



DRSIS LANGUAGE POLICY

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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. To this end, the organization language 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.

DRS Mission Statement

DRS International School (Vision-Mission) is committed:

- To provide our student community with the finest quality, holistic education that meets global qualitative standards in learning and teaching in, across, and beyond disciplines in the sciences, commerce, and arts.
- To inspire in children the love of learning and the joy of discovery; thereby empowering them to innovate and become life-long learners.
- To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs, and cultures of people across the world and in so doing develop international mindedness.
- To empower our learning community to collaborate and strive to translate their learning into effective action, thereby promoting progressive thinking and global harmony.

DRS philosophy

Language is integral to exploring and sustaining personal development, cultural identity, and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge are negotiated and constructed. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school. (Learning in a language other than a personal language in IB programs, P1).

In line with IB philosophy concerning „Language and learning in IB programs“, teachers across disciplines and subject groups recognize and understand their responsibility to language learning of all students. Academic literacy and Cognitive Academic Language Proficiency (CALP) inform and shape objectives for learning and teaching, learning and teaching strategies and practices through collaborative planning, reflection, and assessment.

Language learning at the school refers not only to the learning of a specific language but includes all activities around the language learning process, including all activities that promote the use of languages in the academic program at the school, including scholastic activities. Through language, our school community acquires the ability to think and to learn, to develop social skills and values, and to acquire knowledge.

Learning an additional language [a language other than the personal language or heritage language] is facilitated by the school for all its students, with consideration of the special educational needs of some students. The school will work to develop further its learning environment and conditions to enable all students from any cultural-linguistic background to learn their personal and other language(s) on an equal opportunity basis.

The school is respectful of its host country's languages, heritage, and culture. India's language of industry, business, and politics is English. Hindi is widely spoken across India, and the predominant culture is diverse in an international context. Consequently, the school supports the major languages of the host country through our core curriculum. Throughout the curriculum from International Kindergarten to 12, the school looks for ways to make connections with the local Indian culture through immersive experiences such as field trips, visits, and interactions with resource persons.

The school has a policy of admitting students who have attained the required levels of linguistic proficiency in English to meet the program requirements and promotion to the next grade level. This clause is in alignment with the School's Admission Policy.

Given the school ethos embraces diversity and takes cognizance of learner variability, multiliteracies are central to our language philosophy. The school recognizes that students have diverse language portraits and that have multilingual backgrounds, that must be honored, celebrated, and developed to affirm their identities. The school is committed to exploring multimodalities in terms of using a variety of media, material, and content, including technology, to support teaching and learning. The school understands that there is an interdependent relationship between these multiliteracies and an approach that supports multilingualism.

IB Learner Profile

- ✚ **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- ✚ **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- ✚ **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- ✚ **Communicators:** We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- ✚ **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- ✚ **Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- ✚ **Caring:** We show empathy, compassion, and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.
- ✚ **Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- ✚ **Balanced:** We understand the importance of balancing different aspects of our lives —intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- ✚ **Reflective:** We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.



LANGUAGE LEARNING at DRS

All students at the school are to be provided with an opportunity to learn at least two languages, including their personal language. This will look different in each school division. There are school classes in some languages, including French, Telugu, and Spanish. Library resources in alternative personal languages are building over time. Families are encouraged to share books in their own languages to supplement the school's collections. Students vary in their ability to learn a language; some will achieve functional proficiency in the target language while others will become truly bilingual or multilingual. The acquisition of language must be seen as a continuum along which each student progresses at his or her speed.

PRIMARY YEARS PROGRAMME POLICY

The language of instruction (LOI), English, is taught first, before the second language development.

Inquiry-Based: The units of inquiry provide an authentic context for learners to develop and use language.

Transdisciplinary Nature: Since language is the medium of inquiry, in both the affective and effective domains, students listen, talk, read and write across the curriculum to actively engage in learning. This contributes to the transdisciplinary nature of language learning in the PYP.

Stand-Alone Curriculum: While most of the language development takes place in the authentic context of trans-disciplinary and inquiry-based learning, some of the language skills are also given a special focus. Specific aspects of reading, listening, grammar, and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential part of the curriculum.

Scope and Sequence: The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IBO. The processes involved in language learning are represented in a continuum involving all the strands of oral, written, and visual language. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade. All three of the language strands are learned across and throughout the curriculum as represented below:

Strand	Receptive— receiving and constructing meaning	Expressive—creating and sharing the meaning
Oral language	Listening Speaking	
Visual language	Viewing Presenting	
Written language	Reading	Writing

LANGUAGE AND POLICIES IN THE KINDERGARTEN:

DRSIS Kindergarten Program is to develop both English and Hindi language skills. All children, regardless of their personal language or the current standard of English and Hindi languages, are expected to be committed to the development of both languages. No language is given preferential treatment. Students are expected to develop to the best of their ability, an all-round proficiency in both languages.

DRSIS Kindergarten utilizes a student-centered, inquiry, and activity-based learning environment in the English medium classes. Hindi language classes at a native-user level incorporate a knowledge-based approach to learning. The 'native-user' level promotes 'literacy' skills (reading/writing/speaking/listening). A more structured/rigorous approach may be necessary for promoting language learning at this level. Our Hindi language teachers recognize the need for a balanced approach. At the 'intro-user' level, 'oral' skills (speaking/listening) are promoted.

DRSIS dedicates a significant number of lessons to the study of the Hindi language. The English and Hindi teachers work together during PYP lessons, so the children learn the units in Hindi and English.

LANGUAGE AND POLICIES IN PYP [GRADES 1-5]:

As language is the key to all learning, all teachers at DRSIS are language teachers. Language learning at DRSIS refers to learning a specific language. This includes activities that enhance the learning of that language.

The Primary School at DRSIS provides a strong, challenging curriculum in two languages, embracing the principles of the PYP. Our students become skilled and knowledgeable in the main subject areas: Mathematics, Social Studies, Language Arts, Science and Technology, Personal and Social Education, Music, Drama, and the Arts, while acquiring Hindi as a second language.

DRSIS strives to make every student proficient in two languages: English and Hindi. All students will have the knowledge of and the ability to use two languages. However, students vary in their ability to learn a language; some will achieve functional proficiency in the target language while others will become truly bilingual. The acquisition of language must be seen as a continuum along which each student progresses at his or her speed. English and Hindi are equally valued and used as media of instruction during the school day. Most of our teachers are either native speakers of the target language taught in the classrooms or are proficient in both languages. Between 60% to 80% of our staff speak more than one language, although English is the common language used for all collaboration, planning meetings, and communication within the school.

LANGUAGE PRINCIPLES

- We provide a learning experience for the students, delivered in two languages, with a set of expectations and procedures.
- We use each language as a medium of inquiry, providing opportunities to challenge first-language speakers and to develop second-language speakers.
- We view ongoing language development for DRSIS students as the responsibility of all teachers, parents, and students.
- We understand that our students come with many different language backgrounds and will all progress at different paces.
- We teach language through context and relate new information to existing knowledge.
- We accommodate various learning styles with differentiated instruction according to individual needs.
- We strive to keep abreast of the most current research regarding dual-language acquisition.
- We give ongoing feedback on student progress in both languages of instruction.

SECOND AND THIRD LANGUAGE SUPPORT

Successful language learning can only be accomplished through a thorough support system within the school and a full partnership between our school and the parents. Hindi, French, and English teachers also work collaboratively around the central ideas and team-teach the PYP programme.

Hindi Language and Hindi Literature Programmes are available to students in Primary 1 and Primary 2 grade levels. Hindi as a Second Language, Hindi Language, and Hindi Literature Sessions are available to students from Primary 1 to Primary 5.

We support speaking additional languages also. We have special speaking and listening classes for the same. Additionally, the literary clubs provide an opportunity for students who need extra help to develop their language skills. The clubs are a part of school activities and are held every week during school hours.

Language Options for the MYP Students of DRS

In our mission to create global-minded citizens, open to the richness of other cultures and languages, all the while instilling a sense of pride in their own, we offer additional language programs, that enrich and open new horizons. In DRS, the students have several languages to choose from:

MYP 1 to MYP 5:

Language & Literature: English is a mandatory language. Telegu being the majority of the students' personal language, it is the first choice of the parents to have English when it comes to Language & Literature. They wish their children to be more fluent in English. So, DRS is providing them the option of English being the first language.

Additional mandatory language: Telegu is a mandatory language (being the majority of the students' personal language.) and is made a compulsory language in schools till grade 10 by the state government, DRS provides

students to learn their personal language. Students are not appearing for any kind of assessment in Telegu in MYP.

Language Acquisition: Students have to choose one language, either Hindi, French, or Spanish as their study of Language Acquisition.

DRS MYP MULTILINGUALISM AND PERSONAL LANGUAGE SUPPORT

We strongly encourage the use of the personal language. We actively support the development of the personal language of our students, as it is important for maintaining cultural identity and emotional stability. The school has systems in place to identify the range of personal languages in school, for example, the admission application form requires the admission seeker to furnish the child's personal language and/or the language spoken at home.

As a multilingual and multicultural school, DRSIS promotes the development of personal languages across the school community. The school partners with the parent community in supporting and nurturing students' personal languages through a range of strategies and connections. Parents are expected to communicate the importance of developing a personal language with their children (for traveling to one's home country, communicating with relatives, and maintaining ties with a child's cultural heritage). Parents promote the development of their child's personal language by providing opportunities to listen, speak, read, and write the language(s), especially during school holidays and at home. Parents are also encouraged to get together to start personal language clubs at school and share resources, such as books, and multimedia in the personal language to enrich teaching and learning at the school at large.

DRSIS supports personal language development in the following ways:

- PEP (Telegu Proficiency Enhancement Program)- At DRS, PEP is held every Saturday for all students as most of the student's personal language is Telegu in order to develop all aspects of their personal language — speaking, reading, listening, and writing. Although in Language acquisition, students are learning Hindi, French & Spanish. Out of these three languages, students choose any one. Language teachers are in charge of leading these classes, which include interactive audio-visual lessons and pronunciation practice along with practice worksheets.
- Our school library undertakes to include literature in a range of languages representative of the school population. (Learning Community)
- Opportunities are provided for students to make presentations, including storytelling and singing in their language. One of the aims of such activities is to reinforce awareness that although these students may have difficulties using English, they are fluent in their personal language. It is also a way of sharing culture and making explicit the fact that language is a part of the culture. (International mindedness)
- Sing the Language – How Music Can Support Personal Language Acquisition (At DRS, Telegu Personal Language) One of the challenges of working in a multicultural environment is facing the multilingual phenomenon that exists. In an educational setting, this multilingual phenomenon becomes much more scrutinized. As one of the goals of a school is to develop its students, then that goal should also include the development of each student language or personal language. At DRS majority of our students speaks Telegu in their home. Personal language (Telegu) is also supported in school, particularly during Saturday's music and dance activity classes. We celebrate various cultural

festivals where students participate in singing and dancing to songs related to the Telegu language and other regional languages. Our annual day celebration includes musical drama based on various languages – English, Hindi, French, Spanish, and Telugu. Students are trained to get clarity in pronunciation, articulation, and vocal projection rhythm awareness – not just with music but with the language in which the music/song is composed. We celebrate language day where students are free to express themselves in any language of their choice in the form of music, dance, speech, etc.

- Socializing in personal languages- When students are outside their classroom, they use their languages, for socializing, and learning.
- Integrate knowledge about language across the curriculum: During classroom teaching and learning, various languages like English, Hindi, Spanish, French & Telegu are used to integrate knowledge across the various subjects.
- Usage of trans-language as a pedagogical tool to help our minority language speakers thrive – Facilitators use personal language (Telegu) as well as school mode of communication (English) in the classroom so that early emergent bilinguals can understand and learn better.

Support for students who are not yet proficient in the language of instruction

- ESOL Program- At DRS, we run the ESOL (English to Speakers of Other Languages) program during intervention classes (weekly twice). These classes are taken by Language teachers. With the help of these classes, students:
 - ✓ gain fruitful listening practice
 - ✓ learn new words and expressions and enlarge their vocabulary
 - ✓ speak with native teachers
 - ✓ read lots of articles and real-world texts
 - ✓ develop their writing skills
 - ✓ develop speaking skills through social activities and small classes

At DRS, any student with completely different linguistic and cultural backgrounds, whose parents make them learn English and opt for language & literature, or any student who wants to improve her English communication can be a part of this ESOL program.

Parental Involvement

- ✓ Parents are actively involved in enriching personal language development at home. They are expected to communicate the importance of developing a personal language with their children (for traveling to one's home country, communicating with relatives, and maintaining ties with a child's cultural heritage). Parents promote the development of their child's personal language by providing opportunities to listen, speak, read, and write the language(s), especially during holidays/vacations and at home.
- ✓ Parents will be asked to suggest suitable additions to the school library in these languages.
- ✓ Parents are also invited to enhance our student's personal language.

Steps to strengthen the personal language in our classrooms:

- ✓ Opportunities are given to students to read books and engage in some oral work within the same language circles or read dual-language books on their own.
- ✓ When new vocabulary and elements of grammar are introduced in English, links between it and other languages are explored.
- ✓ Students are allowed to speak their own language during informal class time.
- ✓ Students are allowed to teach other classmates simple greetings and frequently used expressions.
- ✓ The school library supports the development of personal language through a variety of books and resources.
- ✓ Students are encouraged to share their learning and progress with their parents and other members of the community using their personal language through special assemblies and other school events. There are many occasions in school when the personal language and national language are used extensively for celebrations and festivals.

Entry and Exit Points for MYP Language Acquisition

Grade	Language Acquisition – Middle Years Programme (MYP)
MYP 1-5	Telegu is an additional mandatory language is a personal language to the majority of the students. This language is not assessed. Students have to choose Hindi, French, or Spanish for the study of language acquisition
DP 1-2	Hindi B at SL & HL and French/ Spanish B at SL; French/ Spanish Ab Initio SL

NOTE:

- ✓ In the MYP, language acquisition is organized into six phases. In Grade 6, teachers will decide the most suitable phase in which to place the individual student based on a baseline assessment (placement test) conducted at the beginning of the academic year. During classroom teaching and learning, based on students' performance and progression in the language, phases are changed.
- ✓ In the DP, we have expanded our subject offering and have included Hindi and French at both levels, Ab initio and Language B.
- ✓ In DRS, students learn at least three languages (from MYP 1 to MYP 5 & PYP 1 to PYP 5) /two languages in (DP 1 &2) across all three programmes of IB and are encouraged to learn more. This encouragement comes in the form of school-supported events such as Language Day etc.
- ✓ In Grade 6 (MYP), for the Language Acquisition subject group, the student may opt for a different language than one selected in the PYP. The student will then continue with the same language till Grade 10.

DRS MYP Language acquisition phases:

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	To reach the aims of language acquisition, students should be able to:	To reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective B: Reading			
i.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective C: Speaking			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively.	communicate all the required information clearly and effectively	communicate all the required information clearly and effectively
Objective D: Writing			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally, accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple and cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices

iv.	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context
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Language support from the stage of Admissions

Students seeking admission to DRS go through multidimensional assessment procedures, including English-language proficiency. Records, current levels in academic areas, and language or language-readiness skills are identified and curated. Students are placed in appropriate instructional settings based on the outcomes of entry-level tests. Students without English background or fluency are appropriately supported through support classes. Students are placed in the appropriate level based on their language proficiency. A student portfolio is maintained to track the progress in languages and students are given opportunities to reflect and rework.

Additional Support

Along with parents, teachers, and students, the school assumes a collective responsibility to equip the school library and classrooms with resources to support language development in all students. The school has a library and media center which is well stocked with books and provides students with adequate places and computers to research material.

MYP Language and Literature aim to encourage and enable students to:

-  use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis, and social interaction
-  develop the skills involved in listening, speaking, reading, writing, viewing, and presenting in a variety of contexts
-  develop critical, creative, and personal approaches to studying and analyzing literary and non-literary texts
-  engage with text from different historical periods and a variety of cultures
-  explore and analyze aspects of personal, host, and other cultures through literary and non-literary texts
-  explore language through a variety of media and modes develop a lifelong interest in reading
-  apply linguistic and literary concepts and skills in a variety of authentic contexts.

- from Language and Literature guide. Page:6

Language and Literature

Each MYP language and literature course must include the study of a balance of genres. Each MYP language and literature course must include the study of a range of literature. Each year of each MYP language and literature course must include a world literature component.

Novel Study from Grades 6 to 8

DRS uses 'novel study' for developing language and literature from Grades 6 to 8. To give diverse exposures and genres, students are recommended two novels per year level. The two novels selected will be under World Literature focusing on the apprehension of literature and its movement from different parts of the world. This is flexible with the teachers and the students. Teachers have clear plans for using these novels and other resources for the progression of learning.

The Teaching and Learning of MYP Language Acquisition are to:

- ✚ gain proficiency in an additional language while supporting the maintenance of their personal language and cultural heritage
- ✚ develop respect for, and understanding of, diverse linguistic and cultural heritages develop the student's communication skills necessary for further language learning, and for study, work, and leisure in a range of authentic contexts and for a variety of audiences and purposes.
- ✚ enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- ✚ enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning enable the student to recognize and use language as a vehicle of thought, reflection, self-expression, and learning in other subjects, and as a tool for enhancing literacy
- ✚ enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural, and social components offer insight into the cultural characteristics of the communities where the language is spoken encourage an awareness and understanding of the perspectives of people from own and other cultures leading to involvement and action in own and other communities
- ✚ -foster curiosity, inquiry, and a lifelong interest in, and enjoyment of, language learning.

Taken from: Language & Literature Guide

DRS focuses on MYP language acquisition global proficiency table to help students stride towards global pathways of language. The school will aspire to help students reach phase 6. However, students will be accommodated according to the phases they are in, based on prior assessments, formative assessments, and summative assessments. Progression from one phase to the next depends on the learner's outcomes. Language acquisition continuums will be used as teaching/learning/assessing tools.

Planning a progression of learning

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students progress through their MYP language and literature studies, they are expected to engage with and explore an increasing **range** and **sophistication** of **literary and informational texts** and **works of literature** extending across **genres, cultures, and historical periods**. These texts will also provide models for students to develop the competencies to communicate **appropriately** and **effectively** in an increasing range of **social, cultural, and academic contexts**, and for an increasing **variety of audiences and purposes**.

MYP Language and literature guide

Language Rights, Roles, and Responsibilities

Role of School Leadership

- Use English as the primary language of communication.
- Ensure that policies and procedures regarding language acquisition are developed, implemented, and reviewed regularly.
- Share responsibility for the development, implementation, and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.
- Provide teachers with opportunities for professional development to enhance their own language proficiencies.
- Observe teachers and provide constructive feedback, materials, planning time, and staff development opportunities. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
- Hold the leadership team accountable for the effective implementation of the Language Policy.
- Ensure the planning, delivery, and evaluation of effective professional development to realize the goals of language policy.

Role of Teachers

- Use English as the primary language of instruction
- Encourage speaking in Hindi, French, and Telegu languages during the respective classes
- Be aware of how language is learned or acquired
- Integrate language instruction with content instruction.
- Make complex academic content instructional comprehensible.
- Create classroom environments that are rich in content and standards.
- Create ample opportunities for students to read, speak, listen, and write through interactive activities.
- Support and encourage language self-assessment.
- Give ongoing regular feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
- Hold high expectations for all students.
- Work collaboratively to develop culturally inclusive and age-appropriate and developmentally appropriate curricula and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Use a pedagogical approach that enhances language development.

- Select resources that are linguistically accessible and culturally inclusive.
- Teach English language skills for social interaction.

Role of Parents

Language, communication, and thought begin at home. Therefore, it is imperative that parents are to be considered as partners in language development of children. Parents will be oriented to:

- Have a positive attitude towards English, Hindi, and other modern languages.
- Promote the advantages of learning other languages.
- Maintain personal language literacy skills at home or after school.
- Encourage and support their child's additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation on ways to help language development.
- Support the expectation that students use English as the language of learning and social interaction on campus.
- Supply multilingual materials at home.
- Be knowledgeable about language programs and the various language options available at different levels to help students make proper choices to support the schools' efforts.
- Be prepared to make long-term commitments that are oriented.
- Encourage language acquisition by providing opportunities and materials that enhance language development.

Role of Students

- English is the primary language of instruction and interaction. Students are encouraged to put in a conscious effort for effective communication in English and other languages.
- Students are expected to use English both in and out of the classroom.
- Language competence is developed through practice and use of the language.
- Importance is given to both students' personal language and Hindi which is common amongst students.
- Therefore, the school has a flexible policy about the language students use for social interaction with their peers.

Students are encouraged to:

- Acquire information by listening to oral presentations; interpreting print and graphic material and observing and recording practical experiences.

- Read a variety of texts in the language. Develop speaking skills through activities such as storytelling, oral presentation, etc.
- Convey information by telling stories and explaining ideas.
- Think logically through inference, hypothesis, analysis, prediction, and evaluation.
- Accomplish practical tasks either individually or by collaborating in small groups.
- Work collaboratively in group activities
- Make decisions by identifying alternatives, evaluating evidence, and determining appropriate actions.
- Work creatively by using ideas and materials inventively.
- Demonstrate respect for others by using English in class as well as in social situations.
- Develop fluency in English for all forms of communication.

The link between Language Policy and other policies:

- **Link to Admission Policy:** Admission policy states that when the students come for admission and during the interaction session the student's educational background and language skills will be taken into consideration during the entrance examination, verbal discussion, or interview, and accordingly students' needs and learning requirements will be planned. It has also been addressed in the admission policy that English is the primary language of instruction and communication across the school. Schools will provide language support (EAL) to ensure inclusivity for students to whom the language instruction is not their home or family language. Home and family languages are considered while interacting with the students.

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

- Language understood by the student
- Language is spoken by the student

- **Link to Inclusion Policy:** As included in the admission form - at the MYP enrollment phase, students are expected to appear for a test in the English language followed by an interview. The feedback from the test enables us to assess the literacy levels of the new students to liaise with the making of adequate arrangements, where necessary, in consultation with the language teachers, learning support coordinator, and members of the LS (Learning support) department. Additionally, inclusive access arrangements (as permitted by IB) will be made for IBMYP assessments and school assessments. Also, 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)
- **Link to Assessment Policy:** The language proficiency of students is judged at the time of admission. Additionally, different formative and summative assessments at MYP in language and literature as well as language acquisition will be conducted to ensure that both assessment approaches of '**Assessment for learning**' and '**Assessment of learning**' can be effectively applied.
- **Link to Academic Integrity Policy:** DRS Academic Integrity Policy document includes clear definitions, practices, and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development. Though academic dishonesty is defined and explained in the Academic Integrity document, it may look different in language classes and the use of English or other languages

provided at DRSIS.

Development, Implementation, and Review of the Language Policy

The Head of the School, the deputy HOS, PYPC, MYPC, DPC, and language specialists developed language policy collaboratively. The language policy was developed keeping in mind the cultural and linguistic diversity of the student population and the geographical context of the school. The pedagogical leadership team reviews the language policy annually, to ensure that the needs of students are met and at the same time they are prepared to connect with the dynamic world does annual review.

The Language Policy is shared with staff, students, and families in a variety of modes of communication. The policy is posted on our website in written English form. Every year, the pedagogical leadership team will review the Language Policy. The team will ensure representation from all subject areas. The purpose of the review will be to study the current document to ensure its accuracy toward meeting IB MYP standards.

LANGUAGE AND POLICIES IN GRADES CBSE 11 AND 12 & IB DP:

In the Senior School across all curriculums, including the IB Diploma Programme, the language of instruction is English. English is used to teach the subjects of IB DP Groups 3, 4, 5, and 6, as well as the English language itself (Group 1). The school strives to provide students of grades 11 and 12 and DP with an opportunity to learn their language (including English and Hindi), in fully supported classes and courses, if the number of students in a class is at least five students. The school also encourages students to bring literature published in their personal language to the school to share with their class and to make available in the school library.

If the number of native speakers of a language is less than five, the school supports students to learn their personal language on a school-supported self-taught basis. Students registered as language learners on a self-taught basis are provided with an assigned supervisor, who can be any teacher of the IB DP personal language course regularly taught in the school. Languages studied in the School in the IB DP in recent years include English, Spanish, and French. Supervision of self-taught languages shall also be conducted in the English language.

The School provides its students with an opportunity to learn an additional language as well, either as a language B or language ab initio. Spoken Additional Language classes are also held for primary school and middle school students to build pathways for opting for these languages at higher levels.

Languages of IB DP Group 1 shall be taught by native or first-language speakers. Language Ab Initio can also be taught by teachers who have educational specializations other than language or linguistics, however, by teachers who have completed at least 4 years of full-time study with the respective language as a medium of instruction (either at tertiary or secondary level).

Strategies for teachers to use Cognitive Academic Language Proficiency (CALP)

- Teachers should identify subject-specific vocabulary and terminology for the unit taught and collaboratively plan for specific strategies to introduce reinforce and strengthen the usage of the same. These may be through word banks, conceptual analysis, and contextual unpacking of this terminology through intentionally created opportunities
- Through collaborative planning and reflection, the facilitators should also identify cross-disciplinary language links.
- Wherever possible, teachers should support students in exploring the historical development and etymological connections as well as the cultural context of the vocabulary introduced.

- Students should also be encouraged to learn literary and academic writing conventions specific to the genres and requirements of the subject.
- Teachers should provide a wide range of resources including books, exemplars, and multimedia resources, to enrich CALP.
- Teachers should provide differentiated, scaffolding through various modes to support the application of CALP by providing continuous and effective feedback to ensure its development over some time.
- The school supports students by organizing academic writing sessions and workshops for argumentative writing, research, effective citing, and referencing.

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APPENDIX 1: Student Language Profile Form (Inserted in the Admission Folder)

Name:	
Current Grade:	
Date:	
Nationality:	
English is the Language of Instruction. Is this your “Preferred Language” and hence needs to be considered as First Language?	
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 personal language and /or the language spoken at home?	
Can you read and write your personal language and /or home language?	
How would you rate your proficiency in your personal language and /or 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
FRENCH				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		

APPENDIX 2: STUDENT LANGUAGE PORTRAIT

Academic Year:	
Name of Student:	
Grade:	
Background information: <i>(Family, History, Culture, Values)</i>	
Student Interests and likes:	
Student Language aspirations/ goals:	
Home Language(s)/ Personal language and Level of Proficiency:	
Additional Language and Level of Proficiency:	
Areas of Strength:	
Areas in need of additional support:	
Language support at school:	
Language support at home:	
Attach supporting information/samples (if any):	