

## Language Policy

The Language Policy is based on Suncity School's language philosophy and outlines the goals for language teaching and learning. At Suncity School, we nurture a multilingual environment where the primary language of instruction is English. This is a working document which would be reviewed periodically, depending upon on the diversity within the cohort. Implementation of the policy is the duty of all International Academia teachers under the guidance of the programme Coordinators and ultimately the International Academia Head.

### **Belief-**

The language curriculum at Suncity School is grounded in the belief that language serves multiple purposes, both social and educational. Language allows people to communicate feelings, ideas, values, beliefs and knowledge. It is also a medium for involving individuals in the various communities of the modern world and provides a way to make sense of experience and to break down barriers that separate individuals in today's society. Learning another language allows one to understand others - it is a statement of respect and of being accepting of other cultures and practices.

The study of language, be it mother tongue or vernacular, is seen as the development of a repertoire of essential strategies, processes, skills, knowledge and attitudes that will make it possible for all students to become life - long learners and to flourish in a world of rapid social, cultural and technological change. The study of languages at various levels promotes international understanding, reinforces cultural identity, contributes to personal growth, and allow for effective communication. It is important that students learn languages, learn through languages and learn about languages. Borrowing from the IB diction, a deliberate classroom practice should be adhered to by all subject teachers.

*Inspired by ... <http://stthomas.lbpsb.qc.ca/documents/policies/Language.pdf>*

### **Policy principles-**

The language policy must therefore:

- recognise that, language is central to learning and all teachers are, in practice, language teachers who are responsible for facilitating communication
- outline how students are to learn at least one language in addition to their mother tongue
- describe how the development and maintenance of the mother tongue for all learners is to be supported
- ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners
- describe how the language of the host country is to be promoted

- recognise that administrators, teachers, librarians, and other school staff will require professional development in the fields of language learning and teaching and on how to make sure the language policy becomes a working document
- consider what resources and practices are to be used to involve parents in planning their children's language profile and development
- consider other language needs of the community

### **Language at Suncity School-**

Suncity School is located in Suncity Township, Gurgaon, India. As such it accepts predominantly native Hindi speaking students into its IB Diploma programme, but English is practically a mother tongue for most students and those who have studied in Suncity School have undertaken their education only in English. English for many of our native Hindi speakers is a "second" native language. Students begin formal studies of English in their first year at school aged 3 years and continue to study it throughout the following 15 years. Further, through popular media young Indians are exposed to various forms of media a constant exposure to the English language which further enhances their skills in this language.

Amongst International Academia students at Suncity School, there are children of Hindi speaking families who have lived abroad and returned to India and have attended schools with English as the language of instruction. There are also students who have one Hindi speaking parent and have lived in a bilingual home environment or grown up in an English-speaking country and undergone their education in English.

There are also a few, but growing number, of students who have arrived with their parents who work in India, who have experienced English as a language of instruction and who seek an international education because of English being their previous language of instruction. We expect this type of enrolment to grow.

A growing number of Suncity students have aspirations to study abroad in an English-speaking environment.

### **Language Acquisition Phases-**

#### **Early Years Programme & Primary Years Programme (4- 9 years)**

At Suncity School language learning begins a very young age. English is taught from grade Pre-Nursery in the EYP along with Hindi. 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 and visual arts.

#### **Middle Years Programme (10 years – 13 years)**

As students move through the MYP and the senior years they continue to study English and Hindi as mother tongue languages, and they choose another language, i.e- Spanish or French or German or Sanskrit as their third language from grade V onwards.

For students who are not proficient in Hindi or are from other countries, the school gives an option of Hindi B where students focus on developing the ability to understand and speak as well as write in Hindi in daily life and exposing them to Hindi electronic and print media.

### **International General Certificate of Secondary Education (IGCSE)**

Students starting the IGCSE programme are required to take two languages from group 1 Languages, choosing First language English or English as a Second language depending on their previous knowledge and one other language from below-

- French Foreign Language
- Hindi as a Second Language
- Spanish Foreign Language
- German Foreign Language

Students need to have a prior knowledge of at least 3 years for opting a foreign language. Sanskrit students opt for Hindi as a Second language. Some students of First language English may choose English literature as well.

### **IBDP**

Students starting the IB Diploma programme are expected to take English A as their first language and, French B, German B, Hindi B or Spanish B as their second language. Depending upon the individual linguistic capability and inclination, a student may also opt for an additional second language.

The IB Diploma programme at Suncity School offers IB students a variety of language choices.

#### ***Group 1 – Studies in Language and Literature***

Given that English is the official spoken language in India, we offer **English A Language & Literature** course both at HL or SL level for the growing group of native, or almost native, speakers of English. Further Hindi A will be available to students who wish to maintain their native language skills

Suncity takes into consideration the small number of students who speak neither Hindi nor English as their mother tongue by making available **School Supported Self Taught (SSST) language A** as an alternative. A language specialist who is appointed as SSST coordinator supports such students in their studies. An example might be Korean or Japanese, a language spoken by several Suncity School students interested in the IBDP.

#### ***Group 2 – Language acquisition***

There are natural complements in group 2 (Language acquisition). Students choose a language profile of **French, German, Hindi, or Spanish**.

Suncity School may be required to offer other language options to students who cannot make a suitable choice among those languages on offer. An example of such is Spanish ab initio which may be taken using the Pamoja web site.

## Language Pathways

Language	EYP & PYP	MYP	IGCSE	IBDP
English (Language of instruction)	Starts from Pre-Nursery up to VI	VII-VIII	IX- X	XI-XII
Hindi (National Language)	Starts from Pre-Nursery up to VI (including Hindi B)	VII-VIII (including Hindi B)	Optional language	Optional Language
French	Starts from grade V	Optional third language from grade V	Optional language	Optional language
Spanish	Starts from grade V	Optional third language from grade V	Optional language	Optional language
German	Starts from grade V	Optional third language from grade V	Optional language	Optional language
Sanskrit	Starts from grade V	Optional third language from grade V	Optional language	Optional language

## Language Support-

The school believes in supporting its students in acquisition of language with the aid of following strategies-

- Prior knowledge assessment;
- Planning for different abilities;
- Accumulating resources needed for each ability group;
- Implementing teaching strategies;
- Summative assessment of groups;
- Support classes/ foundation strengthening classes
- Regular monitoring in the form of monthly formative assessments in speaking, listening and written expression;
- Regular communication and collaboration with parents leading to improved performance;

The language teachers use a variety of teaching strategies to ensure language acquisition-

- Role play
- Visual arts
- Language games
- Online resources
- Celebrating special occasions
- Debate

- Interviews
  - Quiz
  - Participation in competitions, exchange programmes
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**References:**

<http://stthomas.lbpsb.qc.ca/documents/policies/Language.pdf>

*Language Policy, IB. February 2011, 2014*

*Guidelines for developing a school language policy, IB, April 2008.*

*Learning in a language other than mother tongue in IB programmes, IB, April 2008.*

*Investigating Language Policies in IB World Schools, CAL for IB, August 2014.*

**Revised on 3rd Aug 2022** (IBDP Coordinator, Librarian, and members of the Pedagogical Leadership Team of Suncity International Academia)

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