



LANGUAGE POLICY

Kothari International School (KIS), Noida

MISSION STATEMENT:

The International Baccalaureate's Mission Statement

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Kothari International School, Noida's Mission Statement

Kothari International School epitomizes the vision of making learning meaningful, collaborative and immensely enjoyable. Our endeavor is to empower our students with knowledge and skills through engaged learning; ensure pursuit of tertiary education of their choice and make them custodians of their own physical, emotional and spiritual well-being. Our students shall endeavor to maintain and improve the quality of life-without damaging the planet for future generations. Each member of Kothari International School fraternity is in pursuit of a Perfect Score in all spheres of Life. We realize today, more than ever, that we are an interdependent world. We expect our students to appreciate the diversity and understand the value of unity. Our students shall understand their rights and responsibilities. Thus, being empowered with knowledge and skills, they shall learn to contribute towards a Zero Conflict World. Our students shall seek seamless transition into adult life; become useful members of the communities in which they live and promote tolerance, world peace and tranquility.



School Language Profile

Language is a fundamental element of identity and culture. It is very important and crucial for viewing, thinking, communicating with, and learning about the world. Thus, we at KIS believe that the mother tongue of each student is important and must receive support at the school, in the course of the student learning another language. We believe that all teachers are language teachers in school as they support the understanding and learning of the students at KIS.

The majority of our students speak English and the remaining either speak Hindi or other Indian regional languages, independent of our IBDP. Many of our students speak two or more languages in addition to their mother tongue.

The status of English in our country is as a medium for communication and thus our belief is that all our subject teachers are language teachers and all the students gain proficiency in language across the subject options.

English is the main medium of instructions but outside the classroom, teachers and students can communicate in their chosen languages, aligning with school philosophy and decorum.

At school events integrating Hindi, French and encouraged through Hindi Divas, dramas, stage performances, Assemblies etc.

LINK BETWEEN LANGUAGE POLICY AND OTHER POLICIES:

● Admission policy:

At the time of admission, students and parent provide the following information as mentioned in the admission form:

- Language the student understands
- Language the student speaks

● Inclusion policy:

At the time of admission, parents are asked to report with adequate evidence of any assessed learning and physical difficulties/disorders to enable the school to make appropriate inclusion access arrangements (as permitted by IB)



● **Assessment policy:**

The language proficiency of students is judged at the time of admission. Additionally, different formative and summative assessments will be conducted in the language chosen by the students for their Language Acquisition subject.

Language Acquisition - Diploma Programme

The primary aim of the Language Acquisition course in the DP is to encourage students to gain competence in a second language with the long-term goal of balanced multilingualism. This aim is in recognition of the role that a second language has in appreciation of cultural diversity and global mindedness. The course offered for Language Acquisition is French ab initio/ Hindi for students (other languages may be added later on demand).

- **French Course Options:** Students who studied French in grades 9 & 10 are recommended for French B (SL) or ab initio courses based on proficiency levels, assessment scores, and previous records. Students who have not pursued French in school but wish to take up French B (SL) are provided the opportunity if they score above 60% in the language proficiency test.
- **Hindi Course Options:** Students who studied Hindi in grades 9 & 10 are recommended for Hindi HL or SL courses based on proficiency levels, assessment scores, and previous records. Students who have not pursued Hindi in school but wish to take up Hindi B (SL) are provided the opportunity if they score above 60% in the language proficiency test.

Programme/Grades	First Language	Secondary Language
DP: (Gr11 – 12)	Group 1: English Language & Literature SL/HL	Group 2: Language acquisition Choice between: French B SL, French ab initio, Hindi HL & Hindi SL

Language Diversity and Support for Mother Tongue



We recognize that our school is part of a culturally diverse community with complex language and learning-related needs. While our students are literate in English, some students may have a mother tongue other than English or may speak a language other than English or Hindi or Indian regional languages at home. To support language diversity and mother tongue development students are encouraged to continue honing their language skills at home and in their community and we celebrate it in school in collaboration with the parents. Students whose ‘best’ language is not English will be supported in the development of their mother tongue to ensure their cognitive and academic development, and preservation of their cultural identity.

Since many students understand better in the mother tongue, there is a possibility of using the mother tongue as a crutch while expressing and in the process, suppressing the development of English language (medium of instruction) fluency. Therefore, the guideline for use of mother tongue in the classroom is that it should be used as a support language – inter-lingual translation should be used wherever the teacher feels the need and sees value in its use.

Mother tongue support is provided through various programmes in the school such as language days, special assemblies, dramatic productions in languages other than English.

The school will also encourage the appreciation of acquired language, i.e., French, through the celebration of French Language Day

- Independence Day celebration: Performances in different languages to showcase India's linguistic diversity
- Hindi Diwas Celebration: To celebrate the Hindi language through poetry recitation, author/poet appreciation, drama, etc
- French Language Day: Event to celebrate multilingualism and diversity of culture through skits, songs, and speeches in French.

The school library has reading material in languages other than English.



Language Support for Students who have low English proficiency

IB students must demonstrate a high level of language proficiency in reading and writing in English in order to be successful in the programme. Students' English language skills are assessed upon application to the program and are taken into consideration for admission. Those students who are accepted, but who need support for English Language, receive language support from individual classroom teachers as well as assessment accommodations.

School will take following steps to support the students:

- Provision of dictionaries (both online and offline) for students
- Dedicated Time slot for students to read and write in English
- Develop a detailed plan with the English Subject teacher to ensure a focused attention on the language skills required for each subject (command terms subject specific conventions)
- Students will also be provided with resources and customized Practice sheets to build their vocabulary and language skills.
- Support Materials like Educational magazines in different languages, Newspaper and Dictionaries – Hindi, French and English will be made available in the library.

Professional Development for Teachers

We recognize that administrators, teachers, librarians and other school staff require professional development in the fields of language learning and teaching. This is achieved through official IB training, and through internal PD at the school. For example, teachers receive opportunities for learning about language development, strategies for supporting and fostering language diversity and intercultural awareness.

Communication

The IB language policy would be posted on our school website, and made available in print format for the stakeholders on request.

Policy & Review

The Language Policy Steering Committee comprising the Head of School, DPC and the Language department will meet once a year to review the policy.



Policy Designed : January 2024

Next Review in: March 2025

Bibliography:

The following assessment resources were consulted in the creation of this document:

International Baccalaureate Organization, Guidelines for developing a school language policy in the Diploma Programme

<https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/guidelines%20for%20writing%20a%20language%20policy.pdf>

International Baccalaureate Organization, Program Standards and Practices,

<https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf>

Sample policy Documents of DP Language Policy

<https://kss.limestone.on.ca/cms/one.aspx?pageId=13405813> and

file:///C:/Users/satis/Downloads/nesism_language_policy.pdf

