



SCOTTISH HIGH
INTERNATIONAL SCHOOL

Language Policy

Scottish High International School

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1. Philosophy:

At Scottish High, we believe in equal importance of all languages as language is empowering and essential to intercultural communication and preservation of identity and traditional culture. The language policy of SHIS has been designed keeping in mind the varied requirements of the students, society and national curriculum framework which is a beacon of designing the language policies of educational institutions till senior secondary levels in India, the CIE and the IB. Although English is the medium of instruction at SHIS we believe that English and mother tongue are integral to students personal growth as well as to their identity, self-esteem and sense of belonging. Language opportunities are developed constantly and taught in context and addresses the following: Reading, Writing, speaking, listening, viewing and presenting. Language teaching includes public and personal expression, drama, study of literature, mass media, listening and reflection. This journey has a multilingual, futuristic, global, and international minded approach. It is a good opportunity for the educational fraternity of the organization to explore, share, appreciate and absorb a variety of cultures.

2. Purpose and Objective of the Scottish High Language Policy:

The language policy of Scottish High International School is designed to achieve the following objectives -

- Language is the core of teaching and learning, all learners to acquire a language other than English
- Learners whose English is a second language to be provided with support
- Due consideration and weightage to be given to the mother tongue because we believe that language is a mirror of culture, tradition and identity of the user
- Language acquisition to be an ongoing process that aids learning in other academic areas
- All teachers are language teachers

3. Language Policy Designing, Monitoring and Review Committee:

The SHIS Language Policy is a bi product of deliberations, surveys, feedbacks, inputs and interactions with various stakeholders. The final draft was prepared under a steering committee that comprised the Chairman, the School Director (IBDP Coordinator), the Initial School Principal, the Primary School Principal (PYP Coordinator), Senior School Head, Head of the Departments, Language Teachers and the parent representatives.

The reviews take place on a yearly basis, at the beginning of every new academic session.

4. Language Situations, Practices and Profiles:

Education is an ever growing and ever encompassing activity that covers all the facets of life and learning. Language plays an omnipotent and omniscient role as no communication can happen without a language – verbal or non verbal. In a school environ major emphasis is laid on the acquisition of skills that talk of verbal aspects be it speaking, listening, writing or viewing.

At SHIS an equal emphasis is laid on pre knowledge and acquisition. This holds truer when it comes to the student who could be bilingual or multilingual. As already stated in our philosophy statement most of the students seeking admission at SHIS come from homes where English is more is regularly spoken. At times we have students joining our academic fraternity coming from vernacular backgrounds or from international environments where English is not the major medium of instruction. In these cases, ESL (English as a Second Language) support is in place, wherein, the student is exposed to activities that aid smooth transition from the mother tongue to English. This aids in putting in practice as well as making arrangements to ensure that the learning of the child is not impeded or affected. Quarterly review, of the language profile of the learner's also helps in realizing the above mentioned goals and objectives.

Language teaching is aimed at skill acquisition and is inquiry based. This is in consonance with the broader guidelines of various curriculums that are in practice at our school. Language learning is an integration of oral, written and visual skills. To achieve the acquisition of the various skills we conduct elocutions, declamations, debates, speeches, talks, dramatizations, Power Point Presentations, group discussions, oral presentations, picture reading, reading programmes, celebrate English Week, Library Week, story-telling sessions, report writing, D.E.A.R Programme, argumentative talks, enactments, miming etc.

5. Acquisition Phases:

Language acquisition at SHIS occurs at various levels in integrated manner, keeping in mind the phase at which the learner becomes a part of the process at SHIS.

PRIMARY YEARS PROGRAMME (3 to 11 years):

Language acquisition in Primary is done through the transdisciplinary Programme of Inquiry. Learners are exposed to nuances of listening, speaking, writing, viewing and various motor skills including the art of socializing and community living. This is the stage where we exhibit, practice and teach due respect and importance to mother tongue, culture and traditions. A gradual introduction through phonetics is made into the world of English language. Various tools of learning and skill acquisition are put in place. They include oral, written and visual communication. The acquisition of language involves vocabulary building, refinement of grammatical skills, expressions blended with performing arts. As most of the learners are from Hindi speaking background, Hindi is offered as the second language and Sanskrit, German, Spanish and French are offered from Grade four as the third language.

The Teachers:

- Promote inquiry-based authentic language learning
- Focus on the transdisciplinary nature of language learning
- Incorporate teaching and learning of language into the Programme of Inquiry
- Develop and inter-relate the skills of listening, speaking, reading, writing and media literacy
- Provide for the teaching of additional languages (Sanskrit, German, Spanish and French are offered from Grade 4)
- Promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used
- Ensure that all teachers are language teachers

Middle School:

By now the learner has acquired considerable proficiency in languages. This is the time when we introduce refinement of various aspects of expression and investigation. Emphasis is laid to ensure that the learner effectively communicates her / his ideas, learnings, and responses through presentations, assignments, classroom activities and periodic assessments – formative and summative.

Even at the middle school practices are in order to:

- Ensure exposure to native language, culture, traditions through celebration of international days and festivals which happens across the school.
- Ensure incorporation of vernacular, native vocabulary in the learning – teaching modules (wherever required concepts and technical jargons are explained in English – the medium of instruction as well as in mother tongue).
- Enrich the general vocabulary as also to instill in the minds of the learners a feeling of respect for various languages.

Through these incorporations a spirit of internationalism and multilingualism is fostered in the school environment. We have observed that a congenial international environment is being propagated at SHIS as a result of these initiatives.

The school follows a three language formula as per the requirements of the National Curriculum framework.

English is the language of instruction.

Hindi which happens to be the mother tongue of majority of students in North India is the second language. This helps the students recognize, respect and propagate their native language, culture and traditions. All children opt for Hindi as a second language and for the students coming from across the shores as well as those to find Hindi language acquisition highly challenging special remedial classes are provided and the assessment tools are designed as per their level of acquisition.

Sanskrit, French, German and Spanish are offered as third languages from grade four to grade eight to inculcate an understanding about the classical languages, their origin, and inculcate in the students a sense of inter cultural understanding.

Senior School

National Curriculum – ICSE and ISC:

The role of Teachers becomes more subject content specific by this stage and yet every teacher sustains the spirit of a language teacher. Although very little intervention is required yet every teacher ensures timely inputs with regard to native language / mother tongue. The students are also encouraged to refer to electronic devices and the school resource centre so far as inputs on technical jargons etc are concerned. The school corridors, library, dining hall and sports fields are abuzz with various dialects and languages. We, as a centre of education and excellence discourage restrictions of any kind, rather believe in propagation of a free environment wherein the learner finds herself / himself free to express in the language of choice. The students are expressive and get enriched with the jargons of various subjects they are exposed to. By now the student has acquired a reasonable level of expertise as far as language acquisition is concerned and it becomes more refined on a day to day basis. The students are more into creative writing and critical analysis. They are enquirers, researchers, and communicators, knowledgeable, open-minded and balanced to a great extent. The demands of the national curriculum assessment require a set type of expression from the students especially in language assessments which are more of theoretical in nature. At SHIS the students start taking initiatives and carve a niche in the fields of leadership programmes, state, national and international events and symposiums.

From grade nine onwards students opting for the Indian board – ICSE / ISC are given the liberty to choose any one language from Hindi, French, and Spanish as their second language as per the guidelines of the board.

International Curriculums:

IGCSE:

Quite a number of students opt for IGCSE curriculum after graduating from Grade 5. The curriculum demands a high level of theoretical expertise. The teaching learning process which culminates in a bi-annual assessment requires a higher degree of proficiency in as far as language and written expression is concerned.

Since quite a number of students enrolling for this programme are multilingual, the native language / mother tongue interventions tend to increase. Special care is taken and the teachers initiate interventions to facilitate multilingual approaches to learning teaching activities irrespective of the stream i.e languages, human sciences, managerial studies and etc. In other words every teacher plays the role of a language teacher.

IBDP:

It is imperative that the IBDP student exhibits a high degree of competence in English as now most of them are preparing for higher education wherein English would be a major medium of instruction, nationally as well as internationally. In case a student is seeking admission to a university where a particular national language is a medium of instruction the school offers self taught mode in Group 1- Studies in Languages and Literature. Appropriate inputs from the school fraternity and infrastructure are provided to such students whatever be their number. The degree of competency should be looked at in the following modes:

- Capability of comprehension in English – coding and decoding.
- Capability of organisation of thoughts and ideas
- Capability of expression – written, oral, aural, viewing, investigation and analytical
- Capability of analysis.

Group offerings as per IBO:

Group 1: Study in Language and Literature

At SHIS we offer English A Language and Literature, Literature; Hindi A Literature (though we have had no takers for this) and student's native language – Self-taught.(we have arranged for specialist Korean experts to help the students who have taken Korean Self-taught)

Group 2 – Language Acquisition

Ab Initio for beginners – French and Spanish

Language B HL /SL Hindi, English, French and Spanish to those who have minimum two years of exposure to the language especially at middle school level / secondary level.

Group 3 to Group 6:

The teaching learning environment, tools and systems are designed in a manner that ensures language competency of expression – oral, aural, written, investigation and analysis.

Hindi, as a mother tongue connects the students at times easily and conveniently to the subject matter / unit being discussed. Also, it makes easier for the Teacher to make the students understand the various learner profiles of IB. At times the local or the global environmental issues required to be addressed in Hindi / mother tongue/ native language. This may include documentaries / local visits to spread awareness or collect data. As and when required the students are allowed to use language converters.

Special care is taken of and emphasis is laid on providing inputs in mother tongue / native language of the learner to make sure of comprehension of technical terminology and that of assessment. The learner appreciates the uniqueness of language – jargon of various subjects she/he is studying.

6. Students with Learning Disability/Students with Special Needs:

The Department of Integrated Studies of Scottish High caters to children with special needs having developmental delays, intellectual, physical and hearing impairment. Depending on the degree of impairment, the child is integrated into the mainstream school curriculum with the support of a highly experienced team of professionals of the Department of Integrated Studies. The team of professionals consists of full time special educators, an audiologist and a speech therapist, an occupational therapist and mainstream educators.

SHIS has one of the most well designed and functional SEN department with special emphasis on inclusive education for all. To achieve the aim of inclusive education for all students of SHIS, the SEN department works in tandem with the home room tutors and other subject teachers. At present there are approximately twelve students with special needs are a part of this department. The process of enrolling a student in SEN Department is as follows:

- Teachers/ Parents identify children with special needs.
- They are referred to the SEN department. The HOD SEN department conducts required tests and decides what category of assistance does that particular child needs.
- An individual education plan - IEP is drawn for all SEN children.
- They are integrated into regular classrooms accompanied by the special educator.
- The children who do not have major learning disabilities are referred to the school counsellors.
- The school counsellors meet them at regular intervals and counsel them.

Reporting:

- HOD SEN department conducts regular SEN meetings attended by the Home Room Tutor, the special educator and the parents of the concerned child.

7. Role of Parents:

Parents of the students studying at SHIS are upheld as one of the stakeholders. The language policy is shared with them through the website, school brochure and the prospectus. All parents are invited to be a part of the school's reading programme, wherein, they visit their child's class to develop English or Hindi through a story or an engagement. Parents can also offer their inputs through student-parent-teacher interactions (quarterly) and their suggestions are noted down to be brainstormed during the next revision of the policy.

8. Recognition of Mother Tongue:

The medium of instruction in SHIS is English and Hindi is offered as the second language for all students. Being in northern part of India, Hindi is the mother tongue of most of our students, which is the national language of the country. Hindi is given due importance in all teaching and learning, efforts are made to blend seamlessly the teaching and learning of English which is the medium of instruction with the learner's mother tongue. In order to achieve this objective, various tools have been put in place and they are upgraded according to the requirement of the various learners enrolled at SHIS. The curriculum develops the mother tongue through many engagements like interaction with experts, guest visitors, building of vocabulary, exposure to audio visual inputs, talks, celebrations, competitions, display boards, clan boards etc. This has helped us achieve the important objective of education and development of respect for language, culture, tradition of our student and teacher community. In addition to celebrating International Week, we also celebrate Hindi Week in September as 14th September is celebrated in all over the country as Hindi Day. Our library and resource room has books to cater to Hindi in addition to French, Spanish and German language books.

Across the school parent community and expert visitors are invited to be a part of our learning teaching system. Reading Programmes by respective parents, workshops on various topics, visits to local markets, social centers, inter school events, picnics, overnight stay camp, celebration of festivals – regional, national and international, have all contributed immensely to the development of a truly cosmopolitan culture at SHIS. Special care is taken for students who do not have Hindi as their mother tongue. The school has systems like remedial classes and fast track programmes for such students.

9. Links to various Policies:

The School Language Policy is the torch bearer for all other documents that govern the academic environment of the school.

Admission Policy:

Beginning with the admissions be it the initial school, the primary years, middle school, national curriculum or international curriculum, an inquiry is made wherein the parent informs the school about the child's mother tongue, language of instruction at home or any other significant input about the child's learning and language acquisition skills. The Entrance Criteria Assessment (ECA) has to be cleared by the student in way of interviews, interactions and written assessment depending on which grade level they are applying for. These inputs are passed on to the respective School Heads, Coordinators, HODs and Teachers concerned which in turn helps the team to device appropriate methodologies for carrying out the academic programme for the students.

Assessment Policy:

School Language Policy is a reference point for all assessments across the grades. The assessment tools are taken as aids to help the educational team device appropriate strategies for the refinement of the learners various faculties of which language acquisition is the most important. Corrective measures are put in place like interaction in mother tongue, availability of e-devices for reference, peer group interactions, platforms for expressions, and reference resources in case any student who requires additional support.

All teachers are language teachers, timely and appropriate inputs are given to respective students regarding their language skills and due compensation is made while assessing their scripts during the summative assessments. We take care that our students graduate with high degree of grasp over the language of instruction and their mother tongue.

The assessment is continuous and comprehensive and includes properly laid out formative and summative assessments including various intra school, inter school competitions, expression at local, social and national platforms, student's day to day activities, formal and informal occasions, classroom corridor movements and peer interaction inputs.

10. Teachers- Language Learning and Professional Development Programmes:

- Informal interactions on language upgradation are conducted on a regular basis to ensure that all teachers are in sync with the latest assessment criteria.
- Various in-school professional development workshops are held during inschool training periods to ensure that the teachers are abreast with latest teaching strategies.
- Teachers get enough opportunities to attend language related programmes outside school conducted by eminent organizations.
- Similarly, yearly inputs received from the IB, CIE, ISC and the examiner reports are shared with the teachers individually / collectively. This ensures that the learning is passed on to the students thereby improving upon the educational learning and achievements of learners and the teachers.

11. Language Teaching Resources:

SHIS has rich and dynamic resource centers for all age groups. These resource centers are regularly updated and are enriched by relevant material required for students.

The resource centers are located department wise so that the learners as well as the teachers have easy access to information. The school is also an active member of the British Council, the American Centre, the French Library, Spanish Centre and Britannica Learning e-resources .

The school fraternity has free access to all the resources available in the resource centres six days a week. The students are encouraged to make use of the resources where they are also informed by the Resource Person, about the concept of acknowledging the contribution of these works in their respective assignments. This practice leads to academic honesty.

12. Visibility:

The School Language Policy is a document whose salient features are not just physically highlighted at various vantage points but are also enshrined into the mindset of all the stakeholders through various interactions and school activities.

The salient features of the School Language Policy are flashed in the school brochure, the school prospectus, has been uploaded on the school website; in the school chronicles; the various notice boards of the school and classrooms and feedback from the parent community, if found valid and relevant are duly incorporated

13. Futuristic Vision:

The language policy of SHIS is a flexible and amendable document which is reviewed on a yearly basis, preferably at the end of the academic activities for PYP, Middle School, IGCSE and the National Curriculum. Keeping in mind the global developments, the popularity of IBDP Programme at SHIS and the interest evinced by our expatriate students we forward to introducing various other international languages in Group 1 Studies in Languages and Literature. The school is also open to a situation wherein we could be a bilingual / multilingual educational institution.

14. Bibliography:

1. Guidelines for developing a school language policy
2. Learning in language other than mother tongue in IB Programmes
3. Guidance for the support of mother tongue in the Diploma Programme
4. Towards a continuum of International Education
5. Primary years Programme- A basis for practice
6. The Diploma Programme from principles to practices