



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 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.

School Mission:

- To develop and nurture global citizens,
- To inculcate an understanding of interconnectedness of all life and the living,
- To develop compassion beyond one's immediate surroundings,
- To understand and respect the differences,
- To help acquire skills of Critical thinking, Communication, Collaboration, Creativity.

School Vision:

“To create an empowered, inspired and progressive community of students who achieve and contribute positively towards humanity at large”.



IB Learner Profile

IB students are encouraged to develop international-mindedness and recognize their common humanity and shared guardianship of the planet, to help create a better and more peaceful world. The following attributes should be embraced by students in the program.

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



Policy Statement

Students learn language, learn through language and learn about language in an environment where they explore concepts, solve problems, organize information, share discoveries, formulate hypothesis and explain ideas. Teachers are communicators and language teachers who encourage language learning in the school campus by connecting oneself to the world by expressing, communicating, learning, sharing, and reflecting. Therefore, KRMGS recognizes that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication.

Policy Purpose

The school is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has, instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in the organization's activities. This policy supports the learning community to achieve the sustainable development goals and be global citizens by respecting diversity and being inclusive.

K.R. Mangalam Global School Language Profile

Most of the students in Delhi have Hindi as their mother tongue/ Local language. A small percentage of students in Delhi have other Indian languages as their mother tongue. Most of the students are second language learners of English. English is the medium of instruction and is commonly acceptable to all.

K.R. Mangalam Global School welcomes students from various states across the country and from the international community. The diversity in language, culture and mother tongue is expected to be wide and therefore, it is essential for us to establish our identity, communicate effectively and provide a platform for the children to be knowledgeable. The school is working on building these opportunities for the students.

The language profile of the students is maintained by the librarian and shared with the whole school staff.

Languages Used

- 1. Working Language:** The organization will communicate with its stakeholders and provide all services needed for the implementation of the programmes in English and Hindi.
- 2. Internal working language:** English will be the organization's internal working language, in which most operational and developmental activities take place. It will also be the language of its governance, management and academic committees.
- 3. Language of instruction:** KRMGS will deliver IB programs and courses to its student population in English. The Career-related Study is taught via a partner-provider through the medium of English.



Mother Language Support

We strongly encourage the use of the mother tongue. We actively support the development of the mother tongue 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 mother tongue languages in school, for example the admission application form requires the admission seeker to furnish the child's mother tongue and/or the language spoken at home.

The following measures are in place to support mother tongue development:

- 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 own 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 native language. It is also a way of sharing culture and of making explicit the fact that language is a part of the culture. (International mindedness)

Parental Involvement

- Parents are actively involved in enriching mother-tongue development at home. They are expected to communicate the importance of developing the mother-tongue language with their children (for travelling 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 mother tongue by providing opportunities to listen, speak, read and write the language(s), especially during school holidays and at home.
- Parents will be asked to suggest suitable additions to the school library in these languages.
- Parents are also invited to be a part of the Mother Language Enhancement Programme of the school to enhance our students' mother tongue language. Parents are involved as mother tongue teachers and may volunteer in the classroom, providing language support and assistance.

Ways, in which , we strengthen the mother tongue in our classrooms:

- Students are encouraged to do projects on similar themes in their own languages.
- Students are allowed and encouraged to use their mother tongue to access the curriculum. For instance, they may complete class work and assessments in their mother tongue.
 - 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. The school library has bilingual books as well a variety of books and periodicals.
 - 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 given an opportunity to teach other classmates simple greetings and frequently used expressions.
- Classroom libraries support development of mother tongue 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 mother tongue through special assemblies and other school events. There are many occasions in school when the mother tongue and national language is used extensively for celebrations and festivals.
- For DP/CP, the school does not provide the student's mother tongue or strongest language (Language A) in its regular course of study; however, the school strongly recommends that parents opt to have this language be taught as a self-taught language adhering to the stipulated guidelines established by the IB. The school uses available resources from the community to support these self-taught languages. These resources include parent community, teachers, organizations, Embassies and other social groups.

Learner Profile and International Mindedness

Language teaching goes beyond the academic empowerment of the students to develop the learner profile attributes for all students. The school sees culturally diverse literature as a powerful means to develop international mindedness and attributes of the learner profile in all learners.

The library collection reflects this belief in its collection of picture books, folk tales, bilingual books etc. The IB learner profile attributes are incorporated in the units through various class activities, assessment tasks, and reflection exercises.

Students are also exposed to context-related authentic texts for a better understanding of local and global concepts. Through specific activities students are also encouraged to explore the culture of the countries, supporting the language being learned, to develop international-mindedness, and create connections to their own culture for better understanding.

In studies in language and literature, while studying their best language, students are exposed to a wide range of literature in translation that requires cross-cultural comparison. The learning of a language in language acquisition courses emphasizes the development of intercultural communicative competence, which focuses on developing the skills that enable learners to mediate between people from different societies and cultures (Byram 1997)



English as an Additional Language Programme (EAL)

English is offered in the mainstream for all students. We believe that students are better off academically and socially when they are not separated from others. Our mainstream Programme provides our students with the maximum opportunities to use language in meaningful contexts, particularly in their daily interactions with fellow students. Students who have not reached a level of English language proficiency are provided support. EAL staff provides support for these children so they can attain the language proficiency necessary for learning.

Entry and exit for EAL:

Students need to feel that they are making progress. Assessment through an initial interview and testing enables both the student, their family and the EAL teacher to know the level of English already attained. Assessment is continual; formative and summative. EAL students' progress will be formally assessed and reported each term. A meeting will take place between the EAL department and the form tutors to discuss the linguistic competence of the student, their academic and social progress and whether they can be released from the EAL Programme to continue with the regular English Programme.

Parents will be informed of the student's progress and of the recommendations from the staff team. Collectively, they will decide the most appropriate option for the student.

In class support:

In every classroom, the language of instruction is English. Teachers encourage new learners of the language by differentiating and scaffolding the instructions, using adaptive technology, audio books and print media to demonstrate an understanding of a given concept/task. The use of visual aids, graphical representations and demonstrations in the classroom helps to activate prior understanding and extend language learning. Encouraging peer and parental support in understanding and establishing a culture of collaboration to achieve shared goals

In school support:

In the school children communicate in a language which is convenient and comfortable for them. This encourages the use of mother tongue and fosters an environment conducive to learning.

EAL in school support is provided for children who have minimal knowledge, comprehension, and use of the English language.



Languages in PYP

The main language for the medium of instruction is English. However, the school does not expect all students to have prior knowledge of English, and teachers provide needed support especially during the early stages for students who may require help in understanding. If required, translations can be done by the teacher, if s/he knows the language, or through the help of a parent.

Additional Language is offered from Grade 5. Currently the language offered is French & Spanish. However, school has plans to increase the offered languages in future.

The Home language i.e. Hindi is mandatory for all students from Nursery to Grade 5

The teaching and learning of additional languages revolve around the planning, which in turn is based on the Language IB Scope and Sequence.

The strands for teaching the language curriculum include listening, speaking, reading, writing, viewing, and presenting.

KRMGS teachers model respect for all cultures and teach students to do likewise. Teachers support students in their learning of the language of instruction whilst ensuring that they develop their mother tongue as well.

All KRMGS teachers are language teachers, the class teachers constantly engage students in language experiences whatever subject content they may be teaching.

We, at the PYP believe in:

- Promoting inquiry-based authentic language learning.
- Focusing on the trans-disciplinary nature of language learning.
- Incorporating the teaching and learning of language into the Programme of Inquiry.
- Providing for the teaching of additional languages from Grade 5.
- Providing feedback to support learning Home Languages. The home language taught at KRMGS is Hindi.
- Specialist teachers are available in the PYP to teach those students Hindi. (Differentiation to cater to the different levels of the students)
- A third language is introduced for the students from Grade 5. Currently, students may choose French and Spanish. Other choices will be added as the school grows. Students attend this lesson thrice a week. Specialist teachers teach this class demonstrating proficiency in areas of reading, writing, and speaking the language that they teach



Languages in MYP

- For the Middle Year Programme at KRMGS, language learning is facilitated through regular classes including language rich activities.
- Students are placed in Language and Literature and Language Acquisition classes according to their language ability in preparation for further study of languages.
- Students are required to study two languages, with English and Hindi (Till Year 3) as mandatory. They might choose the third language as an additional language from MYP 1 itself.
- English is offered at the Language and Literature with the intention that students will continue with English Language and Literature in the DP.
- English is the primary language of instruction. Admissions requirements and assessments ensure that all students can access the curriculum in English. A range of procedures to assess the language ability include written and verbal language tests, observations, viewing of previous reports and interviews.
- All students in MYP 1-3 will learn Hindi as a second language. Students will also choose a third language currently offered is French and Spanish. The choice of language will be extended as the school grows.
- Students in MYP 1-3 will have 3 periods per week of their 2nd and 3rd language. Students in MYP 4-5 will choose one additional language to be examined (Hindi, French or Spanish) and will have 5 periods per week of this language, with 2 periods per week for the third language (Only in case they opt for it, other than the language being examined).
- Students will continue to pursue the chosen language for the following years of MYP.
- MYP Language and Literature and Language Acquisition summative assessment tasks are designed in accordance with the IB Middle Years Programme Language Guide assessment criteria and measure the three assessment levels—emergent, capable, and proficient— to assess students.
- The performance of students through the Middle School Language and Literature and Language Acquisition courses is regularly monitored to ensure that courses have appropriate rigor to develop students' language skills. Class Assessments, Semester End Assessments and Semester End Reports twice in an academic year reflect the language learning outcomes.
- CALP (Cognitive Academic Learning Proficiency) is adapted through the languages learnt by the students during this Programme. MYP students develop CALP through the use of language in the disciplines that they study.
- Teachers work collaboratively to promote learning through language phases.
- Teachers identify subject specific vocabulary and terminology for the unit taught and collaboratively plan for specific strategies to introduce, reinforce, and strengthen its usage. 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 also identify cross disciplinary language links.
- Language Support is offered through a literary club as well.
- The school library is continuously updated with resources to enhance language development.



Languages in DP

- In IB Diploma Programme at KRMGS, 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 English language itself (Group 1).
- KRMGS offers a range of languages (Hindi, French) at Language A, B and Initio in its initial phase and shall consider introducing more languages such as Japanese, Korean, Mandarin as the school grows further. Students have the opportunity to study two languages, one of which is strongly recommended to be English keeping in mind the national standards. In few cases where a student's best language is not English, they can elect to study their Language A in a language other than English. In such rare situations, English should be studied as Language B. Student can elect to study their Language A as a self-study of literature, adhering to the stipulated guidelines established by the IB.
- Language B -SL will be offered to only those students who have acquired the linguistic skills of a particular language in the previous two consecutive years. Hindi will be offered as Language B (HL/SL) whereas Language B HL (French) will be offered to only those students who have acquired the linguistic skills of a particular language in previous five consecutive years or is a native speaker.
- The school strives to provide DP students with an opportunity to learn their mother tongue (including English and Hindi), in fully supported classes and courses, if the number of students opting for it in a class is at least five students. The school also encourages students to bring in literature published in the mother tongue to the school to share with their class and to make available in the school library.
- CALP (Cognitive Academic Learning Proficiency) is adapted through the languages learnt by the students during this Programme. DP students develop CALP through the use of language in the disciplines that they study.
- Wherever possible, teachers support students in exploring the historical development and etymological connections as well as cultural context of the vocabulary introduced. This is done by providing a wide range of resources including books, exemplars, multimedia resources etc.
- Students are encouraged to learn literary and academic writing conventions specific to genres and requirements of the subject.
- Students have the option to achieve a bilingual diploma by taking two Languages A classes, English and one other, subject to availability



Languages in CP

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- KRMGS offers a range of languages (Hindi, French) at Language A, B and Initio in its initial phase and shall consider introducing more languages such as Japanese, Korean, Mandarin as the school grows further.
- The school strives to provide CP students with an opportunity to learn their mother tongue (including English and Hindi), in fully supported classes and courses, if the number of students opting for it in a class is at least five students. The school also encourages students to bring in literature published in the mother tongue to the school to share with their class and to make it available in the school library.
- CALP (Cognitive Academic Learning Proficiency) is adapted through the languages learnt by the students during this Programme. CP students develop CALP through the use of language in the disciplines that they study.
- Wherever possible, teachers support students in exploring the historical development and etymological connections as well as cultural context of the vocabulary introduced. This is done by providing a wide range of resources including books, exemplars, multimedia resources etc.
- Students are encouraged to learn literary and academic writing conventions specific to genres and requirements of the subject.

Language Development

- Language development ensures that all students have access and are exposed to an additional language, which is a central tenet of an IB education and will increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities.
- Language development encourages students to improve their proficiency in a language other than their best language.
- A minimum of 50 hours is expected to be devoted to language development.
- In terms of language proficiency, each student has a different starting point, goals and needs. They begin the CP with a range and variety of language learning experiences.
- CP coordinators, together with the language development teacher/supervisor, should ensure that students study the language that is best suited to their background and needs and provide them with an appropriate academic challenge.
- Students may choose to study:
 - ❖ the language of their host country, if living overseas
 - ❖ the language of another culture, with future aspirations in mind
 - ❖ a language that supports the language of their DP courses
 - ❖ a language that will be useful for a component of the CP core, such as an overseas trip for service learning.
- At KRMGS, we offer to deliver language development within the requirements of the CP which includes the options that are not limited to a school-designed course but also an extension to a DP language acquisition course. We will also provide an external provider

of language development, an online language course, and a school-monitored self-directed language study as the school grows.

- Whichever option is chosen, language development should be designed to develop students' linguistic abilities through oral communication, visual interpretation, reading comprehension and writing skills, challenging, enjoyable and relevant to students' needs and aspirations where possible, appropriate for the context of students' career-related studies.
- While it is not a requirement of the Career-related Programme, it is strongly recommended that the provision of language development relates to, or reflects, the career-related studies of students. Using language development as a means of supporting the career-related studies of students provides a way for students to explore how language is used in everyday situations. This exposure to ways of thinking and doing can enhance the opportunities for students after the completion of the Career-related Programme.
- The language development course is internally assessed by the school or by the external provider, and authenticated by the school.
- Students need to meet language development requirements along with service as learning and professional skills to acquire the certificate.
- 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.
- To successfully complete the language development, the student must complete the Language Portfolio (including students studying DP Language Acquisition course)
- Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied. However, the language portfolio must still be completed to the satisfaction of the school. The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases. There is no requirement for students to move from one phase to the next, only that they have evidence of language development in the target language.
- The language portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural experiences. CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development.
- Students should update the language portfolio throughout the course. A nominated language teacher should check it regularly and discuss progress with the student. The language development progress form must be updated with the comments, actions and a summary of discussion post meeting with the language development teacher/supervisor.
- The language portfolio should incorporate a variety of reflections on the activities, tasks and assessments students have engaged in, their learning experiences, their understanding of other cultures and their future goals with their chosen language. Students are also expected to complete a final reflection at the end of their language development course.
- Learners must also incorporate the language and culture questionnaire and goals along with the pre and post self-assessment forms in their language development portfolio.



Language promotion and graduation

- Each student's progression in reading, writing and oral language is assessed.
- Parents are informed of their children's academic progress in languages on an on-going basis.

Roles and Responsibilities

I. Role of Teachers

Every teacher is therefore both a content teacher and a language teacher.

The faculty is expected to:

- Use English as the primary language of instruction (except for Modern Languages) and social interaction in and out of the classroom.
- Developmental language behaviors and familiarity with students' language learning cognitive styles.
- Integrate language instruction with content instruction.
- Make high-level academic content instructionally comprehensible.
- Create classroom environments that have for students to listen to, read, speak, and write through interactive activities.
- Support and encourage language self-assessment.
- Hold high linguistic and academic expectations for all students.
- Build a strong home-school partnership using various means of communication.
- Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Select resources linguistically accessible and culturally inclusive.



II. Role of parents

Several parental actions will facilitate linguistic and academic success for students.

Families are encouraged to:

- Have a positive attitude towards both English and home language.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills in the home or after school.
- Encourage and support their children's additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation.
- 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-immersion in order to support the school's efforts.
- Be prepared to make the long-term commitments that success requires.
- Have realistic expectations of their children and school.

III. Language Profile of the Students

Providing appropriate support for language learner students starts with understanding where they have come from, where they might be going, and using this information to develop a language pathway for them. At the basis of understanding multilingual students is a process that we call ethnolinguistic profiling. An ethnolinguistic profile is a picture of a child in languages.

To support the language learning of our learners we maintain a language profile. It relates and recounts where they have acquired different languages and from whom, which languages they use in different domains and for different topics, what their educational history is in these languages.

The school librarian maintains the language profile of all students.

IV.

Professional Development

- Regular professional development sessions will focus on developing pedagogical skills, beliefs, and agency which are essential to ensure the sustainability of multilingual teaching approaches.
- How to implement reading, spelling and phonics programs at various levels will be an integral part of the PD sessions.



Connecting language learning and beliefs to other policies

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 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. School 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.

Assessment Policy: Assessment policy states that the school uses assessment methods (formative/summative) that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. This means our learners are assessed in every area, be it any subject area. Language being an integral part in our lives is assessed in every aspect. (Listening, speaking, writing, and reading skills). E-Portfolios are carefully defined coursework in language acquisition, arts, design, and physical and health education, which provides a way to assess the student's learnings in language and other subject areas.

Inclusion Policy- We at KRMGS welcome learners from all background with understanding that learners with difficulty will be included and language support is given to them if it is not developed along with the other learning strategies.

Learning Diversity and Inclusive Education Policy- A student must not be regarded as having a learning difficulty only because the language spoken at home is different from the language of the school.



Language Steering Committee

The language steering committee will include: -

Pedagogical Leadership Team and Language teachers

Policy review

Last reviewed in May 2022. This policy will now be reviewed in May 2023.

References

IB Language policy on ibo.org - <https://www.ibo.org/globalassets/ib-language-policy-en.pdf>

IBO, Guidelines for school self-reflection on its language policy

Language Policy – Stonehill International School - <https://www.stonehill.in/wp-content/uploads/2016/03/Stonehill-Language-Policy.pdf>

Language Policy - Lancers International School - <https://lis.ac.in/wp-content/uploads/2021/03/LIS-Language-Policy-2020-.docx-2.pdf>

Policy for English as an additional language – Riverside school - https://www.riversideschool.cz/wp-content/uploads/2017/09/RSS_policy_EAL-2016.pdf

Language Development Guide- <https://resources.ibo.org/cp/subject-group/CP-core/resource/11162-38310/?>

Language development teacher support material

https://ibpublishing.ibo.org/d_0_dpcp_tsm_1708_1/apps/cp-sa/index.html?lang=en&doc=d_0_dpcp_tsm_1708_1_e

A copy of this document will be made available on the school website. Comments from members of the school community are welcome, to assist with the review of this policy. These comments should be directed to the members of the Language steering committee who are responsible for each site and phase of development.



Appendix:

1. Language Placement in MYP

Language and Literature: English will be offered as language and literature course as it is suggested to be studied as a first language as per national standards. The below given criteria is not a mandate but a recommendation for English Language and Literature.

Language Acquisition: Currently, the students will be offered the following Languages- Hindi, French or Spanish. Phases for language acquisition are decided on the basis of diagnostics and past reports and reasonably on the course of study in the previous class. The outcome of the level to be placed is subject to the final decision of the language teachers and the MYP Coordinator.

*Hindi is not mandatory in year 4 and 5 but it will be offered to students scoring a mark band of 5 and above.

Language Course	Existing Students	New Admissions from other boards	
		Percentage	Diagnostic
Language and Literature	PYP language phase 3 and above	50% and above	Level- 2 - Intermediate
EAL	PYP Language below phase 3*	Below 50%	Level- 1 – Beginner
French Capable, Spanish Capable & Hindi Capable	MYP Language Acquisition – Phase 3 and 4 Phase 4 (Mark Band 7 and up will be offered Proficient phase)	80% and above	Level 2 -Intermediate
French Emergent, Spanish Emergent & Hindi Emergent	MYP Language Acquisition - Phase 1 and 2 Phase 2 (Mark Band 7 and up will be offered Capable phase)	upto 80%	Level 1 -Beginner Students with no prior experience in the target language who opt for French, Hindi and Spanish will not undergo a diagnostic test.

The diagnostic assessments will be based on the criterion provided by the IB. The same paper would consist of different levels that would assess which phase the student lies in.

Students achieving mark band 7 or more in phase 4 are allowed to choose a different language. Students achieving more than 7 in phase 5 may choose to pursue the target language as language and literature course in the DP.

*The exit from the EAL will be based on the formative assessments and the exit test where the learner must be at a minimum of mark band 7 of phase 5 of Language Acquisition. The exit can be at any time during the academic year depending on the learners' capabilities.

2. Language Placement in DP

Language A: English will be offered as Language A: language and literature course as it is suggested to be studied as a first language as per national standards. The below given criteria is not a mandate but a recommendation for English Language and Literature HL or SL. For other languages offered as Language A, please refer to ‘Languages in DP’ in the language policy.

Language Acquisition: Currently, the students will be offered two Languages- Hindi or French for Language B/Ab initio at HL or SL. Levels for language B are decided on the basis of diagnostics and past reports and reasonably on the course of study in the previous class. The outcome of the level to be opted is subject to the final decision of the language teachers and the DP Coordinator.

*As Hindi is not offered at an Ab Initio level, students scoring 90% and below would be offered Hindi B SL.

Language Course	MYP Students	New Admissions from other boards		Descriptor as given in DP Language Courses Overview and Placement Guide 2020.
		Percentage	Diagnostic	
Language A: Language and Literature	Mark Band 5 and up Below Mark Band 5	HL-Grades 82% – 100% SL Below 82%	Level 1 -2 Intermediate Level-3-Advanced	Students who are already able to read, analyse and respond to complex literary and non literary texts in a English language.
French B HL Hindi B HL	Phase 5 up and 6	90%–100%	Level 3-Intermediate 2	Students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes.
French B SL Hindi B * SL	MYP Language Acquisition - Phase 4 (Mark Band 6 and up)	70% - 90%	Level 2 -Intermediate 1	Students with some experience in the target language
French Ab Initio SL	MYP Language Acquisition - Phase 1 and 2 Phase 3 and 4 (Mark band below 6)	upto 70%	Level 1 -Beginner Students with no prior experience in the target language who opt for ab initio course will not undergo a diagnostic test.	If the student has no prior experience in or has had very limited previous exposure to the target language.

The diagnostic assessments will be based on the criterion provided by the IB. The same paper would consist of different levels that would assess the student on receptive, productive and interactive skills.

Descriptors of these skills are as follows.



If a student can...	the recommended course is...
<p>Receptive Skills</p> <p>...demonstrate a good understanding of the meaning and purpose of written texts, including literary texts; ...demonstrate a good understanding of the meaning and purpose of oral texts; ...recognize some subtleties of specific language use and their effects.</p>	<p>Language A: literature</p> <p>or</p> <p>Language A: language and literature</p> <p>or</p> <p>Literature and performance</p>
<p>Productive skills</p> <p>...speak mostly clearly and fluently and use a varied range of language mostly accurately; ...write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; ...show a reasonable ability to adapt their writing to suit the intended audience and purpose; ...express ideas and organize work coherently.</p>	
<p>Interactive skills</p> <p>...handle ideas mostly effectively with generally full interaction; ...exhibit some difficulties with more difficult questions.</p>	

If a student can...	the recommended course is...
<p>Receptive Skills</p> <p>...demonstrate a good understanding of the meaning and purpose of written texts; ...demonstrate a good understanding of the meaning and purpose of oral texts.</p>	<p>Language B HL</p>
<p>Productive skills</p> <p>...speak generally clearly; ...respond appropriately to most questions but struggle with responding to difficult questions; ...demonstrate an adequate command of vocabulary and grammatical accuracy; ...use basic and some complex language correctly; ...show a reasonable ability to adapt writing to suit the intended audience and purpose; ...express ideas and organize work appropriately.</p>	
<p>Interactive skills</p> <p>...respond appropriately and demonstrate comprehension; ...use pronunciation and intonation which facilitate the understanding of the message; ...make independent contributions;</p>	

...produce clear messages.	
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If a student can...	the recommended course is...
<p style="text-align: center;">Receptive Skills</p> <p>...demonstrate adequate understanding of the meaning and purpose of written texts;</p> <p>...demonstrate adequate understanding of the meaning and purpose of oral texts.</p>	Language B SL
<p style="text-align: center;">Productive skills</p> <p>...develop some ideas using a logical structure;</p> <p>...use a range of basic cohesive devices;</p> <p>...use basic grammatical structures accurately;</p> <p>...use a range of basic vocabulary and appropriate register.</p>	
<p style="text-align: center;">Interactive skills</p> <p>...respond appropriately and generally demonstrate comprehension;</p> <p>...use pronunciation and intonation which often facilitate the understanding of the message;</p> <p>...make some independent contributions;</p> <p>...produce mostly clear messages.</p>	

If a student...	the recommended course is...
...has no prior experience in or has had very limited previous exposure to the target language.	Language ab initio

Source: DP Language course overview and placement guide 2020.

3. Language Proficiency in CP

The language proficiency table provides a guide to assessing students' level of ability. It provides teachers with six holistic statements describing a student's achievement against the objectives towards being:

- emergent communicator—phases 1 and 2
- capable communicator—phases 3 and 4
- proficient communicator—phases 5 and 6.

The characteristics of a communicator in each phase of the course are described through a statement explaining what the student should be able to do by the end of the phase.

The global proficiency table is both a reference and a tool. It can help teachers:

- identify in which phase a student should start the course
- decide how to group students
- interpret and report on students' achievements in their language development:
 - at the end of a learning period such as a term or semester
 - on completion of the CP
 - when transferring to or from another school or programme.

Using the table to assess students' ability

A student may not be at the same proficiency level for speaking, reading, writing and interpreting visual texts. To take account of this, a best-fit approach is used to identify which phase a student is in. Students may start language development in any phase and finish the course in any phase.

Mapping students' language skills

Once a teacher and student have identified the phase a student best fits, they can then map the student's language skills against the learning objectives within that phase. This self-assessment helps the teacher/supervisor and the student to decide what course design and level of instruction they need. At the end of language development, students again map their language skills against the objectives within a language phase. By doing so, students can understand how they have progressed in their target language through their engagement with language development.

Grouping students

When making decisions on grouping students, teachers/supervisors will find it helpful to consult the language proficiency table. Teachers/supervisors take note of the following stipulations.

- Students with no prior knowledge of the language they wish to study should start in phase 1.
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of learning the target language.

- Phase 6 will not be the exit level for most students of language development. It is the responsibility of the school to group students within the six phases. No class should include students from more than two consecutive phases.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts.
They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases.	They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form.	They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms.	They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed.	They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts.	They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts.	They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts.	They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations.	They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation.
They begin to be aware that language use is connected to a purpose and an audience.	They are aware that language varies according to purpose and audience.	They understand that they can speak and write in different ways for different purposes and audiences.	They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Source: Language Development Guide (For use from 2016)

