



K. R. Mangalam Global School

South City-1

Gurugram

Language Policy

## **K.R. Mangalam Global School**

**Vision:** To develop a community of agile learners and educators who will work in tandem to cultivate a wholesome learning experience for the citizens of the future.

**Mission:** Is to raise learners who have a strong moral fibre; are self reflective, resilient and responsible individuals with strong sense of identity who strive to be agents of change for building a more equitable and humane society.

### **IB 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.”

## **LANGUAGE POLICY**

### **Language Philosophy and Aim**

KR Mangalam Global School (KRMG) believes that language is an integral element of identity and culture which helps to think, connect, learn and see, as a means of communication and information. Language is fundamental to human life, it is through language that all learning takes place; it is also the key instrument of a student's cognitive development. KRMG acknowledges that language is the driving force that links all disciplines and aims to promote their academic, social and emotional development by promoting language learning among its learners. In addition to their mother tongue, KRMG encourages learners to seek learning of other languages. English is the language of instruction at KRMG, as it is generally recognized as the language of communication in the country and as another language. Hindi is the host country language and also the language spoken and understood by the residents of the state. KRMG believes that all teachers are language teachers, considering the status of English in the country and in school, so that students achieve language proficiency across a variety of disciplines and that students can obtain equal opportunities. Knowledge of the English language helps these learners to explore and learn from the vast resources available internationally. The school provides all the resources, including materials and coaching, to help learners to be competent in the English language. In addition, the school provides the same support to learners in a second language.

At KRMGS, we acknowledge the importance of the mother tongue in the holistic development of learners and provide an environment conducive to multicultural learning. Through Language, one is capable of forming one's own identity, of exploring one's own environment, of solving problems and of expressing them with clarity. To this end, every teacher has the responsibility of being a language teacher.

Our policy aims to ensure that students have command and aptitude in English, the language of instruction as well as the other languages they pursue making them proficient in listening, speaking, reading, writing and understanding content.

At our school we strive to cultivate in our learners the sense of appreciating the nuances of language and the respect for differences between languages and other dialects to promote international mindedness.

**We believe that students learn best when they have the opportunity to:**

- ★ Participate in learning in a meaningful context.
- ★ Link it to their previous experience, needs and interests.
- ★ Reflect on their learning as self-assessment.

**These opportunities may be created by teachers when they:**

- ★ Collaboratively plan for learning experiences that allow learners to develop a language within a meaningful and enjoyable context.
- ★ Integrate language into other subject areas.
- ★ Use an array of teaching, learning and evaluation strategies.
- ★ Identify opportunities for language learning that support the inquiry in language.
- ★ Foster learning a language, learning about the language and learning through language.

## **LINK BETWEEN LANGUAGE POLICY AND OTHER POLICIES**

- Link to **Admission Policy** :

Students provide the following information as required during interaction and grade 2 upwards through their report cards :

Language/s understood by the student.

Language/s spoken by the student.

- Link to **Assessment Policy**:

The language competency of the learner is determined at the time of admission. At the Primary School, students are regularly assessed by referring to the learning outcomes from the School's language scope and sequence. Parents are informed of the learner's academic progress and language proficiency on an ongoing basis.

- Link to **Inclusion Policy**:

Additional support is provided to students who need help in English or any other area. The exemption from third language is given to children with learning disabilities so that they can give more attention to other subjects.

### **Linguistic Profile**

The cultural and linguistic background of the majority of the student population is similar, being residents of Gurugram. The economical background of the students range from middle class to affluent families. The parent community is a mix of entrepreneurs, professionals from diverse industries. The school believes that the contribution of parents, students, teachers and the wider society will go a long way in developing a caring language community and confident language learners. The school discerns that multilingualism will enrich the personal development of a child and enhance intercultural understanding and international mindedness.

The following points summarize the language profile of students currently studying at K. R Mangalam Global School

1. Majority of the students have Hindi as their mother tongue/ native language.
2. Most students use English at their homes.
3. English is the medium of instruction and is commonly acceptable to all. The medium of instruction in KRMGS is English. This is the language of communication stipulated for all purposes. Since English is a commonly accepted language in the host country, it is also used as a means of communication in most homes and is not really considered a foreign language by students, teachers and parents. It is the internal working language of the school, in which all operational and development activities take place.

**Bilingualism:** In the school's curriculum, mother tongue and the second language are generally given equal importance; respecting the consolidation of mother tongue in the early years, before going on to develop the learning process. Bilingualism promotes a sense of pride and respect amongst learners for their cultural roots and also facilitates cognition during early years.

**ESL (English as a second language) support In the Early Years (PYP), ESL in class support is provided for children who have minimal knowledge, comprehension and use of the English language.**

In order to maintain parity in terms of instruction and learning process we have established a process around the usage of bilingualism and first and second language.

Grade	Use of bilingualism	Teaching in second Language
Pre Nur - KG	50%	50%
Grade 1-2	30%	70%
Grade 3- 5	10% (Learner's Need Based)	90%

### **Primary Years Programme - Language**

The school provides a wide range of activities that are both part of the curriculum and , within and outside its transdisciplinary research programme. English is the primary language taught in primary years, as well as the language used by students to connect to the PYP curriculum. All students are expected to talk in English and are constantly encouraged to do so. Since all subjects except the second language are taught through the medium of English, the students are constantly and unintentionally learning the modalities of the language.

The school offers Hindi and English Language from the age of 3 years (Nursery) and a Third language (French/ German) from the age of 10 years (Grade 5) as a part of the curriculum.

The school follows a document, PYP Language Scope and Sequence for primary years. It promotes language learning through research and inquiry, empowering students to make real life connections. The learning of any language is of a developmental nature, building constructively on what each student knows to help them move forward. The school also sees culturally diverse literature as a powerful means to develop the international awareness and attributes of the learner profile in all learners. The library collection reflects this belief in its collection of language books.

The school supports the development of language through the following engagements:

- ★ Special needs teachers for teaching English to students who are new to English as a language.
- ★ Encouraging students to participate and to give presentations in the form of short skits, plays, group discussions, gallery walk, presentations, videos.
- ★ Celebrating Literacy Week, during which dramatic performances and other assignments are integrated into the curriculum, such as poster design, book review and book reading.

### **Language Support**

The school provides English learning support to

They are supported by the following strategies:

- ★ Assessment of Prior Knowledge.
- ★ Planning for various abilities.
- ★ Generating the appropriate resources for each skill group.
- ★ Implementing strategies for teaching.
- ★ Group evaluation.
- ★ Remedial learning.
- ★ Daily monitoring in the form of monthly formative oral and written speech evaluations.
- ★ Frequent interaction with parents about the progress of students and working with them to enhance their results.

### **Developing language in Primary School**

The capacity to reason, analyze, communicate, describe ideas, feelings and act rationally through the medium of the English language is established by students in primary years. Language learning is an essential tool required to organize and articulate our ideas and opinions. We consequently inspire our students to improve their language skills to the maximum by providing them with a broad range of language skills by providing them with a wide range of learning opportunities. In Primary Years, students will also learn additional languages.

### **Developing the Oral, Visual and Written aspect of language: PYP**

Language scope and sequence is formed under the following areas:

- ★ Oral - Listening and Speaking.
- ★ Visual - Viewing and Presenting.
- ★ Written - Reading and Writing.

Language Scope and Sequence is planned horizontally and vertically and encompasses aspects of teaching, learning, reflecting, and assessing in both ways i.e. formative and summative.

The aforementioned strategies are implemented to ensure that every student has the opportunity to explore his or her maximum potential:

- ★ Using visible thinking routines
- ★ Extempore.
- ★ Debate.
- ★ Theatre.

- ★ Writing argumentative, persuasive writing, imaginative stories. Expository writing etc.
- ★ Making movies on socially relevant issues.
- ★ Street Play.
- ★ Public Speaking
- ★ Celebrating various occasions & festivals.
- ★ Role Play
- ★ Podcast

### **Language Resources**

Almost since the outset of our school, our primary objective has always been to significantly boost linguistic knowledge. We've developed and are continuing to add to our entire collection of leveled books that support our IB planners. Our library also includes a wide range of fiction and non-fiction books. In addition, we use a large number of online resources to support students' education and research.

### **Language and the Program of Inquiry**

Language is embedded throughout the program. Higher-level thinking, key concept questions, and extended research all lend themselves to a strong presence of vocabulary and language within planners. Oral, visual, and written languages are all part of the planning activities.

### **MOTHER TONGUE SUPPORT**

The School firmly believes in instilling a sense of pride in the mother tongue. Since learners embody the varied cultures and languages of the world, it is imperative to recognize and include the importance of the mother tongue in the learning process. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness.

The primary school actively engages parents in the education process through informal discussions (storytelling sessions, puppet shows, folk songs, and regional music in their mother tongue or cooking) in their mother tongue. Most of the students in the school population have Hindi as their mother tongue. Hindi being the host country language is imparted from Nursery onwards. There are many occasions in school when the mother tongue and national language is used extensively for celebrations and festivals.

The School supports Parents by providing a specific time once a month to share the learning experience by incorporating the student's mother tongue as a necessary form of communication (PYsP). The school also celebrates Mother Language Day and celebrates Literacy Week.

The school allows second-language students to use the paper dictionaries in their classes at school and in-class tasks, excluding language assessment.

Teachers sometimes explain the concept in their mother tongue to students with low-level English skills, which is the language of instruction.

## **OTHER LANGUAGES**

Mother tongue Language is taught as the Second language starting from Nur - Grade 5.

Grade 5 onwards the students are offered a choice in the third language from the following options- German, French.

Hindi is the language of our country and is also one of the languages being taught from Class Nursery and up to Grade 5. The School promotes the learning of Hindi language by means of the following:

- ★ Part of the curriculum.
- ★ Library: separate Hindi, German and French sections in the library and children are encouraged to issue books once a week.
- ★ Storytelling sessions.
- ★ Display: Hindi work.
- ★ Book Week.
- ★ Class Libraries.

## **LIBRARY – THE RESOURCE CENTRE**

The library is fundamental to our school's education system. The library creates a dynamic space environment that promotes the love of reading books, as well as a place for research and building knowledge.

The library provides fiction, non-fiction, picture books, board books, pop-up books, multicultural books, world classics, autobiographies, multilingual books, reference books, etc.

The school sees the library as a valuable resource for promoting the international awareness of IB programmes.

The library also provides resources for the collaborative planning, research and career development of teachers. It is a rich knowledge center that provides the student with a fully independent and detailed support system. The resources at the disposal of students and teachers:

- ★ Books - fiction and non-fiction
- ★ Language books
- ★ Journals, Magazines etc.
- ★ Encyclopedias
- ★ Biographies



## ★ Newspapers

There's a library period once a week at the PYP level. Teachers also take classes with prior information in the library. Both the language teacher and the home room teacher have book discussions, read aloud, help with research, and allow learners to explore and choose books. In addition to the use of the school library, each class also includes a classroom library.

## **LANGUAGE ASSESSMENT- PRIMARY SCHOOL**

Language is assessed as- Oral (Listening and Speaking), Visual (Viewing and Presenting) and Written (Reading and Writing)

### **Formative Assessment-**

- ★ Continuous and ongoing
- ★ Assesses the learning process
- ★ Ability of the students
- ★ Helps plan the next stage of learning (promoting learning)
- ★ Informing the learning community

## **REVIEW PROCESS- LANGUAGE COMMITTEE**

The School has a Language Committee which will include the following members:

1. Head of School
2. PYP Coordinator
3. Upper Primary Representative-1
4. Lower Primary Representative-1
5. Second Language Teacher-1

The language committee undertakes a review once every two years.

## **SHARING OF LANGUAGE POLICY**

Language policy is shared with all stakeholders (Teachers, Administrative staff, Parents and Students) through various modes of communication:

The PYP School Policy Presentation is an unique feature of the Orientation Process for New Parents, Students and Teachers on the onset of the academic session conducted by the IB PYP Coordinator.

During the in-house Teacher Training Programme the new teachers are given time to

appraise themselves and understand the school policies.

All school policies are communicated to the teachers, students and parents through regular communication and are uploaded on the school website.

We acquaint parents of primary school with the method of inquiry, its progression and action through languages.

### **PROVIDING LANGUAGE SUPPORT TO SCHOOL COMMUNITY**

Workshops to be conducted annually for common terminologies.

Specific groups as per their requirements (especially Class IV employees).

First language training for all staff.

Use of English as the language of communication by all, at all given times.

### **BIBLIOGRAPHY**

IB Language Policy document

IB Guidelines for school self-reflection on its language policy

IB Making PYP Happen

School's Assessment and Learning support policies

Other school's language policies

IB Learning and Teaching document - December 2018