



KiiT International School



# **Whole-School Language Policy**

## **Last reviewed on August 2023**



## **Introduction**

KiiT International School serves the educational needs of national and international students, using English as the language of instruction and communication. We are open to children of all nationalities and of a wide range of abilities. However, certain academic standards are required to ensure that all our prospective students will benefit from the courses offered by the school. Of these standards, competence in English is essential.

We will ensure that all students undergo an in-depth English language programme throughout their time in the school – this may involve intensive English as a Second Language (ESL) courses and/or ESL support for some of our students, if appropriate.

We also provide students with the opportunity to develop competence in at least one other foreign language. Therefore, all students study at least two languages.

The majority of our students are from India. We are also committed to providing them with a comprehensive learning and teaching programme in Hindi, Sanskrit and Oriya. Support of other Indian languages will not normally take place within the planning of the formal academic programme.

## **KiiT International School Language Profile**

### **Languages of Instruction**

English is the primary language of instruction at KiiT International School (KiiTIS). As an English-speaking school, English language development is supported directly for a minority of students whose first language is English. The school also teaches Oriya, Hindi, Sanskrit, French, Spanish and Japanese as second languages. Generally, instruction in second language classes takes place in the target language, not English.

### **Indian Languages**

The KiiT International School student body represents a wide variety of Indian mother tongues such as Oriya, Hindi, Bengali, Urdu, Telegu and Punjabi. The school has estimated that approximately 75% of all students speak Oriya, and 25% Hindi as their first languages. Oriya, Sanskrit and Hindi are the only Indian languages taught presently in the CBSE curriculum. Hindi



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and Oriya are currently offered from Grade 1 in the CBSE curriculum; Sanskrit from Grade 6. Hindi is offered as a second language in the International Curriculum starting in IPYP and continuing through the Cambridge Lower Secondary Pathway to IGCSE and IBDP.

### **World Languages**

KiiT International School acknowledges that part of its mission is to help students become more conversant with other cultures. To this end, all secondary students are required to study a World Language. French, Spanish and Japanese are currently the World Languages offered in the CBSE Curriculum from Grade 1. Spanish and French are offered as second languages in IPYP as well as from Grade 6 onwards in the Cambridge Lower Secondary Pathway, IGCSE and IB.

### **Mother Tongue Development**

Many students who speak a mother tongue other than English are expected to achieve the twin goals of mastering a high-quality academic curriculum and acquiring English language proficiency. Parents of these students must understand the importance of mother tongue proficiency and must assume responsibility for maintaining mother tongue language development beyond the level of support the school can offer.

### **English Language Program Rationale**

The English language is the most widespread language in the world today. For many people around the world, it is the language of globalization, international business, air and maritime traffic control, politics, and diplomacy; it has, essentially, become a form of international communication. It is also the language of computers, and the Internet with most of the world's electronically stored information in English. While there may be many more native speakers of Mandarin, Spanish, or Hindi than English, English is the most spoken language in the world when native and non-native speakers are combined.

KiiT International School believes that every student should be highly skilled in reading, writing, listening, speaking English across all content areas. The school believes that strong first language ability contributes to second or other language proficiency and recognises, and embraces, the multicultural and multilingual composition of the school's community.

However, KiiT International School is mindful of the power of language and words, and acknowledges that what individuals say, and how individuals say things, directly affects people's perceptions of our intentions, goals and values. We encourage all KiiT community members to



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develop positive means of communication that foster a sense of community and avoid the use of words that degrade or alienate others. Outside of the classroom, we ask students and teachers to use English in the school community to ensure all feel included in professional and social groups.

### **KiiT International School Language Philosophy**

KiiT International School students come from a variety of personal, cultural and national backgrounds. The KiiTIS student body therefore represents a rich mix of diverse accents, dialects and languages, of both Indian and non-Indian origins. English is the primary language of instruction and overall academic success is related to the development of, and proficiency in, English. That said, the KiiT International School language philosophy supports the development of all languages to the extent that students achieve success and a sense of well-being in academic and non-academic areas of school life. The language policy supports the IB Diploma Philosophy by giving equal emphasis to English (the medium of instruction) as well as the other languages that are taught in the wider school community.

Based on our shared KiiTIS vision/mission statement and research, KiiT International School believes that language plays an essential role in the development of personal and social values. KiiT International School is conscious of the power of language in shaping perceptions, recognising its influence on how we understand ourselves and how we act in the world around us.

KiiT International School embraces the challenges of both providing support for a student's mother tongue and providing access to languages other than a student's mother tongue. By learning languages in addition to their mother tongue, students can become multilingual. KiiT International School believes the ability to communicate in a variety of languages is essential to the concept of an international education that inculcates the attributes of the learner profile and promotes intercultural understanding.

Not only is language a medium of communication, but it is also linked to cognitive growth as it is the process by which we construct meaning and build knowledge of the world around us. Language is central to learning, as well as to literacy, and is thus closely related to success in school. Since language is inseparable from successful learning in school, KiiT International



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School views all teachers as having a role in the development of our students' language proficiency.

### **KiiT International School: Language Policy Framework**

English is the language of instruction at KiiT International School.

- Students are expected to speak English in all non-language classes.
- Teachers should be aware that students who are less competent in English may benefit from help by a fellow student to translate vocabulary or an expression in their mother tongue.
- Students should be able to access appropriate dictionaries and other resources to help build their vocabulary and understanding during regular classes.
- All teachers and students must be aware of any specific directions regarding the use of electronic and/or translating dictionaries on tests and exams as laid down in the Academic Honesty Policy.
- All teachers except Spanish / French / Hindi teachers at KiiTIS will only deliver their lessons in English language without discouraging children from using their mother-tongues / second languages for non-academic purposes.
- If the school identifies the cognitive difficulties of some students caused by lack of proficiency in the language of instruction, it is prepared to hold workshops for teachers to explore pragmatic strategies to address the issue.
- Language classes will be mainly taught in the target language.
- All students will have the opportunity to become fluent in two languages.
- Student's mother tongue and other languages will be valued in the school and supported through a range of activities including but not limited to:
  - extra-curricular activities
  - participation in and out of school language events and initiatives
  - organizing cultural programmes of different communities at school
  - multiple language display in school corridors and common areas



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All documentation or public displays/notices, including those written in languages other than English, must have approval from the supervising subject teacher or a member of the Administration before being displayed.

### **English Language Instruction at KiiT International School**

Our regular English classes are offered at all grade levels, K– 12. Students who take these classes tend to have English language skills that are grade-level appropriate. Regardless of entry point ability, students are expected upon graduation to read full-length works of English literature, write academic essays and produce original creative writing.

Classes are designed to further develop the linguistic abilities of students who are functioning at the intermediate-high level of English proficiency. Some students, for example, will require support through developmental literacy lessons on grammar, syntax, vocabulary, reading strategies, etc. The goal for all students is to have advanced fluency and language abilities in English.

### **English as a Second Language (ESL)**

KiiT International School serves a diverse group of students, some of whom may have had limited academic experience with English. To provide for the development of language skills in all students, ESL classes can be offered, if deemed necessary as there are procedures in place that could support students who need ESL.

Students would be placed in ESL after teacher referral and diagnostic testing. ESL classes would be designed to support students in other content area classes. Students would continue in ESL classes if necessary but could exit from this class at the end of any semester, based upon observations of the content area teachers in conjunction with those of the ESL teacher.

### **Language policy and SEN (Special Education Need)**

KiiT International School is committed to inclusive education, where the organisation aims to cater to all students' needs, including those with SEN. This includes students with disabilities, learning difficulties, or other special needs. Therefore, KiiT International School ensure:

- To provide Individual Education Plans (IEPs) for each SEN student. These plans should outline specific language goals and strategies tailored to each student's needs.
- To provide small group or one-on-one instruction for SEN children with language difficulties. Personalised attention can help them progress at their own pace.



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- Ensure the school has qualified and trained special education teachers and speech therapists who can work with SEN children. These professionals have the expertise to design and implement individualised language programmes.
- The language policy at KiiT International School also makes adaptations and accommodations, including modified assessment methods and extra time for assignments to be accomplished.
- Teachers at KiiT International School receive ongoing training in inclusive education and strategies for supporting SEN students.

### **Placement in the English Language Programme**

KiiT students entering the International Curriculum directly from any previous CBSE grade are placed in regular English classes based on their performance in the previous grade. A recommendation is made by the Secondary School English teachers, and the Guidance Counselor after evaluation of the students' English language abilities. A decision will be made by the Head of International Curriculum and forwarded to the parents/guardians.

Students transferring from other schools (with an international or national curriculum background) have their transcripts examined, placement tests evaluated, and their abilities directly observed through an interview before a final placement decision is made.

### **Admissions**

- All incoming students must complete a Language Survey to determine first and second language status.
- Students will be tested for proficiency in reading, writing and speaking English at the time of application.
- Where appropriate, students could be placed in an ESL program to support their transition to the mainstream English language curriculum.
- Should students be placed in ESL, the school will subsequently meet the parents/guardians and explain how the ESL programs will support the student.
- Admission of students in need of ESL support is made on a limited basis and with the intention of maintaining a diversity of cultures within the student body.



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- Details from the Language Survey, tests results and parent/guardian interviews will be entered into the school’s student data management system.
- The school will make every effort to arrange for an interpreter if the parent/guardian/caretaker has a limited level of competency in English.

The table below outlines the English language requirements and expectations for admission to KiiT International School.

Grade 8 – 12 students must have previous English language skills to be considered for admission		
Grade 8	Grade 9, 10	Grade 11, 12
Intermediate fluency required in English language reading, writing and speaking skills. *Entrance Test	Students must demonstrate the minimum English language requirement before entry into the grades. In some cases, this may require an additional year or more of study before entry. *Entrance Test	Advanced level of fluency required in reading, writing and speaking skills. *Entrance Test

### Placement in the Indian and World Languages

Counseling students and advising parents as to the correct language choice upon admissions at KiiT International School is a responsibility shared by the Admissions officer, Guidance Counselor, School leaders, and the Coordinators of the IGCSE and IB Diploma Programmes. A final recommendation is made to the Head of International Curriculum for approval.

In order to ascertain a student’s second language ability before entering the Grade 11 program, all students of KiiT International School must undergo the following second language evaluations:

1. written expression
2. comprehension of a text
3. oral interview with the language-specific teacher





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The results of the evaluations will help the school counsel the students and parents about the most appropriate language choice in the IB Diploma Programme. KiiTIS students may be exempted from these formal evaluations if the school has enough evidence in the form of the previous year's grades/records to allow for an informed decision to be taken.

For students joining KiiT International School in Grades 8-10, it is generally recommended that they continue their studies in the second language they have been studying in their previous school. For existing students in Grades 8-10, the school always encourages students to build on their existing language capacity from year to year rather than opt to start a new language.

There are three main reasons for this:

1. We believe developing language capacities to their fullest extent means allowing students to follow a continuous and developed curriculum over a period of years.
2. Multiple changes of languages leading up to the Grade 11 and 12 IB Diploma Programme often result in the situation where students are no longer eligible for the *ab initio* (beginner) courses offered at this level.
3. Multiple changes up to the DP usually results in the situation where the student's ability in any one second language is not good enough to allow them to cope in the intermediate (SL) or advanced levels (HL) of the Language B.

Our goal is to have students studying Indian languages at the Language B HL level and World Languages at the B SL level in the Diploma Programme. To do this, we aim to have students move swiftly and competently through the Grade 8-10 language levels.

### Language Levels

#### IB Diploma Programme (Grades 11,12)

**Language A** indicates that the language is taught in a way appropriate for students:

- for whom that language is their mother tongue
- for whom that language is one of their mother tongues
- who have reached native or near native competency in the language



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All students follow English as their Language A, except those who opt for “School-Supported Self-Taught” languages.

**Language B** broadly includes all other languages which are taught as the student’s second or third language. The description of these language levels varies somewhat between the IGCSE and IBDP curricula.

*Ab initio* is for a beginner who:

- has little or no previous experience of the language
- is taught outside the country or countries where the language is spoken

**Language B SL** is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who:

- has 2 to 5 years’ experience of the target language
- is not taught other subjects in the target language
- is normally taught outside a country where the language is spoken
- is a beginner or near-beginner who lives in a country where the language is spoken.

**Language B HL** is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who:

- has 4 to 5 years’ experience of the target language
- is not taught other subjects in the target language
- is normally taught outside a country where the language is spoken.

### **IGCSE Program (Grades 9, 10)**

Students will be assessed and placed in one of three language levels. The three following levels are offered at KiiT International School; however, the range of levels available will depend upon demand and staffing resources.

**Advanced:** Students will show a high level of competence in the target language. A higher level of competence may be the result of previous exposure to the language, being able to access the language in the host community or other special circumstances.

**Intermediate:** Students will have studied the target language for at least one full academic year. They continue to learn the language as a foreign language but have developed greater than



beginner competency. This would be equivalent to A2 (Basic User), gradually approaching B1 (Independent User) in the Common European Framework.

**Foundation:** Students will have little or no previous experience of the target language. This would be A1 (Basic User) in the Common European Framework.

### **Choosing a Second Language**

Students can choose from the following language options based on personal preference, the results of the evaluations and timetabling. The range of courses on offer will also depend upon demand and staffing resources.

#### **Grade 9**

CEF Basic User: French, Spanish

Advanced level classes: Hindi

New admissions at Grade 9 will have the option to choose a language other than the target language they had been studying in their previous school.

Existing students can also opt for a new language at this point, but only after completing proper procedures which identify why the student wishes to change the target language. Without adequate support, students will not be allowed to change their target language in Grade 9.

#### **Grade 10**

CEFR (CoBasic User/ Independent User: French, Spanish (from academic year 2023-2024)

Advanced level classes: Hindi

- i. Once a student has elected to study a foreign or second language in Grade 8 or 9 then they will be expected to continue the language at least until they finish the Grade 10 IGCSE exams. It is hoped they will continue with that choice of language through the Diploma Programme.
- ii. To be eligible to sit an IGCSE Foreign Language examination, students must have studied the language for a minimum of three years. Both IGCSE French as a Foreign Language and IGCSE Spanish as a Foreign Language aim to develop the language proficiency required to communicate effectively at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User).
- iii. Students who opt for Hindi sit for the IGCSE Hindi as Second Language examination.



### **Grade 11 and Grade 12 classes**

Hindi: Language B SL or HL

French: *ab initio*, Language B SL

Spanish: *ab initio*, Language B SL

New admissions at Grade 11 can opt for a new language at this juncture.

Existing KiiTIS students can opt for a new language at this point, as the Diploma programme offers *ab initio* languages, but, for them to maximize their language facility, we encourage students to opt for Language B rather than *ab initio*.

### **General Points to Remember:**

1. While students can opt for a new language at the beginning of some grades, their choice is definitive one month after the beginning of the academic year. Only under special circumstances will a student be allowed to switch to another target language class after that initial period passes.
2. Students may study other languages as part of their CAS programme.
3. Future language options at KiiT International School could be made available depending on timetabling and demand.
4. Although the teacher will differentiate the work as much as time and class permitted, new students may additionally need Language support, especially if they join the school mid-year.
5. Within a target language, students are allowed to move from one level to another during the academic year, but changes must be approved by appropriate teachers(s), the Head of Department, Guidance Counselor and the appropriate programme Coordinator.
6. Indian and World Language speakers cannot take Language B courses in their mother tongue.



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7. KiiT International School will make every effort possible to support students with mother tongues other than those languages offered in the curriculum but cannot ensure support for all native national programmes.

8. Teachers of languages at KiiT International School are not allowed to give private tuitions without approval from the school.

### **Library**

A wide range of literature in the school library both extends and supplements classroom resources. The aim is to help students to become independent and committed readers. Through free interaction with a variety of texts, students should develop both their literacy skills and critical thinking skills in literature. The school library includes English fiction and non-fiction selections, as well as a more limited selection in Hindi, Sanskrit, French and Spanish.

### **References:**

- <https://www.ibo.org/language-policy/>
- <https://www.ibo.org/globalassets/new-structure/assessment/pdfs/ib-language-policy-en.pdf>
- The Diploma Programme from principles to practices
- Guidelines for developing a school language policy