SYMBIOSIS INTERNATIONAL SCHOOL

Pune, India

|| वसुधैव कुटुम्बकम् || — The World is One Family

LANGUAGE POLICY

Nurturing multilingualism and international mindedness across the PYP, MYP, IGCSE and DP

POLICY DOCUMENT AT A GLANCE

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Prepared By	**Language Team**
Reviewed By	**Pedagogical Leadership Team:** Head of Inclusive Education Dept., Ms Deepa Prasad EY Coordinator, Ms Huma Shaikh PYP Coordinator, Ms Pallavi Gupta MYP Coordinator, Ms Nancy Dias IGCSE Coordinator, Ms Tripta Kapoor ADP Coordinator, Ms Sonam Chaudhary
Approved By	Director, Ms Shalini Singh Hamilton
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Applicable for **IB PYP, MYP, DP & CAMBRIDGE IGCSE**

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1. Language Philosophy

'The world is one family' is the motto of Symbiosis, and we at SIS pursue it by nurturing the spirit of harmonious existence, intercultural understanding and international-mindedness. By learning multiple languages, an individual becomes capable of bridging the gap between various cultures and promotes the idea of international diplomacy.

Language — a universally accepted tool of communication, collaboration, critical thinking and creativity — is an ideal vehicle to engage with the world. Hence, at the heart of the SIS teaching philosophy, all facilitators are language teachers. They contribute to achieving this aim, along with the specific language teachers, through various activities that grease the wheels of this vehicle. Content and language learning go hand in hand. Language acquisition and competence thus open the gateway to lifelong learning. We strongly agree with the IB tenet: *Language is a means of exploring ourselves and others, and diverse world views and cultures.*

"A language is far more than a means of communication; it is the very condition of our humanity. Our values, our beliefs and our identity are embedded within it," — Audrey Azoulay, Director-General (UNESCO)

With shifting paradigms, the need for embracing new perspectives, knowing and relating to the whole world and being interculturally aware is heightened. Although English, the lingua franca, is a significant part of the student language profile, we realise and cherish the need to encourage proficiency in more than one language apart from the mother tongue, as the acquisition of a second language augments cognitive skills and fosters a classroom climate that encourages risk-taking. Studying foreign languages sharpens students' analytical skills and fortifies their creativity. Various cultural activities are also organised to encourage mother-tongue usage to build self-esteem and affirm their identity.

At SIS, we believe that language learning should transcend the notion of pushing learners to master the standard form of the target language, and rather appreciate the cultural diversity.

With a spirit of imbibing and embracing the broadened notion of literacy as being multimodal with a social purpose, we adopt literacy education that goes beyond paper-based reading and writing and provides the pedagogical frameworks for teaching and learning. Such learning thus facilitates the understanding of purposes and functions of the resources critically evaluated by the learners themselves and, finally, enables students to generalise the learned literacy knowledge in different contexts.

"When children learn, they are drawing on all languages to build understanding and make meaning," explains Susan Stewart. Hence, at SIS, language is recognised as a resource where teachers use students' home language to ensure proficiency in the target language. It is also recognised as a tool of thinking and thus taps on all knowledge and experience as a resource for teaching.

Multilingualism being the foundation of all learning, we at SIS recognise and cater to diverse language needs, support academic success, and facilitate synthesis and clear expression of knowledge.

We advocate a multilingual approach which provides exposure to various cultures to prepare learners to communicate and collaborate effectively in the 21st century. Communicating in multiple languages facilitates understanding and widens horizons. This also facilitates acquiring leadership and interpersonal skills that render students capable of empowering themselves to make a difference in the world. With the increasing influence and importance of artificial intelligence, its impact on language learning needs to be acknowledged, as we believe it is imperative to bolster student preparedness for a dynamic world through a spirit of global citizenship.

2. 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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

3. SIS Mission Statement

Symbiosis International School, a cradle of leadership, aspires to create responsible global citizens deeply rooted in the philosophy of Vasudhaiva Kutumbakam, instilled with a spirit of international mindedness. Our academically rigorous curriculum is an essential catalyst that fosters a desire for lifelong learning. We aim to nurture adept netizens and promote inclusivity and unwavering integrity. Our endeavour is to equip our students with the requisite skills and competences that will cultivate an ethic of service and enable them to be the architects of a sustainable world.

4. SIS Vision Statement

Promoting International Understanding through Quality Education.

5. SIS Language Profile

Individuals' linguistic repertoires are inextricably linked to their identities. (IB Tenet)

We at SIS look at language as a way of respecting identity. SIS boasts of an immense linguistic diversity. The student body is a mixed group of Indian students, wards of expats from various countries like France, Korea, China, Germany, etc., and students of Indian origin who have lived and studied abroad (PIO). As a result, there are students with different mother tongues in the school. Hindi, Marathi, Tamil, Punjabi, Bengali, Sindhi, Marwari and Korean are some of the commonly spoken mother tongues at SIS. English is the mother tongue of approximately 75% of the students.

SIS believes that the term Mother Tongue can be defined in various ways. It may denote the language learned first, the language identified with as a "native speaker", the language known best, or the language used most.

The majority of students, with their complex linguistic backgrounds and diverse socio-cultural contexts, interact in multiple languages (local and foreign — French, Spanish, German and Mandarin, to name a few). Moreover, the language of communication varies depending on the situation (in the classroom, outside the classroom, with the family, at public places, while playing with friends, etc.). Multilingualism is thus perceptible through the student language profile of SIS.

Diverse, multilingual, multicultural and multimodal attributes of the learners facilitate further learning and the development of critical literacy, which in turn promotes intercultural awareness and international-mindedness. Hence, the students are encouraged to communicate not only in the languages offered in the school but also in their mother tongues. The development and maintenance of mother tongues is recognised as the need of the hour.

Since multilingualism is now recognised as a fact and a right globally, SIS values and promotes the plurality of languages of its student body. However, it also recognises the need for a common shared language or "lingua franca", without which the learners may remain disempowered in a globalised world. Therefore, English, as a global language, is considered the "lingua franca" and is an essential part of the students' multilingual profiles.

Thus, the main language of instruction is English across all four programmes. However, many PYP and MYP students, with their varied and complex language history and consequent multilingual profiles, often learn in a language other than their mother tongue. There are students who learn the language of instruction, English, as a Second Language (ESL). In order to ensure that all students reach their full potential, sometimes the language of instruction in these programmes is the mother tongue of the students / teacher(s), the regional language Marathi, or the official national language Hindi.

Having said that, SIS is now aware of the fact that isolating ESL students from the mainstream and teaching them the language separately is not a practice that honours multilingualism, and so an appropriate alternative will be devised at PYP, MYP and IGCSE level soon.

Hindi, the official language of the Union of India, is offered as a subject at all levels in all four programmes. Marathi, the official language of the State of Maharashtra, is taught at the PYP, MYP and IGCSE as made mandatory by the state legislation. The popular foreign (non-native) languages French and Spanish are also offered in all four programmes of SIS, while German has been introduced at the DP level.

Thus, the development and maintenance of mother tongues, host-country languages and the language of instruction are given appropriate importance at SIS.

5.1 Language Continuum at SIS

PYP – Primary Years Programme

PYP	First Language	Regional Language	Additional Language Pathway
Framework	English is the language of instruction.	Marathi, the regional language, is a compulsory State requirement and is taught from Grade 1 to Grade 5 in the PYP.	• French • Spanish • Hindi • ESL – English as a second language for learners who are still gaining English skills for the school curriculum (where English is not the first language)
Pedagogical Practices	• Extensive use of audio-visual aids • Experiential learning and skill-based teaching and learning • Emphasis on communicative approach • Incorporation of group work • Supports conceptual development and critical thinking • Focuses on transdisciplinary and inquiry-based learning • Aims to foster students' ability to think and express in at least 2 languages and in their home language • Exposure to the target culture (field trips, school events, etc.) • Inclusive learning • Integration of content and language, and an immersive approach by the ESL department • Develops and interrelates the language strands • Promotes consistency of practice in the teaching and learning of all languages where more than one language of instruction is used • Provides appropriate feed-forward to support learning		

PYP	First Language	Regional Language	Additional Language Pathway
	• Peer learning • Bridging programme for learners joining mid-term • Reflections • Co-constructing learning goals • Concept driven		
Assessment	• Prior Knowledge Assessment – used to identify what learners already know, understand, and can do about a topic before beginning new learning. • Assessment for learning – its goal is to inform teaching and promote learning. • Assessment of learning – its goal is to certify and report on learning progress. • Assessment as learning – its goal is to support learners to become self-regulated lifelong learners. *Assessments in PYP are based on knowledge, conceptual understanding, and skills, and follow constructivism.*		

The school's curriculum integrates language learning through the following language strands:

- Oral language – listening and speaking
- Visual language – viewing and presenting
- Written language – reading
- Written language – writing
- Spelling and pronunciation – the school accepts both British and American styles.
- Learners can begin studying an additional language starting in PYP 1. To promote student agency, young learners are given the opportunity to explore the offered languages before making a final selection in PYP 1. However, to ensure proficiency is developed, learners are encouraged to commit to their chosen language by PYP 3 and continue with it throughout the remainder of the primary years. New learners joining the school at any grade level in PYP are welcome to select from the additional languages offered within the first month of joining the programme.
- A learner enrolled in English as a Second Language may opt for another additional language once they have reached the required grade-level proficiency. The decision should be made collaboratively by the school Director, PYP Coordinator, the homeroom facilitator, the subject facilitator, the parent and the learner, ensuring that it is informed by the learner's readiness and progress in all four language strands.
- For learning and teaching, the Additional Language(s) Learner Pathway is used alongside the Subject Continuum: Language to support the development of multilingual language profiles, monitor language proficiency, and guide progression through distinct phases. It recognises individual and non-linear language learning journeys through three key dimensions: interaction, culture and identity, and constructing text. This approach emphasises learning through inquiry and the fostering of the development of multilingual identity.

MYP – Middle Years Programme

MYP	Language & Literature	Language Acquisition	Regional Language
Framework	English – all students except those in English Language Acquisition. English Language & Literature is offered to students who have the required proficiency.	French, Hindi and Spanish are offered as additional Language Acquisition pathways. They are taught and assessed by phase, and MYP phases 1–6 are offered. English Language Acquisition – students developing English proficiency are supported through	Marathi is provided as the host regional language in MYP in accordance with applicable state requirements.

MYP	Language & Literature	Language Acquisition	Regional Language
		English Language Acquisition / EAL. Students acquiring English are taught and assessed in their year groups by MYP Phase. Phases 1–6 are offered. These lessons are conducted at the same time as English Language and Literature.	
Pedagogical Practices	**Learning Strategies** • Collaborative Learning: pair work, group discussions, group projects • Task-Based Language Learning (TBLL) • Blended Learning: a combination of teacher-led and technology-supported learning — direct instruction is enhanced through multimedia resources, language-learning applications, educational videos, interactive quizzes and online collaboration tools that facilitate vocabulary building. • Experiential Learning: authentic experiences, cultural exploration, projects and simulations that connect language learning to real-life situations. • Teachers use differentiation and scaffolding to meet different language needs.		
Assessment	• Assessments include formative and summative assessments, authentic tasks, self / peer assessment and constructive feedback. • In Marathi (skills: Listening, Speaking, Reading and Writing), tasks are conducted regularly, accompanied with constructive teacher feedback. The students are formally assessed during Term 2 in all four skills.		

The IB Middle Years Programme (MYP) mandates that students study at least two languages every year.

The curriculum is split into Language and Literature and Language Acquisition (learning a new language), with phase-based assessments for learners of all levels.

Our school values multilingualism as an essential component of international-mindedness, identity and learning provision. Across the MYP, language development is a shared responsibility, with teachers using inquiry, concept-based learning, differentiation, scaffolding, authentic communication and formative assessment to enable all students to develop as confident and effective communicators.

The language of instruction in MYP is English.

Students transitioning from PYP to MYP are encouraged to continue with the same Language Acquisition subject. This continuity helps students build on their existing communication skills, language proficiency and cultural understanding. It also supports smooth progression through the MYP Language Acquisition phases.

- Spelling and pronunciation – the school accepts both British and American styles.

IGCSE – International General Certificate of Secondary Education

IGCSE	Compulsory	Optional
Framework	• English is offered as the first language, OR English is offered as the second language (ESL)* • Marathi (regional language)**	• Hindi (Anticipated) – as a second language (Reading, Writing and Listening skills) • French (all skills) • Spanish (all skills)
Pedagogical Practices	• Use of audio-visual aids • Activity-based and skill-based teaching and learning • Emphasis on communicative approach • Incorporation of group work • Differentiated Instruction • Field trips	

IGCSE	Compulsory	Optional
	• Guest lectures • Cultural immersion tours	
Assessment	• Criterion-referenced assessment • Skill-based assessment • Speaking skill is not assessed for FLE and Hindi as a second language • Formative and summative assessments • Mark-scheme based • Entrance / Diagnostic test administered for New Admissions (English, Math and Science) • Accommodations and Exemptions	

** English as a Second Language (ESL) is offered only in IGCSE 2 for learners who are unable to cope with the FLE course.*

*** Marathi is taught in the school in accordance with the latest government mandate; however, it is not assessed at Cambridge level.*

- A student is permitted to take ESL along with one of the following languages: Hindi, French or Spanish.
- Spelling and pronunciation – the school in IGCSE accepts British English.
- A minimum of two years of exposure or formal education at the Secondary Level is suggested to opt for a second language (Hindi, French and Spanish) at the IGCSE.
- The Hindi examination is fast-tracked, and students take the exam during the November / March IGCSE examination cycle.
- Students appear for only 3 out of the 4 skills in Hindi, whereas in Spanish and French, students also appear for the Speaking skills examination.
- One of the criteria of the ICE certificate is choosing one of the optional languages for the IGCSE Cambridge exam.

IBDP – International Baccalaureate Diploma Programme

IBDP	Group 1 (Compulsory)	Group 2 – Language Acquisition (all skills*)
Framework	• English A (Standard and Higher level) – Language and Literature • School-supported self-taught option for Language A in mother tongues like Hindi, Marathi and Korean will be considered if the need arises.	– Language B (Standard level): Hindi, Spanish, French – Ab initio (Standard level): French, Spanish, German
Pedagogical Practices	• Interactive learning techniques • Research-based learning • Teamwork and collaboration • Communicative approach • Use of audio-visual aids • Group activities • Cultural Immersion Tours • Experiential learning • Teacher-led and technology-supported teaching and learning • Blend of synchronous and asynchronous teaching • Scaffolding learning approach • Promotion of critical and creative thinking skills • Inquiry-based teaching practices • Focus on conceptual understanding • Local and global contexts • Extensive one-on-one sessions	

IBDP	Group 1 (Compulsory)	Group 2 – Language Acquisition (all skills*)
Assessment	• Criterion-referenced assessment • Formative and summative assessments (class tests, term-end exams, orals) • Mark-scheme-based assessment • Regular feedback on assessments • Peer assessment • Diagnostic tests for English • Entrance test for French B and Spanish B	

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- Group 1 – Students opting for ESL at the IGCSE level may be allowed to opt for English at the higher level at the discretion of the DPC.
- Group 2 – An entrance test is conducted for students who wish to opt for Spanish B or French B. Prior knowledge of the language, having studied it in MYP and IGCSE, is crucial; however, the test conducted is crucial in determining eligibility for this level.
- Hindi B SL is offered as an anticipated course in Year 1, and students take the exam at the end of Year 1. It is also offered as a regular course in case a student drops other languages (French, Spanish or German) and opts for Hindi B SL in the middle of Year 1 or Year 2.
- Ab initio level is offered to students with little or no knowledge of the language.
- In case of students who have studied the foreign language in MYP (till MYP 3) and are still a phase-one learner, then based on the entrance test and subject teacher's discretion, the student may be offered ab initio level (case to case basis).
- Spelling and pronunciation – the school accepts both British and American styles.

IED – Inclusive Education Department

5.2 Multiliteracy Practices at SIS

We at SIS focus on multimodal communication, which is integral to language teaching across the IB continuum. We recognise the widening concept of literacy, beyond paper-based reading and writing. Hence, this forms a significant part of teaching-learning experiences provided in classes to hone these skills and facilitate effective comprehension and communication. Formative and summative assessments are framed accordingly. This enables effective transfer of these skills to facilitate overall learning and recognise the social, cultural and technological change.

Through collaborative practices like team teaching and interdisciplinary activities with Visual Arts, Technology and other departments, a multiliteracies pedagogical approach is incorporated in the higher classes. Learning and teaching through this pedagogical approach is supported in the lower classes through the use of audio-visuals, PowerPoint presentations, animations, music, art, photos, movies, guest sessions, hands-on activities, various online tools, role-play, song, poetry, gestures, dressing up into a character and doing a monologue, drawings, paintings, audio / video recordings, jingles, etc.

Second language learning also provides a suitable platform to strengthen multimodality and enhance multiliteracy. While ensuring the learning of language skills, students learn to recognise and appreciate the linguistic and cultural differences and imbibe the comprehensive notion of communication, which includes various modes (visual, gestural, spatial, aural and linguistic).

Hence, language learning at SIS happens through a variety of resources, evident through the integration of a range of visual, art and other digital resources.

During whole-school events, activities, performances and artworks like poetry and story writing / telling in different languages are encouraged.

5.3 Multilingualism Practices at SIS

At SIS, the student's comprehension is at the heart of the pedagogical practices. Thus, although the medium of instruction is English, teaching-learning in the lower classes takes place in more than one language to facilitate and enhance the learners' conceptual comprehension. Formative assessments are designed with this approach in mind. Agency is given to the learners to understand a concept in their home language and then reflect it in English. They have the choice to present stories, poems, songs, jingles and prayers, etc., verbally in any language that they wish to speak in. Since language is recognised as a resource, teachers of the higher classes offer scaffolding in other languages to enhance learners' conceptual understanding. Translanguaging is at times used to facilitate learning. Thus, language is instrumental in enhancing the learners' thinking skills.

In order to encourage the concept of multilingualism, songs, prayers, thought for the day, etc., are presented during the school Assembly in different mother tongues. Parents' guest lectures, Fete, cultural outfits, festivals, etc., are encouraged to acknowledge and respect the diverse language profile.

5.4 Developing Learner Profiles through Language Learning

At SIS, our endeavour is to inculcate the Learner Profile attributes through the language courses offered in school. We firmly believe that this is essential to empower learners to rise above narrow mindsets and thus contribute to making this world more peaceful.

A suitable learning environment is created for learners to become effective communicators with a fine understanding of multimodality to facilitate multiliteracy. They are equipped with various tools of thinking and are encouraged to reflect on their learning.

Reading works from different parts of the world and from varying time periods provides them exposure to knowledge about various cultures and helps them engage with issues and ideas of global significance, thereby nurturing their curiosity. Students also learn to appreciate the multiplicity of perspectives, respect values and show empathy and compassion for others.

5.5 Developing International-Mindedness (IM) through Language Learning

'IM is relational in that it is about reaching out in how we interact with others and reaching in to understand ourselves in relation to others.'

This spirit of international-mindedness is imbued in SIS culture, as we believe it is the foundation of a peaceful world.

The study of Language A — Language and Literature is instrumental in developing an awareness and understanding of the self and how it relates to others. This is considerably achieved through the study of texts written originally in the language studied and in translation. Students gain an understanding of the ways in which different languages and literatures represent the world and how these reflect and help create diverse identities. An analysis of various global issues depicted through the works studied is an integral component of this course. Engaging in the discussion of such topics of personal, local and global significance helps to sensitise students and critically reflect on various perspectives offered as part of the teaching-learning experiences.

Language Acquisition courses (Language B and ab initio) inculcate intercultural understanding and global engagement while developing language skills through the various ideas and resources included in the curriculum. Students are provided with opportunities to view aspects of the language and culture from multiple perspectives in an open-minded way. Cultural Immersion tours to Spain and France are organised every year. Home stays and an opportunity to communicate with native speakers give them first-hand experience of the target cultures. Students thus imbibe the attitude of learning to respect others with their differences and transcend all prejudices.

5.6 AI in Language Learning

AI has emerged as an effective pedagogical approach in language learning and instruction, offering language learners various opportunities to enhance their language learning performance *(Zhang and Zou, 2020; Sun et al., 2021; Zhang, 2022)*.

Facilitators have started exploring various AI tools in class to scaffold, bolster and refine language learning. Students are encouraged to use AI tools to improve effective communication and thinking.

Facilitators are encouraged to use these tools to generate resources for students to cater to different learning needs. A variety of engaging formative assessments are designed to facilitate critical thinking.

6. Roles and Responsibilities

Students

Students play the roles of active, compassionate and lifelong learners. Their responsibilities include:

- Ensuring that an appropriate language course and level is chosen by them, based on their ability and prior knowledge of the chosen language.
- Working towards becoming a self-advocate for their language learning needs.

- Ensuring that the work submitted for assessment is authentic, based on students' original ideas, and that the ideas and work of others are fully acknowledged.
- Striving to develop the traits of the IB Learner Profile through daily language learning.

Teachers

Teachers play the roles of facilitators of learning.

Language teachers – their responsibilities include:

- Ensuring that the curriculum and assessments are as per the IB philosophy and requirements.
- Developing the four necessary language skills (Reading, Writing, Speaking, Listening).
- Ensuring the development of international-mindedness through the study of languages, cultures and issues of global significance.
- Enabling students to communicate in different languages in a range of contexts and for a variety of purposes.
- Encouraging appreciation of a variety of cultural perspectives.
- Developing critical and creative thinking skills.
- Ensuring that the traits of the IB Learner Profile are developed throughout daily language instruction.
- Using differentiation strategies in teaching and learning to take care of students' language learning needs.

Non-language teachers – the other subject teachers also play the role of language teachers in their respective classrooms. Their responsibilities include:

- Developing domain-specific vocabulary.
- Providing support and guidance for students' language-related needs in their classrooms.
- Approaching language teachers for further guidance if required.

HODs

The roles of HODs in a language department are those of leaders, and their responsibilities include:

- Vertical and horizontal curriculum planning across all the programmes offered in the school.
- Ensuring that all assessments are conducted as per the IB requirements.
- Supporting and guiding the language teachers with respect to teaching-learning strategies, assessments, resources, etc.

Parents

Parents play the roles of volunteers and supporters of their wards' language learning experience / process. Their responsibilities include:

- Providing mother-tongue development support to their wards inside and outside the school environment.
- Volunteering in after-school language-related activities or in the conduct of mother-tongue classes.
- Delivering guest lectures in foreign language classes.
- Helping the school in organising Language Days or Events, and also participating in the same.
- Maintaining open communication with the school regarding the language learning needs of their wards.

Administrators (Director / Vice-Principal / Coordinators / Admin Officer, etc.)

The school administrators play extremely important roles of leaders and supporters of the programmes across the school. Their responsibilities include:

- Ensuring that all the necessary resources — teaching material, media resources, language labs, subscriptions to online resources, etc. — are provided to the language teachers and students.
- Communicating the language policy, language learning expectations, experiences and developments to the whole school community.
- Ensuring that all language teachers are provided with professional development opportunities and granted sufficient time to participate in vertical and horizontal collaborative planning.
- Providing adequate funding and support for organising Language Days and other events organised by Language Departments, e.g. cultural and immersion tours, field visits, etc.

Librarian

The Librarian plays the role of a teacher-librarian, information specialist and administrator. Their responsibilities include:

- Organising, collecting, classifying, cataloguing and issuing language learning resources such as books, magazines, newspapers, films, audio files, subscriptions to podcasts, etc.
- Being knowledgeable about the IB programme requirements, the latest publications and the availability of language teaching resources, and keeping the language teachers informed about the same.
- Guiding students about the language learning resources appropriate to their needs, levels and likings, and encouraging them to use the same.
- Ensuring that the library has resources in multiple languages, e.g. storybooks, magazines, newspapers, brochures, films, audio CDs, etc., in regional as well as foreign languages.
- Keeping students informed about the library protocols and rules regarding the issue and return of library resources.

7. Parental Involvement

With the objective of promoting multilingualism and the development / maintenance of mother tongues, various events are organised in the school. “World Read Aloud Day” was celebrated in the PYP. The SIS parent community took an active part in this initiative. There were read-aloud story sessions in English, Korean, Hindi, Marathi and Bengali by the members of the student families. SIS also organises “Marathi Diwas” and “Hindi Diwas” celebrations, along with French and Spanish Day, annually. These are whole-school events. Parents support and participate enthusiastically on such occasions.

8. Professional Development

At SIS, all language teachers are provided with opportunities to attend subject-specific IB workshops and yearly SAIBSA workshops. Moreover, teachers attend online workshops / webinars on various platforms like Macmillan, Cambridge, Priyamvada Taneja, Mary Glasgow, Philpot, etc.

- Teachers who are part of the IBEN regularly attend the IBEN webinars.
- Foreign language teachers are encouraged to do international certifications like DELE for Spanish and DELF / DALF for French. These certifications are issued by the Ministries of Education of Spain and

France and are the official, internationally recognised titles that certify the holder's degree of fluency in the respective languages.

- All teachers, including the language teachers, are encouraged to do a B.Ed., which is a degree course for those who want to take up teaching as a profession in schools and is now made mandatory by the Govt. of India for teachers in high schools and higher primary schools.
- Teachers are encouraged to upgrade their understanding and skills for using technology and artificial intelligence in teaching and learning (Coursera, Udemy, Google, Magic School, etc.).

9. Resources

Language teachers across all four programmes use a varied range of resources for language learning and teaching. Apart from the recommended textbooks and associated audio CDs, other resources like print and digital versions of magazines and newspapers, online audio-visual resources, podcasts, etc., are used for differentiation, scaffolding and bridging purposes. In the IBDP, students are encouraged to do online courses and certifications of various language teaching institutes for these purposes.

The PYP has a more diverse collection of online as well as physical resources to promote language development. Physical resources like the Word Wall, Flash Cards, Board Games, Picture Boards, printed or electronic worksheets, Puppet Shows, Alphabet Clocks (Hindi Varnamala), charts (related language vocabulary), Pictionary (vocabulary building), books and projectors are extensively used by the homerooms and the additional language facilitators in the PYP.

Virtual resources such as Storyweaver, Book Creator, Flipgrid, Mentimeter, Google Slides, Padlet, Wordwall.net (Wordwall App), online quizzes, Kahoot, Bubble Pop Up, Random Wheel and Bolo App are explored and utilised by the PYP facilitators as different interactive tools for online teaching and learning. The PYP uses digital platforms to document and showcase learners' learning journeys. In addition, online reading programmes are provided to enrich reading skills, foster reading habits and support their overall language development. The ESL department has the state-of-the-art Language Lab that promotes language development for the ESL students.

10. Language Policy Steering Committee

The Language Policy Steering Committee of SIS comprises the Vice-Principal, Coordinators, Homeroom teachers and all the language teachers. Apart from several informal discussions and meetings during the year, the Steering Committee meets formally once a year in order to discuss, plan, incorporate and implement the language-course-related demands and requirements, if any, from the IB and / or from the school community. The Committee also looks into any possible pedagogical innovations and matters related to assessments, inclusions or the selection of an appropriate language course at the time of new admissions.

The Committee ensures that the Language Policy is coherent with any changes in the student and community demographics or other similar circumstances.

The team drafts, reviews and conducts surveys of various stakeholders (students, parents and teachers) to ensure that their suggestions are incorporated.

11. Language Policy Review Timeline / Process

The Language Policy is reviewed by the Steering Committee as and when there is any need for the addition or deletion of the language courses and levels offered by the school, or changes in the assessment procedures, teaching methodologies, etc. This could be due to any new guidelines introduced by the IB or any demand made by the school community. Periodical amendments or modifications take place in the Language Policy under such circumstances. The Language Policy is re-drafted before each IB Review.

12. Communication of the Policy to the Whole-School Community

The Language Policy is available on the school's website, and the whole school community — comprising its students, parents, teachers, administrators, etc. — is encouraged to refer to it from time to time.

13. Action Plan

- Although the Language Policy is available on the school's website, more awareness regarding the same will be generated in the whole school community by making it available on the school software system too. This information will also be shared during the parent and student Orientation Programme.
- In order to cater to the needs of those students who encounter problems in learning other subjects due to their inadequate proficiency in the language of instruction, formal collaborative sessions with the English language teachers will be organised (included in the timetable). Discussions on command terms, support on grammatical structures and / or vocabulary, and language-related support for the Internal Assessments, Extended Essays and TOK Essays will be provided in such sessions. Self-paced learning resources will also be provided.
- In order to cater to the different language needs, a Buddy System will be introduced for students.
- During the collaborative meetings, the use of multiple languages will be encouraged, and rules and the lists of DOs and DON'Ts for the students, school notices, posters, sign-boards, student displays, artworks, etc., will be displayed in multiple languages in the school premises.
- Language-related workshops, guest lectures and Alumni engagement will be encouraged.
- For those students who want to develop and maintain their mother tongues, alternative methods like Language Clubs, after-school classes, cultural activities after school hours, etc., will be sought to be provided. Language-related activities (excluding English) will be included in CAS for the Diploma Programme students.
- Student / parent and staff interactions in different languages during events like PTM will be encouraged.
- When appropriate, students will be encouraged to use home languages for learning, and teachers will be encouraged to use translanguaging strategies for the purpose of teaching and learning.
- Although the student language profile is now compiled, it will be more formalised by using the school Management system. Yearly surveys will be conducted in order to gather and update the data related to the student language profile.

Based on the surveys conducted

Parent survey

- Spreading more awareness about the school language policy among the parents. A brief orientation session needs to be conducted.

- Student language profile information to be collected through the admission forms to make parents aware of it.
- Language profile information to be made available on the School management software.

Teacher survey

- Student language profiles will be shared in a formal manner with all teachers.
- Teachers will be encouraged to discuss their students' inadequacy in language proficiency with the language teachers to brainstorm ideas to scaffold learning.
- Encouragement for more collaboration between the language teachers and subject teachers.

Student survey

- Awareness regarding the school language policy needs to be increased through orientation sessions.
- The library should be more dynamic and participative in facilitating language learning (more activities, resources, sessions).

14. Link with the Assessment Policy

Language A courses provide the students with the required language proficiency to effectively demonstrate their subject-specific knowledge and understanding through formative and summative assessments. The course also helps them acquire multimodality skills which facilitate multiliteracy and thereby equip them to deal with all kinds of assessment tasks. This is also enhanced through interdisciplinary sessions as part of the pedagogical approach to ensure that the concepts and skills acquired in language classrooms are transferred to other subject assessments, e.g. ESS Fest, Group 4 presentations. Formative assessments designed facilitate enhancement of language skills through presentations, quizzes, leading of discussions, etc.

Language Acquisition facilitators ensure the development of conceptual understanding and inquiry-based learning through assessments. Both formative and summative assessments are designed considering the objectives of effective communication, interpersonal and intercultural contexts and audiences, fluency and accuracy. The assessments are based on a range of written, audio, visual and audio-visual texts.

Recording and formal reporting of assessments and feedback is done in English, the language of instruction. A multilingual approach is encouraged during PTM, and thus it is ensured that the feedback of assessments is provided to parents if they are unable to communicate in English.

For both the Language A and B courses, Internal Assessments are conducted as per the IB guidelines and requirements.

15. Link with the Academic Integrity Policy

A culture of academic integrity is established through Language A and Language Acquisition courses. Students are encouraged to respect perspectives and opinions and to read and acknowledge sources.

The language facilitators uphold the key elements of academic integrity — namely trust, fairness, respect, responsibility and honesty — to create a suitable learning environment which imbues this spirit among the learners through the curriculum. They ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

The facilitators actively use correct referencing and citing conventions when providing students with reference material, which exemplifies the notion of academic integrity as integral to learning. Students are expected to abide by the same while doing research-based tasks, acknowledge sources during classroom presentations and activities, and use Chicago Manual citations while writing essays (Language A essays). All forms of malpractice are strictly discouraged during oral assessments.

16. Link with the Admission Policy

The school collects information about the proficiency of the candidate in the medium of instruction and mother tongue at the time of admission through the form administered.

In case of students seeking admission at the IGCSE level directly, an entrance exam for first and second language is administered. This helps to provide suitable guidance to choose the appropriate language level for English and a suitable second language depending on their proficiency.

Similar support is provided by the coordinators while choosing the level of Language in Group 1 and Group 2 in the Diploma Programme.

17. Link with the Inclusion Policy

Students at SIS are offered adequate scaffolding, remediation and all possible support if they lack proficiency in the medium of instruction in order to facilitate their learning. This ensures that they have access to all required resources, facilities and opportunities. Based on the inputs of the SEN department and identification of the language acquisition needs of students, various options are offered to students while choosing the second language, and if needed they need not study an additional language in the lower classes.

Differentiated instruction is offered in the Language A and second language classes to cater to each child's learning needs. For instance, along with the required assistance, support is offered while choosing suitable topics and issues for oral and other written assessments (internal and external). An extension of deadlines is also provided if required.

We incorporate a multilingual approach by using the learner's home language and other known languages to facilitate learning. This approach helps to affirm the identity of candidates with language needs.

At the Diploma level, an opportunity to complete the diploma is offered to the candidate by catering to the language needs. Provision for a self-taught Language A option is made available if required.

Students are also allowed to switch to another second language in case of difficulty in coping with the rigour of the curriculum, so as to facilitate completion of the Diploma Programme requirement.

18. References

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