



DR. PILLAI GLOBAL ACADEMY
local actions...global options
New Panvel

LANGUAGE POLICY



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Dr. Pillai Global Academy, New Panvel believes that language like magnetic waves in the environment wraps itself in and around everything that the school community does in the field of education. Language is viewed as a tool for creating and making meaning of our world. We believe students have individual and cultural set of experiences, skills and interests that must be acknowledged in the process of teaching and learning process. DPGA considers multilingualism and cultural identity as important factors to foster international-mindedness and global citizenship

DPGA -Vision Statement

“To develop local actions to create global options”.

DPGA - Mission Statement

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 and we do so through an approach of mentoring.

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 inter-cultural understanding and respect. To this end, the organisation 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.

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 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 recognise 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.

DPGA Language Philosophy

DR. PILLAI GLOBAL ACADEMY, New Panvel believes that language is central to learning. It is a vehicle for trans-disciplinary learning and for learning about how language works. Our school believes in enquiry – based, authentic learning language, which is a continuum along which each individual student progresses at his/her own speed. We believe in promoting the mother tongue and developing a second language and ensuring that the student achieves proficiency in his BEST Language.

The main aim of the school language policy is to enable students to study in the language of instruction (English) along with the regional, national language and (student's choice) international language i.e. French and Spanish.

The school has English as the medium of instruction, Hindi as the host country language, Marathi as the state language and French and Spanish that are part of the curriculum.

The students inducted in the school come with a background of English language. From Grade 1, they learn and familiarize themselves with Hindi and Marathi (from Grade 2) and then study the language according to the ability and age level specifications. This is also mandatory as per the requirement of the state and national language policy.

The overriding aim of the English language curriculum is to enable all students to develop an ability to use and understand English language. Since language is spoken and written, this means the fullest possible development of capabilities in speaking, listening, reading and writing skills are developed. English contributes to the personal development of the individual child because of the cognitive functions of both spoken and written language in exploratory learning and in organizing and making sense of experiences.

The language skills (Listening/Speaking/Reading and Writing) are integrated with the Unit of inquiry i.e. medium of teaching and learning process. To learn Hindi (national language) and Marathi (Regional Language) and other foreign languages (French & Spanish) we have allotted periods (i.e. 45 minutes lessons, 3 times a week on an average) in the time-table of each grade.

Objectives of the Language Policy Document

The language policy document endeavors to consolidate philosophy and beliefs at Dr. Pillai Global Academy regarding language and its implementation in language teaching. It also aims to outline systems and strategies in place to support the development of English as well as advance and uphold the use of mother tongue in the school community.

The main objectives:

- To prepare students for the challenges and opportunities of adult and working life and to celebrate the achievements of students and the school and communicate the same in the best possible manner.

- As an authorized International Curriculum school, this document seeks to ensure that CAIE and IBO Language Standards and practices are aligned to it.
- This document will support any planning and implementation of language teaching, curriculum planning and professional development.

DPGA Language Profile

o **Community**

The diversity of language needs of DPGA stakeholders across the spectrum requires three languages i.e. English, Hindi and Marathi to be used. It includes the language of teaching and learning, language of oral and written communication and regional and national language usage outside the classroom.

- **Working Language-English:** English is the preferred language of communication at DPGA. It serves as the school's official language for purpose of operations, communication and management. However, the school is aware of the multilingual community who function in their everyday lives in more than one language.
- **Access Language–English, Marathi and Hindi:** External and internal school communication with parents/visitors is done in English, although individual parents, visitors and teachers may communicate (written and oral) in a common language as per the need/choice of the visitor.
- **Internal Working Language-English, Marathi and Hindi:** The internal communication with Teaching and Admin-staff is English and Support staff (transport, food, housekeeping) is Hindi/Marathi (the national and regional language) to ensure smooth functioning of the various support departments.

o **Students**

The cultural and linguistic background of mainstream student population is similar, i.e. Marathi/Hindi being residents of Navi Mumbai. Parent community is either entrepreneurs or professionals from diverse industries having economical strength in the range of middle to affluent class.

The following points summarize the language profile of students:

- Majority of the students (i.e. 50%) have Marathi or Hindi as their mother tongue/ native language while the rest of the student community follows other Indian languages.
- English is a second language for most of the students.
- English as a medium of instruction is preferred and acceptable to all the stakeholders.

Language Programme–Grade 1 to 12

English is the primary language taught at the Primary years and also the language through which the students connect to IGCSE/CAIE and IB program. Language is the all-pervasive element across the school's curriculum, both within and outside its trans-disciplinary programme of inquiry. Language learning is spread across all disciplines through the programme of inquiry and all teachers at DPGA are considered as language teachers.

The school offers Hindi (one of the national languages of India) as a host country language from the age of 5 (EYU) and Marathi (as the regional language) as a 2nd language from the age of 9 (Grade 4). Along with this, French and Spanish language is also offered from Grade 4.

Teachers plan learning engagements in language with meaningful and enjoyable contexts and learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. The school also acknowledges that learning to comprehend language through listening, reading and viewing and to express through speaking; writing and presenting go hand in hand and hence, promotes integrated language development. The three strands of communication: oral, written and visual are interwoven and interrelated and not taught in isolation. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

In addition, DPGA believes that literature plays a very important role in language development. Literature helps to connect emotion and thought, widens our imaginations and takes us beyond the boundaries of place and time. It also stretches our grey cells and invites us to consider 'what if'. It is a powerful tool to develop international mindedness and attributes of the

international curriculum learner profile. Our library collection reflects this belief with its stock of picture books, folk tales, bilingual books, etc.

Furthermore, the five essential elements of the language programme comprise:

- Knowledge
- Skills
- Attitudes
- Creativity
- Action

These elements shape build the language learning pedagogy at DPGA.

The pathways to Language Learning at DPGA:

Grades and Programmes	Language of Learning And Instruction.	Language of Acquisition		
		Regional Language	National Language	Foreign Languages
Kindergarten	English	--	Hindi	--
Primary (G1 – G5)	English	Marathi from Grade 4	Hindi	Spanish / French from Grade 4
Checkpoint (G6 – G8)	English	Marathi	Hindi	French /* Spanish (*upto Grade 6 at present)
IGCSE (G9 – G10)	English	—	Hindi	French
CAIE (G11 – G12)	English	—	Hindi	French
IBDP 11 - 12	English (SL/HL)	—	Hindi (SL or HL)	French ab initio/ French SL

DPGA Language Practices

- The school emphasizes on language learning i.e. English, mother tongue, regional, national and foreign languages thus addressing the diverse language needs of the student community who will be the future citizens of the globalized world economy.
- Collaborative teaching and planning along with the assessment criteria reflects that all teachers are responsible for language development of students.
- The school utilizes the resources and expertise of the local community to enhance learning within the programmes.

Mother Tongue programme at DPGA

Dr. Pillai Global Academy, New Panvel recognizes that mother tongue is an integral part of an individual's identity and it is important to affirm value and promote students mother tongue. It also recognizes the need for developing and maintaining students' mother tongue. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness.

India is a multi-lingual country; hence student community is made up of many native tongues based on their regional affiliations. Marathi and Hindi are the dominant mother tongue languages amongst the student population, Therefore, the school teaches both these languages. Hindi is taught from kindergarten and Marathi is taught from Grade 4 onwards.

The school considers all teachers as language teachers. As such, the school encourages the teachers to develop the linguistic abilities of the students through the subjects taught by them.

The guideline for use of mother tongue in the classroom is that it should be used as a support language. Inter-lingual translation should be used wherever the teacher feels the need and sees value in its use. Linguists have proved that usage of native tongue is important for self-identity and the source of creativity. It helps the individual to connect to their cultural roots thus enabling them to draw inspiration from its rich and varied socio-cultural literature.

The school organizes events wherein there is always an integration of the mother tongue i.e. the host country language and English as one of the areas of performance and presentation. Festivals and morning assemblies are conducted in all the languages taught in the school to increase its appreciation and popularity amongst the student community. Special programmes in Hindi and Marathi are conducted on designated National/regional days during the academic year.

Strategies for developing Mother Tongue and Other Languages

The school library has bilingual books as well a variety of books and periodicals in Hindi, Marathi and French. Students are encouraged to issue books from the library on a regular basis.

Strategies

- DPGA conducts Language festival which is a week-long celebration of the richness of language. A variety of games, quizzes, skits, etc. are organised in the school during this week.
- Spell-Bee, Spellathons, Crosswords, Elocutions and Declamation competitions in English and other languages are conducted once in a year for all grades (G1 to G12) to promote appreciation of all languages taught in the school.
- The school assembly sees a variety of presentations on regional languages of India and International language – French/Spanish. These presentations showcase the richness and culture of the language through music, dance etc.
- The linguistic diversity of the school community is a rich resource for the mother tongue programme and the school makes active use of it.
- The parent community is also actively advised to develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.

Remedial Language Support (RLS) at DPGA

As stated earlier, almost all students at DPGA are second language learners of English. The school recognizes that learning a second language is a developmental process that occurs over a period of time. From Early-years onwards, a lot of focus is laid on understanding English through listening and speaking exercises.

However, there are some students who meet at least one or more than one of the following conditions:

- Are first generation learners of English
- Have zero support for English language learning at home
- Are admitted in DPGA at a higher grade and have poor foundation skills in English.

These students require additional support to enable them to access the school curriculum in a manner that allows them to reach their full potential.

The school has designed a Remedial Language Support Programme (RLSP) for such students. The programme is a combination of classroom support and pull out programme of intensive English for a stipulated time period. The process of short listing a student for RLSP, involves a series of steps like informal screening, observations, feedback given by the previous grade teachers, assessment reports of previous year/school, feedback about student's home environment, etc.

Role of the library at DPGA

The library is fundamental to the language programme at DPGA. The library provides a learning space and an environment to promote love for reading books as well as a place for research.

DPGA has two libraries one catering to the Primary to Checkpoint (G1-G8) and another from IGCSE to CAIE/IBDP. Both the libraries is resourced with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopedias and media that are accessible to all students and staff. It also has subscription of daily newspapers (English/Hindi and Marathi) catering to students from G1 to G12. The school sees the library as a valuable resource to promote the international mindedness aspect of the IB programme.

The librarian incorporates multilingual books for the students; however most of the books are in English. In addition to our school library, the staff has access to

guided reading collections for classroom instruction. A series of books are available to cater to their year level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian.

The library is also seen as a place which makes a strong statement that all languages are celebrated and supported. It has a collection of bilingual books, books in regional languages of India and the school continues to add to this collection. It provides resources for collaborative planning, researching and teacher professional development.

Our school board is aware of the need to expand these resources and therefore continually adds to the same. From G1-G8, there is a library period every week. At the Middle years and the Diploma programme level, teachers and students use the library for conducting classes for referencing, working individually or in groups, researching etc.

Steering Committee for Language Policy

The DPGA Language Policy steering committee comprises of the Director, Principal, Coordinators, Section-Heads, HODs and Language Teachers. It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

➤ Steering Committee Essential Agreements

- Time frame of Language Policy reviews – every 2 years.
- Any member of the Steering Committee can call a meeting to discuss a policy of concern/issue.
- Change in the committee will be affected after every 2 years / as per the need of the hour.

➤ **Development Process of Language Policy**

The current policy has been written and revised in 2018. The pre-work for this policy started in April 2017. A language policy steering committee was formed which included the academic leadership team - Director, Principal, Coordinators, Section-Heads, HODs and Language Teachers. They have reviewed the language scope and sequence to ensure that it is relevant and comprehensive to the current demands of the curriculum.

The following key steps have been undertaken in the development of this policy:

- Study of literature related to language and language learning.
- Construction of language profile of student community by collecting data from parent community.
- Preparation of 1st draft of the policy.
- Presentation of draft to the Pedagogical leadership team.
- Incorporating changes and finalizing the Language Policy.
- Publishing the language policy to all stakeholders.

➤ **Language Policy Revision**

The language policy will be reviewed after a period of 2 years. Next review: 2020.

The review committee will be led by a member of the academic leadership team and will include librarians, teachers, students and parents of the school. The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the CAIE and IB Boards in alignment with the current language pedagogy requirements.

Conclusion

DPGA recognizes the importance of language as a tool not only of communication but also in shaping the experiences of the learners. It is a means to connect the self to the external world through learning and sharing ones experiences; and to the internal world by the process of thinking and reflection. It has sculpted its Language Policy keeping the International Curriculum guidelines and is committed to teach and reach students from a variety of cultural and linguistic backgrounds through the medium of different languages.

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