IB LANGUAGE POLICY
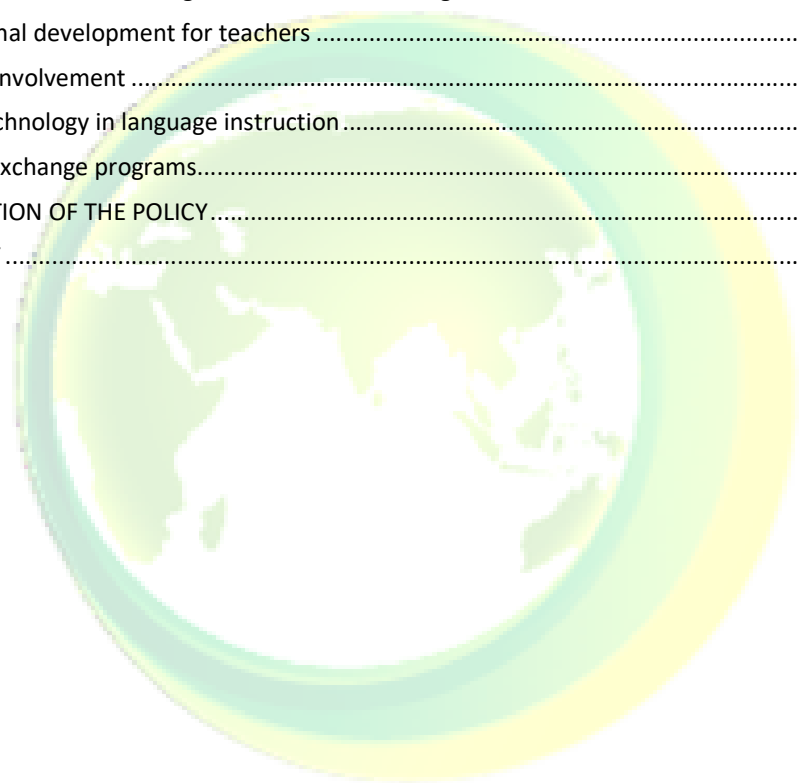
SCHOOL CODE: 06288

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1. MISSION STATEMENT

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.[1]

International Baccalaureate. November 2019. What is an IB education? IB Mission Statement. page 6

MELUHA VISION STATEMENT

"Empower students with knowledge, 21st century skills and values deeply rooted in our culture, that will make them lifelong learners and productive global citizens."

MELUHA MISSION STATEMENT

"To provide engaging, experiential learning with 21st Century pedagogy in conformance with the National Education Policy 2020. The endeavour is to be student-centric and immersive, while imparting knowledge to students that can be put to use in the real world, and to do so in an interactive and robust learning environment. The MIS experience will be defined by academic rigour and excellence, as well as through vibrant co-curricular activities."

2. IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:[2]

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-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 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.

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.

Our philosophy is to offer a holistic educational experience to our students with a curriculum that is global, digital and experiential.

International Baccalaureate. The IB Learner Profile. November 2019.

3. Language Policy

Purpose:

Language policy is a set of guidelines and principles used to govern the use of language at Meluha International School. The main goal is to provide students with a language-rich environment that enables them to develop strong language skills and multilingualism. The philosophy behind language policy is to empower students to be able to communicate effectively in different contexts and for different purposes, and to be able to transfer knowledge, skills and understanding from one language to another. Language policy supports the school's mission and aims to provide students with the linguistic and cultural knowledge and skills they need to succeed in an increasingly interconnected world. Additionally, the policy shall recognise linguistic and cultural diversity of students, provide support and opportunities for English Language Learners (ELLs), and consider the use of technology, foreign language instruction and cultural exchange programs.

4. Languages used for instruction and assessment.

English will be the language for instruction and assessment for DP subjects, CRS and CP core i.e; Personal and Professional skills, Service learning and the Reflective project. For Language development, the assessment will vary depending on the language chosen.

5. Language Proficiency requirements

Students should follow the criteria mentioned in Admission policy and students should demonstrate a certain level of proficiency in English as it is a common medium for instruction and assessment.

Language proficiency requirements may be determined through a variety of means:
- Standardized tests
- Language aptitude assessment
- Teacher evaluation
- Interview with the student

6. Multilingualism and language-rich environment

As part of the International Baccalaureate Career-related Programme (IBCP), we promote multilingualism and create a language-rich environment as part of our language policy. We encourage students to develop the ability to communicate effectively in different languages and to use their language skills for academic, professional, and personal purposes.

Students have multiple opportunities to use and develop their skills through a variety of activities such as assignments, cultural exposure through events, plays and assignments, develop subject related content in the chosen language and contexts. Our mission supports multilingualism and creates a language rich environment helps students develop the language skills, intercultural competence and transferable skills that are necessary for success in an increasingly interconnected world.

A few examples could be:
- Language exchanges where students are encouraged to participate in exchanges with students from other countries.
- Language immersion trips where students are fully immersed in the target language and culture, and this is a great way to improve language skills and gain intercultural competence.
- Language clubs where students can practice their language skills with other students who are also learning the language and we can collaborate with other schools and students in the region to expand their skills.
- Multilingual projects that require students to use their multi language skills in real world situations which include writing, speaking and presenting in the target language.

7. Mother Tongue Support

Recognition of Mother Tongue:

We recognize the importance of mother tongue and its role in promoting cultural diversity. Although our valid language of instruction and assessment is English, we intend to encourage mother tongue as part of multilingualism.

Collaborate with local communities:

Collaborating with local communities to understand the importance of mother tongue and its role in promoting cultural diversity. This will help in developing policies that are inclusive to all cultures.

Preserving cultural heritage and encouraging tolerance:

Use of mother tongue or local language helps in preserving cultural heritage and promoting diversity. This helps in developing a sense of identity and belonging. Helps to encourage tolerance and respect for different cultures and helps students understand and appreciate the diversity of cultures and promotes social harmony and peace.

8. Language development in Curriculum

Language development aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages students to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

International Baccalaureate. Language Development Guide. August 2016.Page 20

Language development is an integral part of all DP subjects, Career-related studies, and Core components.
A few ways in which language development may be included in the IBCP curriculum:
- Language specific instruction
- Language-integrated instruction
- Subject specific vocabulary development
- Use of technology
- Authentic materials

- Cross cultural events and programs

One of the core components constitutes Language Development requiring 50 hours of study. CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. The language portfolio is not assessed by the IB. However, the IB may request a sample of portfolios during CP evaluation.[4]

9. Support for English Language Learners (ELLs)

Support for English Language Learners can be provided by the school and here are a few ways that we intend to support ELLs:
- Provide ELLs with instruction in their native language as well as English to ensure that they understand the material and can participate fully in class.
- Using visual aids and hands-on activities to supplement verbal instruction as many ELLs may struggle with spoken language.
- Pair ELLs with native English speakers as partners in group work and other collaborative activities
- Provide additional support during small group or one on one instruction.
- Incorporate technology and online resources.
- Using real life and relevant content to help ELLs apply their language learning in real-world situations.
- Train teachers and staff on cultural sensitivity, bilingualism, and teaching strategies for ELLs to ensure they are equipped to support these students.
- Regularly assess and track progress of ELLs and use data to inform instruction and make adjustment to ensure progress towards fluency in English.

10. Assessment of language development

There are several assessment types that can be used to evaluate the language development of students:
- Oral proficiency assessment
- Written proficiency assessment
- Diagnostic assessment
- Formative assessment
- Summative assessment
- Aptitude tests
- Standardized tests
- Portfolio assessment
- Self-assessment
- Peer assessment
- Mobile apps

11. Recognition of students linguistic and cultural backgrounds

Recognizing the linguistic and cultural backgrounds of students is an important aspect of creating an inclusive and effective language policy in school. Here are a few strategies that we intend to implement:[3]
- Collect data on students linguistic and cultural backgrounds.
- Communicate with families.
- Professional development to teachers and staff
- Using bilingual or multilingual resources
- Creating a welcoming and inclusive environment
- Review regularly

12. Professional development for teachers

Providing professional development opportunities for teachers related to language teaching learning is crucial for success of language development. Providing frequent opportunities for professional development is important and we have at least one PD for every term and the exact frequency can be changed depending on the specific needs of the teachers and students in the school and tailored to our requirements. Here are a few ways in which professional development opportunities are provided:

- In-school workshops and trainings
- Conferences and seminars
- Online professional development
- Coaching and mentoring
- Self-directed professional development
- Training through online courses

13. Parental involvement

Here are a few ways in which Meluha International School can work with parents to support language development:

- Communication
  - Regularly communicating with parents about their child's language development
- Involvement in school activities
  - Encouraging parents to participate in school activities such as volunteering in the classroom, attending parent-teacher conferences, joining the various cultural celebrations at the school, open house and many others.
- Parent workshops
  - Providing workshops on strategies for supporting child's language development at home and how to use technology to enhance language learning.
- Bilingual support
  - Involving parents as bilingual aides or volunteers in the classroom
- Resources and support
  - Providing parents with resources such as bilingual books and websites that can be used at home for support.

Parents can also actively get involved in the language development activities of their children by:

- Reading with them
- Encouraging them to speak in English.
- Setting up a language-rich environment
- Encouraging writing
- Communicating with school

14. Use of technology in language instruction

Technology is a powerful tool that supports language instruction and learning in a variety of ways. A few examples and implementations that are available in our school that helps support language instruction and learning are:

- Digital resources
  - Websites like Quizlet and Anki help learners study vocabulary and grammar.
- Language Learning software
  - They help learners practice listening, speaking, reading, and writing in foreign languages. A few popular ones are Rosetta Stone, Duolingo, Babbel and Memrise
- Online language exchange programs

- o Websites like Tandem and HelloTalk connect language learners with native speakers for conversation practice.
- Virtual or Augmented reality apps:
  - o VR apps like Baitul Languages VR bring words to life and immerse the students into their target language.
- Language podcasts
  - o Coffee Break Languages and Language Learning with Netflix are great for this purpose.
- Game based language learning
  - o Platforms like Lingodeer and Drops use gamification techniques to make learning a new language more engaging and fun.
- YouTube channels
  - o YouTube channels that are dedicated to language learning are FluentU, Langfocus and Learn French with Alexa.

15. Cultural exchange programs

Cultural exchange programs can be a great way for students to develop language skills and intercultural competence. Some of the examples we intend to provide for our students are:

- Homestay programs
- Virtual cultural exchange programs
- Cultural field trips
- Cultural fairs or events
- Pen pal programs

Such programs are integrated into the curriculum and used to support language instruction and learning.

IMPLEMENTATION OF THE POLICY

The policy will be published on the school website and will be introduced to the entire Meluha community. New staff will be familiarised during the induction and will be introduced to parents during orientation.

The policy shall be reviewed annually to incorporate any improvements and changes proposed by IB.

Reviewed by	Date of review	Date of next review
Anjali Razdan, Head of School	14 March 2023	13 March 2024
Director and CPC		

Note:

Acknowledged as a working document, Meluha International School IBCP Language Policy is implemented and reviewed annually by IB teachers, IB coordinator, Core teachers, CRS coordinators and school administrators.

The language policies for various schools are available online and those posted on the internet were viewed and it was concluded that in many cases, we concurred with their phrasing of some policy components.

The language policy will be available on the school's website.

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1. International Baccalaureate. November 2019. What is an IB education? IB Mission Statement. p 6.
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