



D Y PATIL
INTERNATIONAL SCHOOL
NERUL

LANGUAGE POLICY

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D Y PATIL INTERNATIONAL SCHOOL NERUL

LANGUAGE POLICY

The language of instruction at DYPIS Nerul is English. The aim is to create global learners with excellent English articulation and presentation skills. The Language Policy is an evolving component of the organisation and is reviewed annually by the pedagogical leadership team and school faculty.

Purpose

At DYPIS, we believe that the development of language and literacy skills is of the highest priority. The importance of language associated skills and implementations are communicated with clarity to our children and parents.

English Language learning is skill based growth and development that is closely associated with critical thinking, international mindedness and development of perspective. This document aims at outlining systems and strategies to develop English and uphold use of mother tongue in the school.



LANGUAGE POLICY

- Develop the communication / presentation skills of each child to the highest level
- To produce confident students able to understand and use appropriately the varieties of language available to them.
- Ensure that the parents are subsequently informed as to the extent of language supports that are provided by the school.
- Ensure the effective delivery of curriculum at each grade level.
- Confirm the practice of language skills and constructive application across the whole curriculum.
- Provide support for students who are enrolled at DYPIS with less than the proficiency level in English A with the aim at developing competency in both spoken and written English in accordance with DYPIS curriculum framework, in order to support their academic progress at DYPIS.
- Develop curricular resources which will be budgeted for and provided to cater for the range of learners.
- Ensure that students admitted will have a Language Profile and students and parents will subsequently be informed as to the extent of language supports that will be provided by the school
- Provide information to parents and students that clearly states the Language Policy and school practices
- Ensure that teachers will be expected to provide all necessary adjustments to classroom practices to support the language needs of all students.
- Support teachers through professional development in their acquisition of the skills requisite to meet the language needs of all students enrolled.
- Ensure that– Principal, Coordinators, and the faculty members are actively involved in the formulation, revision, development and implementation of the language policy.
- Regularly inform the Admissions Office about the revision, development and implementation of the language policy

LANGUAGE POLICY

Philosophy

Language is the communication key to all learning; all teachers at DYPIS are Language teachers. Language learning at DYPIS refers not only to the understanding of a specific language, but it includes the related application activities and projects that are a part of the process. Through language development, our students acquire the ability to critically think and effectively learn, to develop social skills and values, and acquire knowledge concepts together with the correct applications.



The Guidelines

1. Language is a major means of communicating, fundamental to learning, and is developed across curriculum areas, all teachers are facilitators of language learning directly as a subject expert or indirectly.
2. The acquisition of language is a dynamic, life-long process that permeates all learning and is a key factor in intellectual growth and promotes the development of personal and international understanding.
3. Learning language, learning about language, and learning through language are the most effective approaches to retain the effectiveness of the concerned languages, along with satisfying the needs of the DYPIS students in the school environment.
4. Effective Language teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
5. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
6. The school community is a resource to foster language learning. The acceptance of additional languages enriches personal growth, enhances first language development, and promotes internationalism. The development of mother tongue is crucial for maintaining cultural identity.

DYPIS Nerul Language Profile and Support

A.Language Profile

The Language Profile form data that is administered during the time of admissions demonstrates that 100% of our student body speaks English as an additional Language. 57.1% of our students display excellent proficiency in English skills. All our administrative and teaching staff communicates in English and the majority is fluent in at least one other language. Our faculty members are Indians and 98% of our student population are Indians ,however students and teachers are from diverse ethnic and regional backgrounds).

B.Support at the time of Admission

Applicants have an interaction where one faculty expert identifies their proficiency in the mother tongue, English and other languages. In cases where the applicant indicates that English is not their mother tongue or that the proficiency level in English is not up to a grade level at the time of the admission, the concerned Department identifies the same and the names are forwarded to the Section Coordinator who arranges for additional help.



Policy Statement:

The medium of instruction is English.

For students who cannot match up to the demands of English as the first language (and language of instruction for Group 3 to 5 courses), enrichment lessons in addition to the main stream are offered in order to facilitate their mainstreaming in English A.

Learning environment for language:

- Students are encouraged to select books/texts/ resources from various sources.
- Different and differentiated learning strategies are used to impart language.
- Learning is individualized by a variety of criteria and interest.
- Students are encouraged to put forth their queries and clarify their doubts.
- Regular collaborative activities in the form of panel discussions, presentations, debates are held to fine-tune the articulation skills and develop effective team communication.

Variety of resources

The school has a well-equipped library as well as mini classroom libraries (in Primary Section) that house a variety of book from different genres; they also contain texts/ magazines that represent our diverse culture.

The school integrates ICT within its language curriculum, Books/ resources in English, Hindi, Marathi and French are downloaded to support students learning.

Feedback

The teachers provide corrective feedback. Our facilitators guide the students on their progress patterns, with clear reference to their application and understanding of specific types of knowledge and skills rather than restricting the feedback to assessment scores. The practice of using rubrics is helpful for students in understanding of various oral and writing skills.



Learning support

When a student has been identified with additional learning needs, including language difficulties or gifted abilities, intervention and support are provided through the support programme where counsellors work in consultation with the teachers to help them meet the specific needs of students.

Students of Grades 1 to 5 attend small group instruction or individual ones based on the need. Differentiated instruction strategies are practiced with the purpose to blend the learners in the mainstream classroom learning..

English Language Acquisition Programme

Enrichment classes

English language learners who are unable to fully understand the academic curriculum delivered in English receive specialised instruction in English language from qualified staff on a regular basis (homeroom teachers in primary section and English Language faculty members in middle, IGCSE and IBDP sections).

Assessment

Language acquisition follows distinct stages; students' rate of acquisition varies greatly from individual to individual. Therefore, Language teachers assess all language skills (reading, listening, writing and speaking), regularly differentiating through scaffolding or extension as required.

Formative and Summative assessments in the classrooms provide information on language growth. Language teachers regularly standardize student's work to ensure a fair application of assessment criteria. Standardized test and external examinations are also provided to check the language acquisition levels.

Second Language Acquisition

"Since each language reflects the values, history, and way of thinking for those who speak it, learning another language is a particularly effective means of understanding others, and speaking that language is a powerful statement of respect for them."

It refers to the second preferred language or his native or home language which the student isn't proficient at.

Nevertheless, if there is a request from any student to take their "native/home language" as their Language A because it is the Mother tongue , the school will proactively explore avenues to make those provisions. The "native/home language" will generally be sought to be promoted through the second languages.

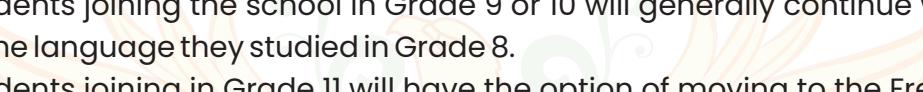


In areas where "native /home language cannot be provided as a second language, the school will try to encourage self taught "native/home language" courses outside the school and over a period of time build up its own resources on them.

The school will however, from time to time review the changes in the student's language demographics. As per the IB Policy the school will ensure that students are at least bilingual there by promoting internationalism.

Second Language

As per the Language Policy all students will need to take a second language as per the pathways identified by the school. Accommodation of the same is given to the students through enrichment classes to make their learning meaningful and encouraging. After Grade 7, students are encouraged to attend Hindi and French classes for two weeks to enable them to decide on their choice.

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 - 1) Students joining the school in Grade 9 or 10 will generally continue with the same language they studied in Grade 8.
 - 2) Students joining in Grade 11 will have the option of moving to the French Ab Initio or Hindi B SL/HL, French SL.
 - 3) The Second Languages that are offered and the grade level is as outlined below:
 - **Hindi Standard Level K -12**
 - **French Foundation Classes 3 – 8**
 - **French Ab Initio 11-12**
 - **French SL 11-12**

The school will however, from time to time review the need to offer other second language ,for eg: Marathi, based on the changes in the student's language demographics.

- 4) The Languages that are offered at each grade level are outlined below:



In Grades 1–5, for English language, students start with listening, reading writing and speaking.

Marathi– Identification of letters, poem recital, comprehension, grammar.

French – Identification of letters, listening audios, creative writing.

Hindi– Reading, writing, listening, speaking, creative writing.

- 5) Mother tongue support offered in Hindi and in other languages would be through print and online resources and cultural programmes. The students of DYPIS come from varied cultures speaking different languages such as Marathi, Bengali, Gujarati etc.

Children's understanding of what is being taught and discussed in class improves significantly. Hence, the school acknowledges the importance of developing the mother tongue.

Our facilitators use the Mother tongue as a means to connect and communicate with primary students for an engaging learning process. Occasionally Hindi is applied to support the child's understanding. Information regarding the student's mother tongue is acquired through personal detail forms. This information is in the schools database and is accessible by the school staff through the section Coordinators. Teachers are encouraged to use this information in developing lesson plans that emphasize differentiated instruction and celebrates linguistic diversity.

Third Language

Third language is applicable to all students from Grades 1 to 8. The rationale of the third language is that they will have basic conversational and reading knowledge of the local language i.e. Marathi till grade 8 so that they can communicate in Maharashtra where the school is located.

Diversity of language celebration is a part of DYPIS culture. Marathi Diwas, French Day and Hindi Diwas are celebrated with much enthusiasm.

Diploma Programme (DP)

We offer English at A, Hindi at B and French at Ab Initio (all offered as HL or SL except French AB Initio which is offered only at SL) and French SL



Every student must take one subject from Group 1 and at least one subject from Group 2. Choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall DP program. The following chart describes the language choices offered:

Language Choices in the IB Diploma Program at DYPIS

Group 1A Higher or Standard

LANGUAGE A
HIGHER OR
STANDARD
ENGLISH

Is for

- a fluent competent language user
- normally this is the language of the environment to which the student has been exposed from an early age /for an extended period
- will study literary texts and demonstrate analytical skills in writing and speaking

Group 2 B Higher or Standard

Ab Initio – Standard only

Language B
Higher or
Standard
Hindi

Is for a language learner who:

- has three or more years of experience in the language
- Students will:
- learn to communicate effectively in a number of situations, from everyday exchanges to literary texts
- develop mastery of language skills

French
Ab Initio

SL

Is for a beginner who:

- has little or no experience of the language. It is a language acquisition course designed for students with some previous experience of the target language. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Communication of Language Policy

The Language Policy is introduced to the DYPIS community during orientation Sessions. New staff is familiarized with the document during Teacher Induction programme

Review Process

The Language Policy is reviewed regularly as part of the Curriculum Review Cycle and as part of the whole school improvement plan.

The pedagogical leadership team reviews the implementation of the Policy in classrooms and throughout the school on a regular basis as part of the Appraisal Process.

Links to admission policy: Language requirements are understood and any additional support for the same are gauged during the time of admission



Language Profile Form

To be filled at the time of admission

Name:

Current Grade:

Date:

Nationality:

English is the Language of Instruction Is this your preferred Language and hence needs to be considered as Language A?

Yes / No

Can you read and write your preferred language?

Yes/ No

How would you rate your proficiency in your "preferred language"?

Circle any one
Excellent/ Good/ Satisfactory
Needs Assistance

What is your native language and/or the language spoken at home?

Can you read and write your native language and/ or the home language?

How would you rate your proficiency in your native language and/ or the home language?

Circle any one
Excellent/ Good/ Satisfactory
Needs Assistance

List all the other languages of which you have some knowledge (studies for at least one year) and complete the boxes. An example is given in the first row.

Level 1 = **Beginner**;

Level 3 = **Advanced**;

Level 2 = **Intermediate**;

Level 4 = **Fluent /Native**

Language

French

Hindi

Marathi

	Speaking	Reading	Writing	Listening
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
French				
Hindi				
Marathi				



Language Profile Form

References

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Last updated: January 2020

Next review : July 2022 or in case of curriculum changes by Cambridge or IBO.





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