs.
  - A survey is conducted at the beginning of each year to identify the mother tongue needs of the students.
  - Resource provision through the library with the help of the parent community.
  - Mother Tongue Club is conducted by a group of teachers and parents to provide opportunities for students to develop fluency in their mother tongue.
- English as a second language, support is provided to learners who are unable to fully access the academic curriculum delivered in English and receive specialised instruction in English language acquisition from qualified staff on a regular basis.
- The library and media centre is equipped with resources to support language learning through books, reading programmes, dictionaries, magazines, journals, and newspapers (in English and mother tongue). The resources will cater to the diversity of the school community.

## **LANGUAGE IN EARLY YEARS FOUNDATION PROGRAMME:**

- Language learning has been a major component to encourage lifelong learning which is necessary to start from pre-school. It forms a unique instrument catering for the need of all participants of the learning process-the learner (toddler), the parent, and the teacher.
- Says British psychologist Tony Buzan: “At the moment a child is born it’s already brilliant. It picks up language, much better than a Doctor of Philosophy in any subject, in only two years. And is a master at it by three or four”.

## **LANGUAGE IN PYP:**

- Language plays the most important role in all the learning in PYP. It is the connecting element within the programme of inquiry and subjects. It is also an essential vehicle for inquiry and the construction of meaning. It helps students’ conceptual development and approaches to learning.
- Language development is the responsibility of all teachers, as all teachers are language teachers. Specialists in Hindi, French, and Marathi work towards developing high standards of language skills like reading, writing, listening & speaking, and viewing & presenting. Second language specialists collaborate with homeroom teachers to plan for integration. Language teaching and learning in PYP are informed by the latest IB publications. Language learning happens as per the developmental phases mentioned in ‘PYP Language Scope and Sequence’.
- Second Languages, Hindi and French, are introduced in the Early years in the form of vocabulary, stories, songs, and rhymes.

## **PYP LANGUAGE CURRICULUM:**

The Language scope and sequence in PYP lays the foundation for the relevance of literature. It is aimed at developing both receptive and productive skills using permutation and combinations of the four strands, namely - **Listening & Speaking, Reading, Writing, and Viewing & Presenting**. This is done by exposing the learners to culturally diverse reading texts, world classics, for reading, and setting the reference to context. There is a focus on understanding the meaning, pronunciation, and form of the target language or vocabulary, simultaneously facilitating speaking opportunities to enhance fluency. Many strategies are employed for developing comprehension, spelling and spontaneous writing as well.

Language support is also provided to scaffold the learning outcomes using differentiated instructions and tasks.



### **Oral language—listening and speaking**

Oral language emphasises circumscribing all aspects of listening and speaking, essential to building familiarity with learning the communicative language, and for the learner to be able to relate to their environment. Listening (the receptive mode) and speaking (the expressive mode) work together in tandem between listeners and speakers using a transactional process. A blend to recognise sounds and to articulate thoughts while constructing and reconstructing meaning to understand the world around them both idiomatic and colloquial expression.

### **Visual language—viewing and presenting**

Viewing and presenting skills are most relevant to the current generation of learners, imperative and targeted at building their self-confidence. The receptive processes of viewing and expressive processes of presenting, both are interconnected and directly proportional which allows for reciprocal growth in understanding. These processes involve interpreting, and analysing data, constructing visuals and multimedia spanning across purposes and audiences, thereby developing life skills. Certain tools that are utilised as examples of visual texts are advertisements, brochures, computer games, programs, websites, movie clips, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons, and comics.

### **Written language—reading**

Literature provides wisdom and has the power to influence and structure one's thinking. Reading is a developmental process that involves constructing meaning from text. Well-written texts provide opportunities for learners to imagine situations, reflect on feelings and actions, and develop empathy. We inculcate a love for reading by allocating dedicated time to reading for pleasure to gain information and build interest in myriad topics. The learners acquire the skills, strategies, and conceptual understanding necessary to become competent, motivated, independent readers.

### **Written language—writing**

Writing is the most authentic way of assessing learner proficiency in the language. At Victorious Kidss Educares, we employ many strategies like the 6 traits of writing and providing opportunities for learners to publish their text. At the very nascent stage, it begins with letter formation and leads up to complex grammatical constructs. It is a vast area in the sense it constitutes formal and informal elements of structural expressions like; spelling, grammar, plot, character, punctuation, and voice.

## **ROLE AND APPROACHES TO LEARNING AND TEACHING LANGUAGES IN PYP:**

### **Teachers:**

- We believe all the teachers are language teachers. Teachers are involved in constantly reviewing and reflecting on language curriculum. Teachers contribute to developing resources to aid language learning.
- Teachers facilitate language learning in two ways; ‘inquiry in the language’ and ‘inquiry through language’. They use various tools and strategies to aid language learning at school, for example, writing process or reading strategies.
- Teachers use various assessment strategies to monitor, document and record learning. They report the student’s attainment and achievement in the Progress report.
- Teachers provide students with an opportunity to work in a variety of ways – whole class, groups (homogeneous and heterogeneous groups), as pairs and individually, according to their needs, the nature of the activity and the learning objectives.
- Teachers involve the parent community in collaborative meetings and share the language learning outcomes with them on a regular basis.
- Teachers develop the learning spaces to support student agency so that students take ownership of language learning by self-adjusting and monitoring their development.
- Teachers provide students with constructive feedback and feedforward.

### **Students:**

- Have the opportunity to learn language skills i.e., reading, writing, listening & speaking, viewing & presenting. Inquire into different genres and develop the skills required to present these genres.
- While inquiring into language gain an understanding of language conversions and meta-language.
- Participate in various assessments and communicate the understanding using different languages or strategies.
- Access a variety of tools and strategies to enhance their linguistic skills.
- Build an understanding of their Language Profile by making Language Portraits in unique and creative ways.
- Have the opportunity to experience and express themselves using their mother language during the Club sessions to connect with their sense of identity.
- Develop multilingualism through language learning in French/Hindi and Marathi.

## **LANGUAGE IN MYP**

- The language learning in school provides students with opportunities to consider issues from various perspectives so that they develop international-mindedness and learn about their own and other cultures. Communication is both an objective and an assessment criterion in all the MYP subjects offered in the school.
- AT VKE, students are provided with a sustained opportunity to learn at least two languages in every year of MYP.

### **Language and Literature Course (Language A)**

- Study of quality literature allows students to become proficient in language learning, understanding and its appreciation. This rigorous course develops linguistic, analytical, critical and communication skills which help in conceptual development across the subjects.
- Language and Literature course is normally offered in the best language of the student who is a native or near-native speaker. Besides English, the school offers the host country Language as an option in Language and Literature course. Students who are proficient in Hindi can opt for Hindi as a Language and Literature course in MYP.

### **Language and Literature Course Options**

- English (Language of Instruction)
- Hindi (Host Country Language)

### **Language Acquisition Course (Language B)**

- Through this course students are provided with a sustained opportunity to learn one more language. The main aim of this course is to encourage students to gain competence as critical, competent communicators over the five years of study. Language Acquisition objectives allow students to become multiliterate. The Language Acquisition subject area is organized in six phases. For planning, teaching and assessment, there are objectives according to these phases.
- Language Acquisition in MYP at Victorious Kidss Educares offers Hindi, French and English. Learning an additional language fosters communicative abilities/ communicative skills and appreciation and understanding of other cultures. In keeping with the philosophy of the IB, these options are available to the students from MYP year I to MYP year 5.
- Language Acquisition (Language B) Options
  1. French
  2. Hindi
  3. English

## **DEFINITIONS**

**Language of instruction:** The language in which an IB World School delivers IB programmes and courses to its student population.

**Internal working language:** English is the organization’s internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management, and academic committees.

**Response language:** The language in which IB students engage in internal or external assessment.

**Language course:** In the MYP, DP and IBCC, an academic course in which IB students acquire a new language or improve their knowledge of a language and its literature.

**Mother Tongue:** The term “mother tongue” is used in the research literature in various ways. It may denote the language learned first and/or the language identified with as a “native” speaker. For the purpose of programmes offered at VKE, “mother tongue” includes both these definitions, and describes the language that the student uses at home and/ or outside the classroom environment.

**Multilingualism:** A term used to describe complex, rich, dynamic language portraits that include a range of abilities/proficiencies in more than one language.

### **Overview of studies in Language and Literature and Language Acquisition Requirements**

Students are required to select at least one language from studies in language and literature. They are also required to select a different additional language from either studies in language and literature or language acquisition.

## **LANGUAGE COURSES OFFERED BY SCHOOL IN DP**

To cater to the diverse cultural and linguistic needs, school has made the following provisions for teaching languages:

### **Language A: Language and Literature**

Studies in language and literature courses are suitable for students who have experience of using the language in an academic context. It is recognized that students have language backgrounds that vary significantly. There are some students for whom the target language is their only proficient language, whereas other students have complex language profiles and are competent in more than one language. One of the ways in which the studies in language and literature group promotes multilingualism is through the support and development of the student's first or best language (s)

Language A : **English SL and HL**

Language B : **French SL and HL**

Literature : **Spanish SL and HL**

## **Language B: Language Acquisition**

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

### **Language B**

**French Ab initio**

**French B SL and HL**

**Spanish Ab initio**

**Spanish B SL and HL**

**Hindi B SL and HL**

**German Ab initio (Will be offered in AY 2024-2025)**

*\*Language Ab Initio: It is designed for students with little or no experience of the target language. Hindi being the host country language is not offered in Ab initio)*

## **LANGUAGE CONTINUUM AT VKE**

At VKE, the language courses are aligned across the programmes offered in school. Orientation sessions are conducted at the beginning of the Programme for students and parent community to inform them about the scope and purpose of languages offered at VKE for a meaningful and informed language course selection, placement and progression.

### **Language Placement Guidelines**

At VKE, we follow the below practices relating to the choice and planning of language courses for learners.

#### **Language A: Language and Literature.**

The course of Language and Literature in DP is open to all the students who want to pursue their respective career goals and develop language skills required in various fields. Studying Language and Literature course in DP, requires continuous and quality acquisition of certain linguistic skills on the level of MYP. The choice of HL or SL level in DP would be dictated by the students' previous performance in the MYP Language and literature course and on their overall decisions about the distribution of SL and HL subjects across the six academic areas. (Language A: Language and Literature guide 12).

<b>Board of education</b>	<b>Previous Language experience</b>	<b>Language A course recommended</b>
Internal & External MYP Students	Students who have studied language and literature (English) in their MYP	Standard level or higher level of English (Language A)
	Students who have completed the Proficient level (Phase 5) in MYP Language Acquisition in French/Spanish	Standard level of French/Spanish (Language A)

	Students who have completed the Proficient level (Phase 6) in MYP Language Acquisition in French/Spanish	Standard level or Higher level of French/Spanish (Language A)
Other Indian Boards / Overseas Boards/ Other scenarios.	Take a placement test or an interview with the language teacher.	An appropriate level is recommended depending upon their proficiency in that language and their previous assessment performance.

### **Language B: Language Acquisition**

Adhering to the IB guidelines, students may continue learning the same language studied previously (French/Spanish/ Hindi) or change the language to another in the Diploma Programme as shown in the table below:

<b>Board of education</b>	<b>Previous Language experience</b>	<b>Language B course recommended</b>
Internal MYP Students	Students with little or no previous experience of learning the languages- (French/Spanish)	Language Ab initio - French/ Spanish
	Students who have completed the Emergent level (Phase 1/Phase 2) in MYP in Hindi/French/Spanish	Standard level of Hindi/French/Spanish (Language B)
	Students who have completed the Capable level (Phase 3/Phase 4) in MYP in Hindi/French/Spanish	Standard level or Higher level of Hindi/French/Spanish (Language B)



	Students who have completed the Proficient level (Phase 5/Phase 6) in MYP in Hindi/French/Spanish	Standard level or Higher level of Hindi/French/Spanish (Language B)
External MYP Students <i>(* These students will also undertake a placement test or an interview in order to ensure that an appropriate selection is made)</i>	Students with little or no previous experience of learning the languages- (French/Spanish)	Language Ab initio - French/ Spanish
	Students who have completed the Emergent level (Phase 1/Phase 2) in MYP Language Acquisition in Hindi/French/Spanish	Standard level of Hindi/French/Spanish (Language B)
	Students who have completed the Capable level (Phase 3/Phase 4) in MYP in Hindi/French/Spanish	Standard level or Higher level of Hindi/French/Spanish (Language B)
	Students who have completed the Proficient level (Phase 5/Phase 6) in MYP in Hindi/French/Spanish.	Standard level or Higher level of Hindi/French/Spanish (Language B)
Other Indian Boards / Overseas Boards	Take a placement test or an interview with the language teacher.	An appropriate level is recommended depending upon their proficiency in that language and their previous assessment performance.

It is, therefore, important that students are placed into a course that is most suited to their language development needs that will provide them with an appropriate academic challenge.

**It is mandatory for the students to select one language from the Language and Literature course and another from the Language Acquisition course to obtain the Diploma except in the case of Bilingual Diploma.**

## **BILINGUAL DIPLOMA:**

VKE, offers a bilingual diploma to foster students' intercultural understanding and communication skills. It is awarded to students who demonstrate language proficiency in two different languages.

**Students must fulfil one or more of the following criteria to achieve the bilingual diploma.**

- Completion of two languages selected from the studies in language and literature subject group with the award of grade 3 or higher in both languages.

OR

- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies. ("Diploma Programme Assessment Procedures 2023" 12)
- For subjects in the studies in language and literature and language acquisition groups, candidates must complete their examinations and other forms of assessment in the target language. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), and TOK, candidates must use English, French or Spanish as their response language. Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment. An EE in subjects in the studies in language and literature, and language acquisition groups must be written in the language of the subject chosen. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), an EE must be presented in English, French or Spanish.
- Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in the individuals and societies, and sciences groups, TOK, and the EE. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

- The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment (hereinafter “IA”) can be carried over from a previous session resulting in more than one response language for the same subject.

## **BILINGUALISM**

The language profile of a learner may demonstrate two or more languages at various stages of development in his or her learning continuum. Many learners in IB programmes are in fact learning through a language that is not their mother tongue. These learners are potentially able to become “*balanced bilinguals*” who are highly proficient, literate, and knowledgeable in two or more languages.

The ability to communicate in two or more languages is an educational concept that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission. It fosters in students, respect and appreciation of language, culture, and global diversity.

- In the light of the above concept of bilingualism, at VKE we aim to:
  - encourage students to gain competence in at least two languages to achieve long term goals of multilingualism.
  - enable students to develop lifelong learning skills.
  - enable students to understand their own cultures and those of others (Language Acquisition Guide 5).

Language is critical for understanding and communicating in the classroom. Students bring with them a variety of subject-specific knowledge and experiences, and teachers must be able to build upon this for a student to progress and acquire new knowledge. The identification of the school’s language of instruction (English at VKE), helps in acquiring the skills (Listening, Speaking, Reading, Writing, Viewing and Presenting) needed to apply learning of one subject area to another. As responsible educators and facilitators, it is important to reinforce these skills so that students are more proficient in transferring them from one learning area to another. In this way, there then exists a common vocabulary that transcends to all subject areas.

New teachers are oriented about the importance of language learning in the IB and its importance while maintaining the respect of one’s mother tongue.

## **ROLE OF SUBJECT TEACHERS:**

The teachers ensure that the following practices are followed for language development for communication in their respective subjects:

- Acknowledge that all teachers are language teachers who are responsible for facilitating communication and integrating language into every aspect of the curriculum.
- For each assessment task, teachers must clarify the expectations and learning objectives. Each discipline has a set of command terms which are used to establish learning outcomes and assessment objectives.
- The command terms in DP are instructional verbs which indicate the level of thinking and type of performance that is required of students. Command terms may be common between various disciplines and can have a shared academic vocabulary that informs teaching and learning in the secondary programme.
- A common word may have different meanings across learning areas or in various contexts within the subject. The teacher must make clear the context of how this word or concept is being applied and, as such, subject specific vocabulary must be defined and modeled in the relevant setting.
- Formal collaborative sessions with the language teachers are organized to discuss the command terms, support on grammatical structures/ vocabulary and language which further supports the Internal assessment components/ TOK/ EE/ CAS.
- Provide support and guidance to the students for their language needs in the specific subject areas.

## **ROLE OF LIBRARY**

The library plays a vital role in the promotion of literacy and therefore the development of students' language. The library holdings include texts in all those languages that are offered in the curriculum and the library development will take all four languages (English, Hindi, French and Spanish) into consideration while planning their collection development. The library and media center is equipped with resources to support language learning through books (range of publications: Indian and International), reading programmes, dictionaries, magazines, and newspapers in various languages, books and multimedia resources in different mother tongues. These resources cater to the diverse language needs of the school community.

## **Promoting and respecting language(s) of wider community**

VKE demonstrates appreciation of language and cultures of wider community by modeling respect and acceptance.

- The school welcomes the learning and teaching community from different cultural and linguistic background.
- Teachers make an effort to accommodate different communication methods to reach out to the students and parents with different cultural and linguistic backgrounds.
- Diverse guest speakers are invited into the classroom.
- Support students and parents seeking help in English language by providing an interpreter or translator.
- Posters, display boards, IB Learner profile attributes are displayed in English, Hindi, French and Spanish languages in the school premises.
- Celebration of national/ international language days such as French National Day, Hindi Week, Marathi Day.
- Students' participation in international exchange programme such as MUN conference, CAS conference and Girls Gearing Up (GGU) an international summit for girl empowerment that gives them an opportunity to interact and respect views of participants from different cultural and linguistic background.
- Books fairs are organized that provide exposure to literature from different cultures and languages.
- Authors and guest speakers are invited during the Literary Fest

### **LANGUAGE DEVELOPMENT SUPPORT PROGRAMME:**

The VKE comprises of students from diverse linguistic and regional backgrounds. Although many of the students and parents are bilingual or multilingual and speak English, there are some students who have limited competency in English language.

To cater to the needs of these students, VKE offers a Language Development Support Programme. The needs of the students are identified through the following process:

- **Assessments:** Students who have been demonstrating consistently low performance in language assessments.
- **Teacher's Anecdotal records:** Teacher's anecdotal records and feedback are considered regarding language capabilities of the students.
- **English Proficiency Test:** The test will help to gauge the students' language abilities in the primary aspects of language proficiency such as grammar/ syntax, reading comprehension/ analytical writing, and speaking (class participation).

The Language Development Programme is designed to enhance English proficiency of the students in various aspects of language that reflects their performance across the subject.

The school has created a consent form that needs to be filled in and signed by the parents to acknowledge the support given through the language development programme.

### **ESL PROGRAMME: (English as a Second Language)**

The school community comprises students from international backgrounds whose primary or home language is not English. The ESL Department caters to the linguistic needs of these students who require additional support to enable them to access the school curriculum in a manner that allows them to reach their full potential.

The ESL department prepares a curriculum that meets the needs of the students whose first language is not English. The teachers also use a variety of multimodal resources such as audio-visual texts, podcasts, print and digital sources, to aid the programme. English as a second language programs typically focus their courses on four areas – speaking, listening, reading and writing this gives students a well-rounded understanding of the English language. Classes are heavily group-based, and students are encouraged to interact with each other through presentations, dialogue components and language lab work. Students also have access to counselling and library resources that help them transition into the next level of the course achieving their English course credential.

### **The Role of Assessment in Language Development**

Assessment at VKE supports language development by using the student's current knowledge as a foundation to build further confidence and skill in vocabulary acquisition, grammar usage and ability to comprehend, speak and write in the language of instruction or response language. Languages used in school are supported in the various classes, by providing resources and encouragement and by nurturing a general respect and enthusiasm for language learning including mother tongue. We acknowledge that each student is unique in regard to language acquisition. Decisions regarding the best possible support to maximize success as a language learner are made on an individual basis and might vary from student to student.

### **INCLUSION & EQUITY OF ACCESS TO SUPPORT LANGUAGE LEARNING:**

At VKE, we believe in a fair and inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support and a problem-solving approach that involves the whole school community.

**ALTERNATIVE METHODS TO PROMOTE MULTILINGUALISM,**  
**SUPPORTING DEVELOPMENT AND MAINTENANCE OF MOTHER TONGUE**

To develop and maintain mother tongue and languages other than mother tongue, the school provides alternative methods such as language clubs and mother tongue clubs.

**Multilingualism Practices at VKE:**

The ability to communicate in two or more languages is an educational concept that promotes multilingualism, intercultural understanding and global engagement, all of which are central to the IB's mission. It fosters in students, respect and appreciation of language, culture and global diversity. Furthermore, Multilingualism is a means to affirm cultural identity and develop international mindedness.

To build and foster intercultural understanding and respect for other languages, VKE supports multilingualism by:

- encouraging students to gain competence in at least two languages to achieve long-term goals of multilingualism.
- enabling students to understand their own cultures and those of others.
- encouraging students to develop an awareness and understanding of the perspectives of people from other cultures.
- enabling students to develop lifelong learning skills for holistic development (“MYP Language Acquisition Guide” 5)
- providing insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world through global engagement and intercultural understanding.
- equipping students with the necessary multiliteracy skills by providing multimodal resources.
- conducting a variety of activities through language clubs.
- providing multimedia and print resources by the school library.



### **LANGUAGE CLUBS TO SUPPORT MULTILINGUALISM:**

We believe that students should be given a platform to study languages over and above their curriculum. At school, we offer a scope of learning one additional language through a language club. Students can choose one language from Hindi, French, Japanese and German offered as a part of this club.

### **MOTHER LANGUAGE CLUBS**

VKE consists of a wider cosmopolitan community that represents over 25 different spoken languages on campus. Other than English, the most widely spoken language is Hindi (host country language). We acknowledge and respect the importance of developing students' literacy in their mother tongue for their personal, social and academic growth. We believe that maintaining and enhancing the student's mother tongue in addition to other languages offered, is intrinsic to the very concept of multilingualism.

A survey is conducted annually to identify the mother tongue of the student community. Based on the survey results the club organizes various activities and events during the year. The school celebrates International Mother Language Day on 21st February to promote and support the development of mother tongue and International Mindedness.

### **MULTILITERACY PRACTICES AT VKE**

We at VKE, focus on the development of multi-literacies in the classroom to encourage linguistic diversity and to raise awareness of linguistic and cultural traditions across the world. To facilitate multi-literacies, multimodal communication is integrated into language teaching across the IB continuum. To broaden the concept of literacy beyond paper-based reading and writing, teachers provide extensive skill-based activities on comprehension and communication. Assessments are designed accordingly to provide opportunities of the effective transfer of these skills. This also indicates the social, cultural and technological changes required for holistic learning.

To further support multi-literacies across the subject groups, team teaching and cross-curricular activities with other departments are encouraged as a pedagogical approach. The collaborative practices ensure effective teaching and learning across the curriculum.

Second language learning is another suitable platform to strengthen multimodality and enhance multi-literacy. This provides an opportunity to learn intercultural understanding and develop respect towards cultural diversity. Students are able to appreciate linguistic differences and imbibe various modes of communication.

#### **Connection to other policies**

- Access and/or admission policy
- Academic Integrity
- Inclusion policy
- Assessment policy

#### **Policy Review**

This document is a working document that will be reviewed from time to time. Management, the Pedagogical leadership team and teachers are involved in reviewing the policy.

**Recent review date: June 2023**

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