



Language Policy

Johnson Grammar School IBDP

2022-23

Reviewed and revised: August 2022, November 2022 and February 2023
Approved 21st April 2023

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Aims of this document:

- To articulate the language philosophy of the school
- To describe the composition and role of the language policy steering committee at the school
- To outline the ways in which the language profile of the school is compiled
- To outline the languages and the levels at which they are offered at the school
- To describe the opportunities and initiatives for mother tongue promotion in the school
- To articulate how all teachers are language teachers
- To outline how the policy is communicated to the school community
- To put in place a system for the review of the school language policy

Composition and role of the Language Policy Steering Committee:

The language policy steering committee includes the teachers of the language courses under the supervision of the Diploma Programme Coordinator. The primary role of the committee is to oversee the procedures required to develop the language philosophy and the school language policy. The committee is responsible for gathering, collating and presenting the views of the school community in the context of the language policy of the school.

School Language Philosophy:

Learning a new language is a dynamic process for which parents, teachers, and students all share responsibility. The school is committed to developing English as the Language of Instruction (LOI) for the students' individual development and efficient social, written and oral communication. In order to help students adapt to a variety of situations, learners are introduced to formal, informal, colloquial, objective, subjective, literal, figurative, archaic, and jargon varieties of the English language.

Therefore, subject teachers and parents advocate for contextual learning both inside and outside of the classroom. A significant role is played by oral and written activities, stage performances, library resources, and consistent language opportunities.

In addition, language acquisition courses expose students to cultural diversity by giving them the opportunity to not only learn a second language but also to comprehend the values of other cultures and cultivate empathy for them.

Language Profile:

Students and faculty at JIB come from a diverse range of linguistic and cultural backgrounds, making it a multicultural institution.

English is the language of instruction at JIB. The school is aware that language is important to learning and that some of its students may find the use of English as the language of instruction challenging. In this case, the school is prepared to provide the necessary infrastructure to support students who find the use of English as a medium of instruction challenging.

Additionally, the school will identify and provide opportunities for students to celebrate their own cultures and their mother tongues. While acknowledging that Telugu may not be the native tongue of many of its students, JIB will actively promote Telugu, the regional and official language of the region in which the school is situated.

Language Policy:

At JIB, the goal of the language policy document is to consolidate the school's language teaching philosophy and beliefs. It also aims to outline the systems and strategies in place to encourage and support the use of the mother tongue in the school community and support the development of English. Preparing students for the challenges and opportunities of adulthood and working life, celebrating students' and the school's accomplishments, and communicating effectively are the primary goals.

This document aims to ensure that IBO Standards and practices are consistent with the school's as an authorized IB World School.

Any planning and implementation of language teaching, curriculum development, and professional development will benefit from this document.

Why is language learning important?

Exploring and maintaining one's own development, one's cultural identity, and cross-cultural understanding all depend on language. It is closely linked to cognitive development and serves as the main channel of social communication. This is because it is how meaning and knowledge are contested and produced. It is the key tool for building our knowledge of the universe and our place in it. Hence, language is essential to literacy and learning, and it also plays a significant role in academic performance.

Learning through language: Instead of direct actual experience, language itself can be used to negotiate new meanings and build knowledge about the outside world. When more abstract learning occurs in school through dense academic texts, literacy plays a bigger role in this.

Learning about language : A student in an IB programme who possesses critical language awareness will be able to choose the appropriate language for his or her purpose and audience and gain understanding of other people's linguistic preferences.

This awareness must therefore be expressly taught in such situations to learners who are using a language other than their mother tongue to access an IB programme because it cannot always be assumed that they have it.

Rights and Responsibilities of Stakeholders:

All stakeholders have the right to access to the policy.

It is the responsibility of the school -

To support and value all languages equally.

To provide all necessary resources human, virtual and physical.

To allocate funds for teachers training.

It is the responsibility of the teachers-

To be language teachers in their respective subjects.

To identify the students potential and encourage language development.

To provide all required resources to students for language development.

To help students to recognize and respect their individual culture and heritage.

It is the responsibility of the students-

To develop and acquire a language based on their interest and ability.

Languages offered at the school and at what levels:

The language of instruction of the school will be English and all the subjects other than those of Language Acquisition are offered in English. Efforts will be made to identify limitations in English competence, if any, in students and facilitators will try to bridge the gap.

Languages offered under Group 1: English Language and Literature (HL&SL)

“Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.” (Language A: language and literature guide, 2019, p. 7)

Languages offered under Group 2: Hindi B (SL), French B (SL) and French ab initio (SL).

“These courses are designed to provide students with the necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken’ (Lang B guide p.6)

French AB will be offered to students with no prior knowledge of the language.

French B will be offered to students who have learned the language in middle school.

Hindi will be offered to students who have learned the language in middle school or in the primary years.

The school is prepared to offer Spanish under Language Acquisition in line with demand and students’ requirements.

The school is also willing to consider other languages as self-taught languages.

All teachers are Language Teachers:

All teachers, in our opinion at JIB, are also language teachers. Although teachers of Language and Literature, and Literature play specialized roles in their students' language development, the relevance of subject-specific language development in other learning areas is not diminished by this. Each teacher has a duty to be aware of the language requirements for their subject area and to make sure that these requirements are ingrained in their teaching and learning strategies.

For instance, the vocabularies of mathematics and Psychology are diverse from one another but both are essential to creating meaning. The narratives of interpersonal communications differ according to goal in a similar way.

Mother Tongue Promotion:

JIB is committed to providing opportunities to its students to celebrate their mother tongues and their native cultures through a variety of activities like the Language Week, Hindi Diwas, assembly events and celebrations of local festivals and cultural elements. The objective is to develop international mindedness by giving students opportunities to be exposed to a variety of cultural experiences and perspectives and to facilitate their ability to adapt to the multicultural society that we live in.

SSST Course :

The institution is prepared to provide self-taught courses in languages other than those it already offers.

This will be carried out under the direction of a tutor who has received training from the language educator. The course continues to be supervised by the school's language teacher. The school is prepared to consider any form of assistance which might have to be delivered on such occasions.

Link to the Admission Policy:

The admission process is to include a preliminary assessment of the language profile of each prospective student.

Information is to be gathered on the student's mother tongue as well as previous experience(s) with language acquisition.

A preliminary assessment test is to be conducted to evaluate competence in English, which is the language of instruction in the school. Performance on this assessment, as well as students' interests and future plans, are to be considered when placing them into the appropriate course and level in Language A.

The JIB admissions policy ensures that all new students have a foundational understanding of the English language. However, the school is prepared to help the students who are taking classes in a language other than their mother tongue if necessary.

For Language Acquisition, the ab initio level is offered to students with no prior experience with the second language under consideration.

An evaluation of the student's prior experience with the second language is done before placing them into Language B.

Link to Assessment Policy:

All assessments, with the exception of the language acquisition courses, are offered in English. To support students with insufficient English competence, dictionaries may be provided during the assessments of all subjects except the languages.

Reporting is done in the working language of the school, which is English.

Role of School Library:

The school library subscribes to newspapers in English and Hindi. Academic resources are available in English. Resources for language acquisition are available in French and Hindi.

The entire school community is strongly encouraged to use English as the language of communication within the campus, with the exception of in the language classrooms, where they are encouraged to use the language being studied.

All school documents are prepared in English and all official communication is done in English.

The school follows standard English and second language spelling protocols.

The school follows MLA9 as the standard referencing protocol for citations.

Communication and Review of the Language Policy

The Language Policy is to be communicated to and discussed with all the stakeholders.

The policy is subject to yearly review and will be updated to reflect the current needs and circumstances of the school.

Bibliography

DP Language Guide 2020

IB Guidelines for developing a school language policy, IBO, 2006

Language and Learning in the IB programmes

IBO ‘Guidance for Language Provision in Groups 1 and 2’ (2009)

Approved: 21st April 2023.

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