



**DR. PILLAI GLOBAL ACADEMY**  
*local actions...global options*

LANGUAGE POLICY

2014

(Revised November 2014)



### **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 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."

### **Our School Mission**

We are committed to provide a holistic education based on new-generation academics that create not just powerful global career options for our students, but which empowers them to become key contributors to the community and the environment in which they live. We strive to achieve nation building through character building and we do so through an approach of mentoring

## **IB Learner Profile<sup>1</sup>**

**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 analyse 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 in 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-MINDEDNESS:** 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 have a commitment to service, and we act to make a positive difference in the lives of others and in 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 own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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<sup>1</sup> International Baccalaureate Organisation IB Learner Profile

## School Philosophy

“Education is not a quest but a journey”: Dr. K.M.V. Pillai. This journey of life encompassing the entire world has its base in our educational institution, ‘Dr. Pillai Global Academy’.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking. Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency. A student in this new world must grapple with 2 core facts of life. One is where he encounters immense competition and the other where he accesses infinite opportunities. He must be equipped well to deal with the competition efficiently. The IB Learner Profile supports the students in developing the skills required for competing and enables to develop the attributes that further aid in his holistic development. This Learner Profile permeates into the whole school life, including the formal, acknowledged curriculum, as well as the informal, holistic curriculum. Thus, every member of the school community is geared towards being internationally minded and reflecting the attributes of the Learner Profile.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe, not only diversified knowledge, but also teaches them how to harness this knowledge towards building a new world. The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra and cocurricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21<sup>st</sup> century.

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## **Philosophy**

Dr. Pillai Global Academy is an English medium school, with students for all classes, including the IB Diploma Program coming from different educational, cultural and linguistic backgrounds. For most, though their mother tongue is Hindi, Gujarati or Marathi, their preferred choice is studying in English medium schools with English as the 1<sup>st</sup> language. Our language policy seeks to promote the acquisition of verbal and written English fluency skills while allowing students to gain an appreciation of their mother tongue and other languages and cultures.

Language learning is done in an environment whereby the students learn the language through the active use of the language. English is the medium of instruction during the school day. English is the common language used for all collaborations, planning meetings and communications within the school. English is the language of instruction in all subjects, except Hindi, Marathi, Spanish and French.

## **Overview**

The school promotes an enriched language policy wherein:

1. English is acquired in addition to students' home languages.
2. English is the primary medium of instruction and the preferred language for social interaction.
3. English develops over time through its purposeful use in listening, speaking, reading and writing tasks across all curricula and extra curricula areas, and social situations. Trial and error, exploring concepts, problem solving and information organization is another part of learning the language and learning through it. Students formulate hypothesis, explain ideas, share the information and discoveries and are open minded about learning through peers.
4. The acquisition of English provides students the opportunity to grow beyond a single cultural community.
5. The Management in consultation with the Advisory Board of the Governing Body, taking into account the three language policy of the Government and the preferential choice of parents and students to study in an English medium school thereby improving their prospects of higher education in India or abroad, has English as the medium of instruction. Further, those students who have been studying in an English medium school and wish to join DPGA find it easy to adjust. Consequently, Hindi, Marathi, French or Spanish is offered as the 2<sup>nd</sup> or 3<sup>rd</sup> language as the case may be. The study of Hindi, the national language, and Marathi the regional language not only inculcates but fosters the spirit of nationalism and love for one's country and state. DPGA cherishes the fond hope of making its students bilingual if not multilingual through its language policy.

The language policy is comprehensive and includes the twin goals of acquiring English-language proficiency and mastering the academic curriculum. The policy is fostered chiefly through an understanding of relevant

additional language acquisition and professional development of teachers in their acquisition of skills required to meet the language needs of students. Further development of the practices and procedures relating to the language policy is an ongoing school priority as information is gathered and practices are implemented and modified to support the language needs of students. Finally, the language policy helps the DPGA staff with the delivery of a well thought out curriculum and its accompanying assessment procedures that supports the language needs of all students. Our integrated curriculum focuses on what we want DPGA students to know, what we want DPGA students to be able to do, and what evidence will be collected to document the learning DPGA students achieve.

This policy has been developed and revised by the steering committee comprising of members of the governing body, school management, teachers and inputs from the students and parents. The following have been especially helpful in the development of this policy:

- Brainstorming during the staff meetings
- Interactions with the student body
- Inputs by the teachers on developing language acquisition/skills
- Class supervision/observation
- Progression meetings for collating views
- Expectations of Governing Body members, School Management, Parents.

DPGA students experience an enriched, language-immersion education in which English is the primary language of instruction and the preferred language of social interaction. An appropriate level of English language proficiency in both basic interpersonal communication skills and cognitive academic language proficiency is the linguistic goal of the curriculum. It is recognized that fluency in English is at least partly dependent upon the amount of time and the variety of situations in which English is used. Therefore, the expectation is that English is the school's internal working language, in which all operational and developmental activities take place. It is also the language of its governance, management and academic committees.

Hindi, which for many is their mother tongue, is introduced in a formal manner for study in its rudimentary form in grade 1 and students work their way to acquiring not only proficiency and competency in its use but also an appreciation of the cultural aspects that it signifies, by the time they finish grade ten. The study of the regional language Marathi aims at providing students with a functional competency in the use of the language. French and Spanish are offered to encourage and foster the love for learning world languages and develop an appreciation of cross-cultural features embodied in these languages.

## **Language Profile of the Students**

Students enrolling in our institution though coming from varied backgrounds have all studied in schools where English is the first language and the medium of instruction including students coming from abroad. International students of Indian origin- who are proficient in English, as a result of living abroad and studying in English medium schools.

Bilingual students-(English and Hindi speaking parents) who have acquired both languages simultaneously from birth, with English being studied as a first language in school.

Students' (one English speaking parent and one Hindi speaking parent) who have acquired only one language at home but who want to become proficient in both languages and hence desire to study English as a first language and acquire a working knowledge of Hindi as a second/third language.

Students' (both parents speak a language not offered by the school) with some English language proficiency as a result of attendance at an English medium or an international school.

Students with appropriate entry-level qualifications are admitted, class sizes permitting. There is no need for a student to have a language B on enrollment from Standards 3 - 8, but a good foundation in the child's mother tongue is necessary for the child to be successful in our academic programmes. Students with no English language skills are accepted throughout Primary and Middle School and are provided supported through our ESOL (English For Speakers of Other Languages) programme with the aim of developing competency in both spoken and written English in keeping with the prescribed curriculum. Moreover, DPGA holds special workshops for non-English Speaking community members which includes the parents and other family members of the students, the students themselves, guardians, the people that the students is in contact with.

At the IB level, since for the present, the Diploma is offered in English, students enrolling for the programme should be proficient enough in English to meet the requirements of the programme. In the future there could be the possibility of enrolling students who wish to take another language at the language A level.

## **Language Programs at DPGA**

### **At the Pre-Primary level (Early years Juniors, Middle and Upper)**

At this level students are of the age group 2.5 years to 5 years. The rudiments of the English language are focused on. The students in the Nursery classes start learning the English language with the help of the teacher and the English-speaking attendant (helper) in the classroom. At home parents are encouraged to converse with the child in English. This helps the teacher for further instructions in an even manner. It also helps the child to grasp the instructions effortlessly and follow the directives with ease.

Early Years Middle (Jr. Kg.) students are the second year students at DPGA. Direct new admissions to Jr. Kg go through the ESOL program. Students go through remedial sessions if and when required. The students in this year are assessed on oral skills more than the written ones. The written language gains importance in the following year Early Years Upper. Our Pre-primary class teachers promote English speaking, while explanations are given in English, the use of the mother tongue Hindi is used if the need arises.

#### Cambridge International Primary Program (CIPP: grades 1-5)

This program is a support for young students ranging from ages 6 years to 11 years. Although English, as a subject has its set objectives in CIPP, the Pre- Primary and the Primary School at DPGA provides a strong, challenging curriculum in English that provides a firm foundation for an international curriculum in the secondary and higher secondary level. Spellings and sentence construction is given importance and we lay a premium on spelling memorization since the Early Years. These skills of spelling and sentence construction are assessed through different tools like ‘fill in the blanks’ and ‘class tests/dictation’.

The learning of Hindi begins from grade one onwards and we offer opportunities for its use and development, be it through Hindi classes, Hindi assemblies, plays, the celebration of our many Hindu festivals, and interaction with each other, with students of other local schools on the playing field or in cultural performance.

We note here that Marathi is a compulsory language for Mumbai schools upto grade 7. Indeed, the present socio-political climate in the state of Maharashtra is such that Marathi must appear in the school curriculum. We teach Marathi in our Primary years upto grade 7. From grade 8 it is an optional language.

To encourage students to be multi-lingual, all students learn French or Spanish from grades three. Many continue to study French or Spanish language and culture in higher grades. Opportunities to use these languages in various co-curricular and extra-curricular activities such as elocution, debates, public speaking, handwriting and storytelling competitions etc, provide further development of the same.

While DPGA endeavours to make every student proficient in as many languages taught in the school, due importance is given to the use and development of the mother tongue and parents are encouraged to ensure the use of the mother tongue at home so that the child gravitates towards attaining proficiency in his / her mother tongue and come to understand and appreciate the cultural roots of his/her community and be more caring towards it.

Students vary in their ability to learn an additional language; some achieve functional proficiency in the target language while others will become truly bilingual or multilingual . The acquisition of a language must be seen as a continuum along which each individual student progresses at his/her own speed.

### Check-Point (Grades 6-8)

Students continue with the same language pattern as in the Primary. However, in grade 8, the study of Marathi is optional, they can carry on studying Marathi or choose one foreign language (French/Spanish) along with Hindi.

### International General Certificate of Secondary Education (IGCSE grades 9-10)

Our programme operates within the curricular framework of the International General Certificate of Secondary Education (IGCSE). We are guided by the fundamental concepts of holistic learning, intercultural awareness and international mindedness and aim for each student to reach the highest level of literacy and proficiency in an additional language. From grade nine onwards, with English as the 1<sup>st</sup> language, the student has an opportunity to choose as a 2<sup>nd</sup> language from Hindi, Spanish or French. It must be pointed out here that when Hindi or French or Spanish is taken as a second language, for the IGCSE board examination it continues as the Language B or ab initio in the IB Diploma programme.

## IB Diploma Programme (DP)

For the present, we offer English A at HL/SL level, Hindi B at HL/SL, French/Spanish at ab initio/SL. Every student must take one subject from Group 1 and at least one subject from Group 2. The choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall potential in achieving the Diploma Programme requirements. There is the possibility that in the future there could be changes to the above, offering additional choices to the student like Hindi A, English B etc

The following table illustrates the languages taught, stage of introduction and choice of language at DPGA

Languages	Pre-Primary	Primary	Secondary	Higher Secondary
English	Lang of instruction English from Early Years	Lang of Instruction English language	Lang of Instruction English & 1 <sup>st</sup> Lanuage	Lang of Instruction
Hindi	-	From Grade 1	Choice: Hindi or French-B/Spanish-B	Choice: Hindi or French/Spanish
Marathi	-	From Grade 3 to 7	- dropped in grade 8 onwards	-
French/Spanish	-	From Grade 3	Choice: Hindi or French-B/Spanish-B	Choice: Hindi or French/Spanish

The following outlines the language choices offered at IB Diploma level at DPGA-Gorai

### Group 1: English A

Higher or Standard level is for a fluent language user, highly skilled and proficient in the language. Usually, this is the language of the student who has studied the language as the 1<sup>st</sup> language all through his/her schooling and is the spoken language at home. Students will: Focus on the study of literature, study literary texts and demonstrate advanced analytical skills in writing and speaking English

Standard is for a fluent language user: highly skilled and proficient in the language. Usually, this is the language of the student who has studied the language as the 1<sup>st</sup> language all through his/her schooling, but does not speak it at home. Students will: focus on the study of literature, study literary texts and demonstrate advanced analytical skills in writing and speaking English.

Standard is also for a fluent language user who is competent in the language but who would like to further improve language proficiency, who knows this language as well but does not wish to study it as a literature course. Students will: focus on the study of language acquisition, combined with the study of literature, study the culture of the target language, study literary and other texts (such as media) and demonstrate advanced analytical skills in writing and speaking English.

### Group 2 Language B

Higher or Standard level, is for a language learner who has experience in the language but who is still working on language acquisition and fluency and has taken the language as a 2<sup>nd</sup> language at the school board examination. Students will learn to communicate effectively in a number of situations, from everyday exchanges to literary texts, study the culture of the target language, develop mastery of language skills in Hindi/French/Spanish ab Initio.

Standard- Is for a language learner who: has little or no experience of the target language, is largely working on language acquisition and skills development and has taken the language as a 2<sup>nd</sup> language at the school board examination. Students will learn to communicate in a number of situations, from everyday exchanges to literary texts, study the culture of the target language, develop sound use of language skills in French/Spanish

### DPGA - Guiding Principles for Language Learning

- We provide a learning experience for all students, delivered in English.
- We provide Hindi, Marathi and French or Spanish as three 2<sup>nd</sup> language subjects that all English 1<sup>st</sup> language students take in CIPP Grade 3 onwards upto grade 7.

- We provide English enhancement programmes for Speakers of Other Languages (ESOL) for those who cannot match up to the demands of English as a 1<sup>st</sup> language.
- We offer a choice of French or Spanish or Hindi or Marathi for English 1<sup>st</sup> language students to take as a 2<sup>nd</sup> language option in IGCSE and for the present French (ab initio) or Hindi to take as a language B option in IBDP.
- We view the on-going language development for DPGA students as the responsibility of all teachers, parents and students.
- We, at DPGA understand that our students come to our school with many different language backgrounds and will all progress at a different pace and the teaching-learning will take this differential into account.
- We provide for language support beyond the classroom.

Homework Assistance: In consultation with the mentor, the class teacher and the subject teacher, the panel arrives at certain decisions about the homework requirements of the child.

After School Activities: Teacher-tutors, mentors, counselors, and all those connected and responsible for the students' development will identify students with special needs, both academic and social/personal. Teachers will make appropriate modifications to the learning program that are consistent with the perceived needs of the student. The DPGA Management Team will review the student information and recommend an action plan for meeting the students' needs. The plan is implemented for a specified period of time and evaluated for its effectiveness.

We strive to keep abreast of the most current research regarding language learning through in-house and IB sponsored professional development programmes. We give on-going feedbacks of students' progress in the study of languages.

#### Mother Tongue Support:

The reasons for supporting the preservation and development of a student's Mother Tongue are many, all of which are in keeping with the school's mission statement. We provide information to parents on other language programmes offered in the local area, so the students can keep up with their mother tongue.

#### English for Speakers of Other Languages (ESOL)

The Programme provides intensive instructions in English to those whose levels of English proficiency does not allow them to perform successfully in mainstream subject classes. English language tuition in the classroom and after class hours, provides enriched language instruction and is sensitive to non-native

speakers' needs. Students with two or fewer years of English language instruction will usually need more intensive, small group language instruction. The programme ensures that newcomers and others with limited English skills will have access to the English language and curriculum, while offering support to English classroom teachers so they can continue to provide a challenging curriculum for all students. The objective is to enhance social, academic, and cultural growth in students.

On application for admission, each student is interviewed and tested on his/her English skills. A discussion with parents allows us to assess the child's needs in the context of their home background. For example, we anticipate that many students will be unable to practice their English skills at home because the household is Hindi speaking. The strengths of the students (oral, written) are enhanced and the weaknesses are taken care of.

For non-English speaking households, orientation classes are conducted. Family members are encouraged to attend and implement their new learning in the home environment. For the children, extra English language support classes are given. They must speak in English in class, and are encouraged to do so at home as well. They could become effective teachers of English to their families.

Background reading is encouraged among all students of all ages and the help of the librarian is enlisted to recommend appropriate books for reading. They participate in debates and assemblies where the students of each class conduct the school assembly in rotation. Classes are interactive. Peer assessment, student presentations and collaborative learning is at the core of our classroom practice. All students must, therefore, make active use of their language skills. Each teacher is a mentor to approximately ten students of different age levels. She is their principal guide in academic achievement and personal development.

Consequently, the mentor will monitor the language skills of each mentee and advise colleagues on appropriate measures to be taken in the classroom to enhance these skills. Students are involved in setting their own learning and skills development targets, thus taking partial responsibility for their own learning.

This level of accountability increases with the student's seniority. Indeed, students of higher grades are assigned to assist younger children to prepare for assemblies and public performances. Not only are the language skills of both parties advanced, the senior students realize the importance of helping others within their community and farther afield.

Regular meetings between the mentor, parents and subject teachers are held. We realise the value of involving parents as much as possible in the child's development, hence incorporating the home and family culture into the child's wider curriculum is important. At these meetings, progress is discussed, strategies for learning are formulated and guidelines set for their implementation.

The library/media centre will be a key focus area of our whole school in general and our IB Diploma years in particular. (All classes have a mini-library in their class). In the library, students are encouraged to read, research and write. It is here that the librarian plays an active role by ensuring that students particularly the IB students by ensuring that they follow the library time-table, undertake serious reading, assist them in their research work and guide them in complying with the requirements of Academic Honesty policy. We are in the process of developing links with other international schools within India and abroad so that our students can more fully appreciate the international dimension of today's society as articulated in the IB Mission Statement and the Learner Profile and aspects of International mindedness.

As part of our CAS programme, our students teach English to children of disadvantaged families who attend weekend and evening classes at our school.

### Language continuum-scope & sequence

This includes 4 continuums:

- Listening & Speaking
- Presentations
- Reading
- Writing

### IB Criteria for language Assessment:

The IBDP section at DPGA uses the IB assessment criteria for the formative and summative assessments. For example, the work of the English SL students is assessed according to the following criteria.

#### External assessment criteria—SL

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide. There are different assessment criteria at SL and at HL for paper 1 and paper 2.

The following is an overview of the external assessment criteria at SL.

#### Paper 1: Guided literary analysis

There are four assessment criteria at SL.

Criterion A	Understanding and interpretation	5 marks
Criterion B	Appreciation of the writer's choices	5 marks
Criterion C	Organization	5 marks
Criterion D	Language	5 marks
Total		20 marks

Paper 2: Essay

There are five assessment criteria at SL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Appreciation of the literary conventions of the genre	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
Total		25 marks

Language Continuum	Skills	
	Receptive	Expressive
Individual Orals/ Interactive Orals	Analysis & Evaluation	Speaking/Commenting
Visual Stimuli	Viewing	Speaking/ Presentation
Written Work	Reading	Writing

## Written assignment

There are five assessment criteria at SL.

Criterion A	Fulfilling the requirements of the reflective statement	3 marks
Criterion B	Knowledge and understanding	6 marks
Criterion C	Appreciation of the writer's choices	6 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
Total		25 marks

The following descriptors are for examiner use and for teacher and student information. Paper 1: Guided literary analysis (SL)

### Criterion A: Understanding and interpretation

How well does the student's interpretation reveal understanding of the thought and feeling of the passage?

How well are ideas supported by references to the passage?

### Criterion B: Appreciation of the writer's choices

- To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?

### Criterion C: Organization

- How well organized and coherent is the presentation of ideas?

### Criterion D: Language

- How clear, varied and accurate is the language?

- How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

## Paper 2: Essay (SL)

### Criterion A: Knowledge and understanding

- How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?

### Criterion B: Response to the question

How well has the student understood the specific demands of the question? To what extent has the student responded to these demands?

How well have the works been compared and contrasted in relation to the demands of the question?

### Criterion C: Appreciation of the literary conventions of the genre

- To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?

Criterion D: Organization and development

- How well organized, coherent and developed is the presentation of ideas?

Criterion E: Language

How clear, varied and accurate is the language?

How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Written assignment (SL and HL)

Criterion A: Fulfilling the requirements of the reflective statement

- To what extent does the student show how his or her understanding of cultural and contextual elements was developed through the interactive oral?

Note: The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.

Criterion B: Knowledge and understanding

- How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

Criterion C: Appreciation of the writer’s choices

- To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning?

Criterion D: Organization and development

- How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?

Note: The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.

Criterion E: Language

How clear, varied and accurate is the language?

How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Since we recognize that language development is the responsibility of all teachers, care is taken to:

Enable students to learn and use language effectively, appropriately, accurately and confidently.

Develop the student’s potential for oral and written communication.

Develop their listening skills.

Enable students to use language skills in a variety of contexts and purposes.

Develop the appreciation, understanding and analysis of literature.

Understand the vocabulary and terms used in different subject areas.

Encourage students to explore language as a means to understand varied perspectives of people belonging to different cultures

Prepare students for an increasingly intercultural world and adapt to an ever changing global environment.

Towards this end activities are planned and executed.

Activities to support language acquisition

Reinforcement of learning takes place ideally with application. In this regard, DPGA aligns the theoretical framework with activities that further help the process of conceptualization in comprehension and understanding. A few activities that help further learning and application have been listed below.

Celebrations of Language weeks (Hindi, French, Spanish, Marathi)

- Literary fest-Bookaru
- Spell Bee competition
- Elocution
- Essay writing
- English Olympiad
- Article writing
- Journal writing
- Dramatization
- Skits and plays
- Mime plays
- Songs
- House points for best language
- Academic awards
- Certificates
- Interdisciplinary sessions etc.

Staff facilitation

Dr. Pillai Global Academy invests in its teachers through regular in-service training courses. It is part of our training policy that each member of the staff not only achieves but maintains a high standard of written and spoken English as is commensurate with the services and expectations of a premier international school.

## Academic Honesty- Authentication of one's work

DPGA lays a premium on developing the critical and analytical skills in its students and hence, it is imperative for the students to support their articles, essays and any written work with references and bibliography. The librarians conduct the bibliography sessions regularly to keep the school community updated and well informed about the format of referencing. DPGA supports the MLA format of referencing.

## Admissions

### Students' registrations & admissions: Implementation Practices

#### Language Screening, Placement and Tracking

1. We screen applicants through multidimensional assessment procedures.
2. Our multidimensional assessment procedures include: English language-proficiency, Tracking, appraisal of past records, Current academic levels, Student's language or language-readiness skills, Observation- emotional and social development.
3. We place students in appropriate instructional settings based on the data of our multidimensional assessment procedures (e.g. support).
4. We place students according to age-appropriate criteria as much as possible.
5. Each section, including the teachers, attendants, doctors, mentors, counselors, the teaching and the non-teaching staff is responsible for the child's progress.
6. We conduct ongoing assessment of students' academic and language accomplishments and needs.
7. We collect representative samples of students' work to document linguistic and academic growth in language.
8. We communicate clearly with parents regarding students. accomplishments and needs as they progress from one grade to the next.
9. Apart from keeping the Parents updated with the child's progress, regular and important meetings are held with the child's parents and guardians.
10. The mentors and counselors take an active part in the entire process.

## Direct Admission to the IB Diploma

DPGA requires all prospective candidates for the diploma programme to complete a few assessments to determine the level of language proficiency and degree of skill development (reading, writing, speaking and listening) necessary to be a successful DP candidate.

An essay written by the student on a thought provoking topic is assessed for the following:

His ability to "think" in English

His ability to articulate his thoughts in writing

His ability to understand, analyse, evaluate, and synthesise

His ability to formulate his own opinion and justify them

Solving a Mathematics paper that indicates his:

Ability to comprehend and understand mathematical concepts and terminologies.

Ability to use mathematical language (signs & symbols) to express these concepts and terminologies

Ability to solve mathematical problems using correct mathematical language.

### Language Promotion and Graduation

1. We recognize that the beneficial outcomes of language immersion programs are cumulative and individual.
2. We assess each student's progression in reading, writing and oral language to make sure that developmental linguistic progress is being made.
3. We assess each student's academic progression using multiple forms of data collection (i.e. tests, student work, projects, portfolios, collaborative examination).
4. We assess students' readiness to exit the support program according to specific criteria by using a variety of assessment procedures.
5. We keep parents informed of their child's academic progress and English-language proficiency on an ongoing basis.
6. We may retain students who do not show sufficient linguistic or academic progress.

### English Language Curriculum

1. We use a research-based instructional model - one that uses teachers, professional expertise and judgment to select teaching strategies most appropriate to their group of students (e.g. differentiated instruction, cooperative learning).
2. We use a standards-based curriculum model, one that identifies what students should know and be able to do in all curriculum areas.
3. We use a language-across the curriculum model, one that uses language in increasingly complex ways whereby learners attain English language proficiency not by adding skills one-by-one to their repertoire but by using and exploring language in its many dimensions.
4. We use an assessment-driven instructional model, one in which we plan our classroom instruction according to what we want our students to know and be able to do and requires them to demonstrate their learning.

## SEN

Teachers are oriented towards addressing students with SEN. Their attention is drawn to the SEN policy that outlines the procedures that need to be taken in these cases.

## Responsibilities of Stakeholders

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

## Role of Senior Administration

1. Use English as the primary language of communication.
2. Ensure that policies and procedures regarding language acquisition are developed and implemented and are regularly reviewed.
3. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
4. Hold administrators accountable for the effective implementation of the Language Policy.
5. Attract and retain highly qualified and experienced administrators and teachers.
6. Ensure the planning, delivery, and evaluation of effective professional development meets the unique requirements of DPGA faculty in relation to the Language Policy.

## Role of Administrators

1. Use English as the primary language of communication.
2. Provide academic leadership for the school.
3. Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
4. Support teachers in their delivery of instruction.
5. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
6. Promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques, assessment and student progress.
7. Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
8. Promote communication with parents concerning students' language development.
9. Promote an extra-curricular program that encourages the use and development of English.

## Role of Specialists

Specialists have knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools.

The following goals set out the range of activities that the specialists undertake:

1. Use English as the primary language of communication.
2. Work with administrators and faculty to enhance the language program with language across the curriculum perspective.
3. Support professional development in the practices of language across the curriculum and sponsor training sessions for that purpose.
4. Nurture the articulation of thematically integrated, language program curricula.
5. Promote effective language teaching and assessment practices.
6. Communicate with parents regarding language issues and the school's language program.

However, responsibilities for language-immersion and language development do not rest exclusively with the specialists but rather are shared with faculty and parents.

## Role of Faculty

Since learning and language are inextricably bound, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom.
2. Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles.
3. Integrate language instruction with content instruction.
4. Make high-level academic content instructionally comprehensible.
5. Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
8. Hold high linguistic and academic expectations for all students.
9. Build a strong home-school partnership using various means of communication.
10. Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others' languages and cultures).
11. Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
12. Integrate appropriate technology that enhances language development.

13. Select resources those are linguistically accessible and culturally inclusive.
14. Teach English language skills for social interaction.

#### Role of the other Administrative Staff members

The administrative staff plays an important role in reinforcing the use of English on campus. They are expected to:

1. Use English as the primary language of communication.
2. Facilitate communication with parents, visitors and contracted staff.
3. Facilitate communication with students who are beginning English speakers.

#### Role of Parents

A number of parental actions will facilitate linguistic and academic success for students. Families are encouraged to:

1. Have a positive attitude toward both English and home language.
2. Promote the advantages of learning other languages.
3. Maintain mother tongue literacy skills in the home or after school.
4. Encourage and support their children's additional language acquisition.
5. Communicate with other parents to exchange ideas and reduce isolation.
6. Support the expectation that students use English as the language of learning on campus.
7. Make available multilingual study materials in the home.
8. Be knowledgeable about language-immersion in order to support the school's efforts.
9. Be prepared to make the long-term commitments that success requires.
10. Have realistic expectations of their children and DPGA.

#### Role of Students

English is the primary language of instruction and social interaction at DPGA, which means that students learn and communicate in English. English is recognized as the language of inclusion on campus, and therefore students are expected to use English both in and out of the classroom to:

1. Acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences.
2. Convey information by telling stories and explaining ideas.
3. Think logically through inference, hypothesis, analysis, prediction and evaluation.
4. Accomplish practical tasks either individually or by collaborating in small groups
5. Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions.
6. Work creatively by using ideas and materials inventively.

7. Demonstrate respect for others by using English in class.
8. Develop fluency in English for all forms of communication.

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*This language policy will be reviewed periodically by the DPGA 'Language Policy' steering committee.*

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