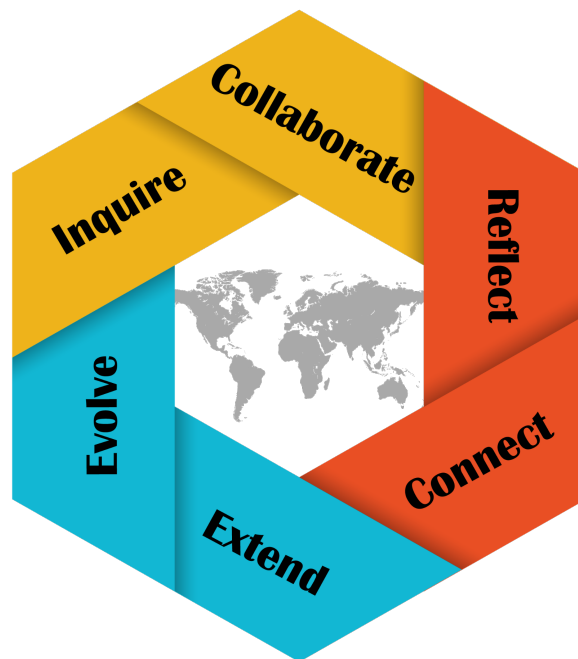




Manav Rachna International School (MRIS)

(IB World School for Diploma Programme)

(IB candidate school for MYP & PYP)*



LANGUAGE POLICY

*Manav Rachna International School (MRIS) is a Candidate School for the Primary Years Programme (PYP) and Middle Years Programme (MYP). The school is authorized as an IB World School for the Diploma Programme. These are schools that share a common philosophy—a commitment to high-quality, challenging, international education that MRIS believes is important for our students. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org



MRIS Vision

MRIS aspires to empower learners to become ethically responsible global agents of change.

MRIS Mission

MRIS is committed to provide a safe, inclusive, dynamic learning environment to foster an internationally minded community of compassionate, reflective, and thriving lifelong learners.
(Reviewed July 02,2023)

International Baccalaureate 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.”

Table of Contents

Topic	Page no.
Aims and Objectives	4
Cultural and Intercultural Understanding	4-5
Language Profile	5
Languages offered at MRIS	6
Role of Language in PYP, MYP, and DP	6-8
Teaching and Learning Practices:	8
Language Learning Support	9
Language Learning through Library/Media Centre	9-10
Role of Parents and Local Community	10
Connection with other policies:	10
Review Process	10

Aims and Objectives

Manav Rachna International School (MRIS) recognizes that language plays a crucial role in shaping individuals' identities, fostering communication, and promoting cultural understanding. We believe that language learning is a lifelong process that extends beyond the mere acquisition of skills. Our language policy is founded on the principles of inclusivity, multilingualism, and the development of global citizenship. MRIS firmly believes that language permeates all subject areas, and is fundamental to learning. The development of language incorporates concepts of language learning, learning through language, and learning about language.

- To outline the language programme keeping in mind IB mission and school mission and the needs of the IB learners.
- To promote a sense of identity and personal growth, respect for all members of the school community and outside, irrespective of differences in language and intercultural understanding.
- To provide opportunities to learn other foreign languages for future academic pursuits or to encourage interest in individual capacity.
- To fulfil personal and public expression, study of literature, mass media, listening and reflection, interest in theatre or other socio-cultural circumstances.

At MRIS, each learner has an individual and cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. Language learning aims to stimulate communication and conversation enabling students to interact with teachers and peers. Learning through language emphasizes strategies to encourage students to develop new meanings and construct knowledge of the world. MRIS also believes that language development is essential to equip students with the necessary skills for their personal growth, intercultural understanding, interpersonal communication and ethical conduct. The language of instruction at MRIS is English and the school aims at supporting students for whom the mother tongue is not English. The school's philosophy aims at understanding and respecting the languages and cultures of other communities and offers students the study of foreign languages in the curriculum. The school recognizes the importance of the Official language (Hindi) of the country.

Furthermore, the school believes that all teachers are responsible for developing student language skills, adapting materials and teaching styles to take into account the needs of students who are not native English speakers. We encourage parents and members of the wider community to further reinforce our students' language development.

Cultural and Intercultural Understanding

The IB places a strong emphasis on fostering cultural and intercultural understanding. Language learning goes hand in hand with developing an appreciation for different cultures. As a Candidate School we have devised our calendar in a way that we create ample opportunities to integrate cultural activities, literature, and language profiles of students for cross-cultural interactions into the language curriculum.

The school ensures that the learning environment at MRIS provides for ample resources and opportunities to ensure the development and maintenance of home/personal language(s) for all its learners. The school further aims to create a multilingual school environment that may further support multi literacies.

Language Profile

MRIS aims to deliver the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP), where the language of instruction is English. Within this context we endeavour to create a challenging and motivating multilingual environment that values and integrates students' cultural and linguistic heritage throughout the curriculum. Within an academic setting, we aim to foster in all students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages, one of which is English.

The school maintains a Language Profile for all students and teachers. All administrative and teaching staff speak English, the majority of whom are fluent in at least one additional language. MRIS is dedicated to and invests in qualified, professional language teachers for all language programmes. With an inquiry based approach is the basis for teaching and learning within the PYP, MYP, and DP, each programme has specific, articulated learning outcomes representing the four strands of language that create and encourage a rigorous academic standards:

- Listening and Speaking
- Viewing and Presenting
- Reading
- Writing

The above objectives are skill-based. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the objectives. The students are expected to learn how to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for a variety of purposes.

English is the primary language of instruction across all grades. The language policy allows for diverse language instruction by offering Indian language, Hindi and foreign languages, Spanish and French. Most of our learners are from the northern belt of India, where Hindi is the popular language; however, we have a few diverse student communities. Hence, English is the language of instruction, other languages such as Hindi, Spanish and French are offered as language acquisition courses. Certain exceptions may be made for Non-resident Indians and foreign students.

Languages offered at MRIS

Sections	Language of Instruction	First Language	Offered Second Language
Primary Years Programme - (PYP) (Grades 1 - 5)	English	English	Hindi French/Spanish (PYP 5)
Middle Years Programme (MYP) (Grades 6 - 10)	English	English (Language and Literature)	Hindi/French/Spanish
Diploma Programme (DP) (Grade 11 - 12)	English	English Language and Literature (SL/HL)	Hindi/French/Spanish

Language Curriculum across the Programmes

Role of Language in PYP, MYP, and DP

In the Primary Years Programme (PYP), language is an essential tool for inquiry, reflection, and expression of understanding. In the Middle Years Programme (MYP), language is integrated across the curriculum, supporting students' development as communicators and critical thinkers. In the Diploma Programme (DP), language is a fundamental aspect of the academic disciplines and is instrumental in fostering analytical and reflective skills.

Primary Years Programme

The Language of Instruction (LOI) is English, which is the language that is best-known and most used by the entire PYP section.

Inquiry-Based: Language provides a vehicle for inquiry. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP. The units of inquiry provide an authentic context for learners to develop and use language.

Transdisciplinary Nature: Since language is involved in all learning that goes on in the PYP, in both the affective and effective domains, learners listen, talk, read and write across the curriculum to grasp new meanings and understand new concepts. This contributes to the transdisciplinary nature of language learning in the PYP.

Standalone Curriculum: While most of the language development takes place in the authentic context of transdisciplinary and inquiry-based learning, some of the language skills are also given a

special focus outside the units of inquiry. Specific aspects of reading, listening, grammar and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential part of the curriculum that is considered as a bedrock for development of LOI.

Scope and Sequence: The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IB. The complex processes involved in language learning are represented in a series of developmental continuums in which all the strands of oral, written and visual language are covered. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade. All four of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning. Each strand has been considered from both the receptive aspect - receiving and constructing meaning, and expressive aspect - creating and sharing meaning.

Middle Years Programme

The Language of Instruction is English, which is the primary language used and best known by nearly the entire MYP section.

Language & literature and Language Acquisition

Students of the MYP get an opportunity to learn Language and literature and at least one other language. Language and literature is taught in English, the Language of Instruction in the school and the language in which the majority of students demonstrate the highest level of proficiency. In MYP 1- 5, the students have the option to choose one of the languages under Language acquisition i.e., Hindi/French/ Spanish.

Students are required to study at least two languages, where one must be English. English is offered at the Language A (Language and Literature) level with the intention that students will continue with English Language and Literature in the DP.

Language & Literature

MYP Language and Literature summative assessment tasks are designed in accordance with the IB Middle Years Programme: Language and Literature Guide assessment criteria. MRIS aims to support the students new to English, and are ascertained as requiring specific English acquisition support.



Language Acquisition

At MRIS, a student's language proficiency is determined in accordance with the IB Middle Years Programme: Language Acquisition Guide consisting of six phases of language acquisition. Hindi, French, and Spanish are currently offered from phase one to five, with possible extensions up to phase six. In accordance with IB recommendations, classes cater to students operating in no more than two phases. Summative assessment tasks are designed in accordance with the IB.

The transition from one phase to another has been explained in Appendix 1.

Diploma Programme

Language A and the DP

The DP is also divided into Language and Literature (Language A) and Language Acquisition (Language B) courses. MRIS currently offers DP Language and Literature courses in English only. In addition, students, whose mother tongue is not one of the languages formally offered, can elect to study their Language A as a self-study of literature, adhering to the stipulated guidelines established by the IB and detailed in the Handbook of Procedures for the Diploma Programme 2015: Group 1 Language A: Literature.

Language Acquisition / Language B and the DP

DP Language B students are, at the time of this policy's publication, offered, French, and Spanish through formal instruction at the Language B Higher, Standard and Ab Initio levels, and Hindi at Language B Higher and Standard levels. The placement and levelling of students in the DP is at the teachers' and the DP coordinator's discretion. If a student has more than one year of exposure to a Language B at MYP level, yet would not be successful in the DP Language B Standard Level, the student can be placed in a new Language Ab Initio class.

MRIS adheres to the recommendations espoused by the IB with regards to DP Language B and Language Ab Initio course choice, stated as follows:

A student's previous knowledge and/or exposure to the target language are indicated by parents on the school admission forms at the time of enrolment. Placement tests are designed to ensure students are placed in the appropriate class and/or phase within the language chosen.

The requirements for the Language B is explained in Appendix 2.



Teaching and Learning Practices

Our language teaching and learning practices are based on research-based pedagogical approaches that promote active engagement, meaningful interactions, and authentic language use. We employ a communicative and inquiry-based approach, incorporating a range of teaching strategies, such as collaborative activities, project-based learning, and technology integration.

Language Learning Support

We recognize that students have diverse language backgrounds and abilities. Our school provides language learning support through differentiated instruction, targeted interventions, and additional resources to ensure that every student can access the curriculum and achieve their language learning goals.

MRIS aims to develop the ESL support department in the near future and provide an English Support Programme to students whose first language is not English and whose English language competency does not meet grade-level requirements. The English Support department collaborates with classroom teachers to implement strategies and instructional practices that focus on specific language and content targets. Classroom and English Support teachers aim to create an environment in which students feel confident, can take risks, and become independent language learners. The use of interactive, collaborative and differentiated strategies, as well as relevant grade level subject resources, enables English Support students to link meaning and language. Through the integration of content and language, students can develop both the social language and the academic language needed to succeed.

Students often find that confidence in the use of social language develops relatively quickly, whereas acquiring the depth and breadth of academic language needed to succeed in the rigorous environment of the PYP, MYP and IB Programmes requires persistent and focused effort. Therefore, strengthening academic English is a deliberate and strategic focus at MRIS within the English Support Programmes.

Entry and Exit

Students need to feel that they are making progress. Assessment through an initial interview and testing enables both the student, their family and the teacher to know the level of English already attained. Assessment is continual; formative and summative. ESL students' progress will be formally assessed and reported each term. A meeting will take place between the ESL department and the HRAs to discuss the linguistic competence of the student, their academic and social progress and whether they can be released from the ESL Programme to continue with the regular English Programme.

Parents will be informed of the student's progress and of the recommendations from the staff team. Collectively, they will decide the most appropriate option for the student.



Please refer to Appendix 1 for more clarity on the exit.

Mother Language Support

We strongly encourage the use of the mother tongue. We actively support the development of the mother language of our students, as it is important for maintaining cultural identity and emotional stability. The school has systems in place to identify the range of mother languages in school, for example on admission the students submit their mother language and/or the language spoken at home.

The following measures are in place to support mother tongue development:

- Our school library undertakes to include literature in a range of languages representative of the school population. (Learning Community)
- Opportunities are provided for students to conduct storytelling and singing sessions/presentations in their own language. One of the aims of such activities is to reinforce awareness that although these students may have difficulties using English, they are fluent in their native language. It is also a way of sharing culture and making explicit the fact that language is a part of the culture. (International mindedness)

Parental Involvement

- Parents are actively involved in enriching mother-language development at home. They are expected to communicate the importance of developing the mother- language with their children (for travelling to one's home country/city, communicating with relatives and maintaining ties with a child's cultural heritage). Parents promote the development of their child's mother language by providing opportunities to listen, speak, read and write the language(s), especially during school holidays and at home.
- Parents will be asked to suggest suitable additions to the school library in these languages.
- Parents and family members are also invited to be a part of the Mother Language Enhancement Programme of the school to enhance our students' mother language.

Ways, in which , we strengthen the mother tongue in our classrooms:

- Students are encouraged to do projects on similar themes in their own languages.
- Opportunities are given to students to read books and engage in some oral work within the same language circles or read dual-language books on their own. The school library has bilingual books as well as a variety of books and periodicals.
- When new vocabulary and elements of grammar are introduced in a language, links between it and other languages are explored.
- Students are allowed to speak their language during informal class time and are given an opportunity to teach other classmates simple greetings and frequently used expressions.
- Students are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue through special assemblies and other



school events. There are many occasions in school when the mother tongue and national language is used extensively for celebrations and festivals.

Language Learning through Library/Media Centre

Centre of Literacy and Research at MRIS is an integral resource for fostering the learning of languages and acquisition of knowledge and understanding in all disciplines hence:

- Fosters reading in all students by maintaining a range of books both fiction and non-fiction catering to varied interests and age groups.
- Implementation of an extensive transformative literacy program resources and Benchmark Assessment System
- Encourages students to read books in their mother tongue.
- Ensures access to information on global issues and diverse perspectives.
- Ensures a Literacy-rich collection that encourages students' inquiry at all levels.
- Supports the curriculum of all languages taught in the school by acquiring offline and online resources including teaching resources.
- Procures resources in different languages.
- Meets the language needs of native speakers by procuring resources of Mother Tongue
- Promotes resource-based learning through the collection of informative online and offline resources including resources reflecting different cultures, perspectives, and languages.
- Respects the language needs of other nations by providing a variety of materials in as many foreign languages as possible
- Provides balanced collections in two languages in school by providing bilingual resources.

Role of Parents and Local Community

Parents are an integral part of our community of learners and the school aims at creating opportunities to involve the parent community and get their support for language learning at MRIS. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the languages and the mother tongue. Parents are involved as volunteers for providing assistance during the mother tongue Programmes/ Language Profile Day events.

Connection with other policies

A cohesive language policy is integral to admission, inclusion, and assessment policies, fostering equitable opportunities. It ensures fair evaluation, supports diverse learners, and promotes an inclusive educational environment, facilitating effective communication and understanding. **(For further details refer to the Inclusion, Admission, and Assessment Policy available on Toddle)**



Review Process

The Language Policy is a working document and is reviewed annually by the Pedagogical Leadership and Faculty. The next review will be conducted in July 2025.

Appendices:

Language Placement in MYP

Language and Literature: English will be offered as a language and literature course as it is suggested to be studied as a first language. The below-given criteria are not a mandate but a recommendation for the English Language and Literature.

Language Acquisition: Currently, the students will be offered the following Languages- Hindi, French and Spanish. Phases for language acquisition are decided on the basis of placement assessment and reasonably on the course of study in the previous class. The outcome of the level to be placed is subject to the final decision of the language teachers and the MYP Coordinator.

Language Course	Existing Students	New Admissions from other boards	
		Percentage	Placement assessment
Language and Literature	PYP language phase 3 and above	50% and above	Level- 2 - Intermediate
ESL	PYP Language below phase 3*	Below 50%	Level- 1 – Beginner
French Emergent, Spanish Emergent & Hindi Emergent	MYP Language Acquisition - Phase 1 and 2 Phase 2 (Mark Band 7 and up will be offered Capable phase)	upto 80%	Level 1 -Beginner Students with no prior experience in the target language who opt for French, Hindi and Spanish will not undergo a placement assessment.
French Capable, Spanish Capable & Hindi Capable	MYP Language Acquisition – Phase 3 and 4 Phase 4 (Mark Band 7 and up will be offered Proficient phase)	80% and above	Level 2 -Intermediate

The placement assessments will be based on the criterion provided by the IB. The same paper would consist of different levels that would assess which phase the student lies in. Students achieving more than 7 in phase 5 may choose to pursue the target language as a language and literature course in the DP.

*The exit from the ESL will be based on the formative assessments and the exit test where the learner must be at a minimum of mark band 7 of phase 5 of Language Acquisition. The exit can be at any time during the academic year depending on the learners' capabilities.

Language Placement in DP

Language A: English will be offered as Language A: language and literature course as it is suggested to be studied as a first language as per national standards. The below-given criteria are not a mandate but a recommendation for English Language and Literature HL or SL.

Language Acquisition: Currently, the students will be offered Hindi, Spanish or French for Language B/Ab initio at HL or SL. Levels for language B are decided on the basis of placement assessment and past reports and reasonably on the course of study in the previous class. Currently, Hindi is not offered as Ab Initio.

Language Course	MYP Students	New Admissions from other boards		Descriptor as given in DP Language Courses Overview and Placement Guide 2020.
		Percentage	Placement assessment/Requirement	
Language A: Language and Literature	Mark Band 5 and up Below Mark Band 5	HL-Grades 82%–100% SL Below 82%	Level 1 -2 Intermediate Level-3-Advanced	Students who are already able to read, analyse and respond to complex literary and non- literary texts in a English language.
French /Spanish B HL Hindi B HL	Phase 5 up and 6	90%–100%	Level 3-Intermediate 2 More than 2 years of experience in the chosen language	Students with previous experience in the target language who can communicate in that language in a variety of contexts and for a variety of purposes.
French/ Spanish B SL Hindi B * SL	MYP Language Acquisition - Phase 4 (Mark Band 6 and up)	70% - 90%	Level 2 -Intermediate 1 At least 2 years of experience in the chosen language	Students with some experience in the target language
French / Spanish Ab Initio SL	No prior requirement in the chosen Language	No prior requirement in the chosen Language	Students with no prior experience in the target language who opt for ab-initio course will not undergo a placement assessment.	If the student has no prior experience in or has had very limited previous exposure to the target language.