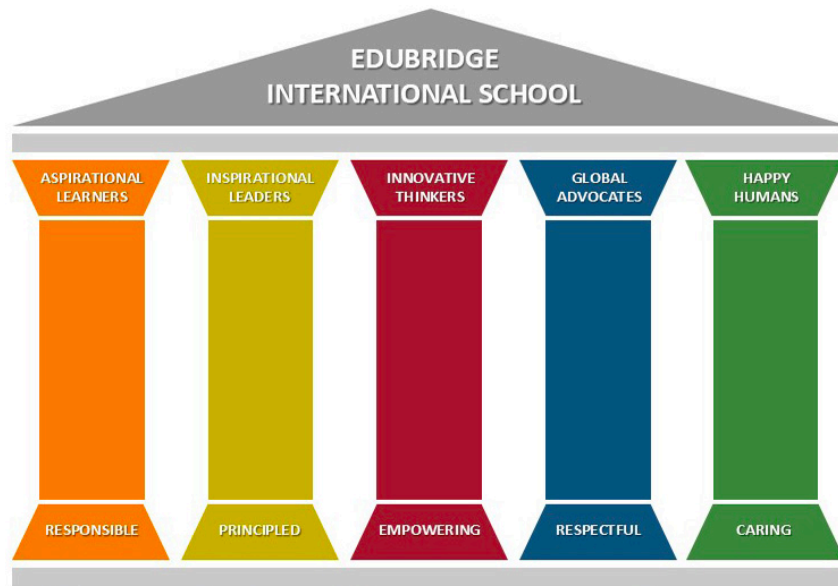




EIS Language Policy



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

*Providing well-being
and high-quality learning
in pursuit of varied success
and a better world for all*

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible



Purpose

Edubridge International School (EIS) has a Language Policy to state its philosophy about language learning and to provide an action plan for the effective teaching and learning of language. The Language Policy aims to create a better understanding and learning of every language that is represented at EIS. This policy is for students and parents, the administration, staff and teachers of EIS, as well as for any accrediting or governmental authorities. Through this EIS fosters intercultural understanding, promotes international mindedness and meets differentiation within teaching and learning.

Language Learning Environment in Mumbai

A typical student in Mumbai is exposed to several languages. As an infant, the first exposure is to the language spoken at home, which may or may not be the family's mother-tongue language/s. Soon a child is exposed to Hindi which is not only the National Language but also widely used in Mumbai. Simultaneously a child may also be exposed to the local language, which is Marathi, through caregivers and the local community and this may or may not be the mother-tongue language.

Definitions:

Mother-tongue: The language of the student's parents, grandparents, native place, or family origin which may or may not be used widely at home.

World Language: Any language other than English that is spoken or taught at the school is referred to as a World Language. The World Languages taught at Edubridge International School include Hindi, French and Spanish, although this list of languages may grow or change over time.

Proficient Language: The language the student is most proficient in.

English as an Additional Language (EAL): English as an Additional Language support caters for the needs of students coming from non-English speaking backgrounds whose English language skills require additional support in a learning environment, where English is the medium of instruction. The primary goal of the EAL programme is to accelerate students' acquisition of the English they need, to be successful in their studies. Support by EAL teacher/s in mainstream classes (push-in) and direct instruction in vital language skills (pull-out) help achieve this aim.

Status of the Language Policy:

The language policy is a live document, which is continuously evolving and informed by research, best practice and changes in the language profile of the school. The Language Policy is being written, revised and edited by the Language Policy Committee and shared with the school community.

Philosophy:

Language is central to all learning, and language learning is one of the most important activities of any school. Edubridge International School places a special emphasis on language learning. Both Mumbai and India are multilingual, so the language policy of EIS celebrates and fosters multilingualism. Closely related to an appreciation of multilingualism is the awareness of diversity and appreciation of multiculturalism that is promoted by the EIS Mission Statement. However, we also recognize the importance of teaching and learning English at a very high standard.

The primary mode of Instruction:

The primary mode of teaching and learning at EIS is English. English is a widely used language, one of India's constitutional and legal languages. It is also the language of many of the world's best universities and is most in demand by the parents at Edubridge International School. EIS recognizes that English has emerged as the language of business and opportunity in a globalized world. To this end, teachers and other staff actively promote the use of English amongst the students. Teachers ensure that students receive sufficient practice in English, in terms of reading, oral and written communication, coursework, etc.

Legal and Cultural Implications:



Edubridge International School is following all the pertinent laws regarding language instruction. When/if new local laws regarding language are passed, EIS will follow the law.

Hindi is widely spoken in the country. Edubridge International School promotes the teaching and learning of Hindi. It is taught as one of the World Languages (Language Acquisition) from grade 1.

Edubridge International School promotes the teaching and learning of Marathi and other mother-tongue languages through events like the "Culture Fest", 'Language Fest', assemblies for World Languages and mother-tongue and World Language books in the library. PYP 1-5 and MYP 1-4 are taught Marathi according to the local law.

World Languages:

EIS encourages students to continually pursue the acquisition of more than one language, including languages taught at the School and other languages. We believe in language choice and multilingualism, and, wherever possible, we highly encourage language continuity and in-depth language knowledge and use. To achieve this:

-  Every student receives instruction in the World Language chosen by him or her, in separate, dedicated language acquisition classes from the first-grade level.
-  In collaboration with parents and the school community, the school supports mother-tongue language activities.

English as an Additional Language (EAL) Programme

Our English as an Additional Language (EAL) program caters to students from non-English speaking backgrounds whose English language skills when they join the school are not strong enough to meet the demands of the mainstream curriculum.

EAL Philosophy:

EIS recognises that its students, parents, faculty and staff come with varied experiences in English. The provision of EAL at EIS, where English is the primary medium of instruction and shared language for communication, rests on the basic assumption that competence in English is vital to learning at EIS. It is expected of students to attain reading, writing and speaking proficiency in the English language. To help students who do not have an adequate working knowledge of English, EIS provides an EAL Program.

The goal of the EAL program is to help non-English speaking students acquire the English language skills they need for full participation in the regular mainstream programme. Competence in English in academic and social settings empowers English Language Learners (ELLs) to participate fully in all aspects of school life. It allows them equal learning opportunities with other peers. Support from

EAL specialists in mainstream classes and direct instruction in vital language skills will help achieve this aim.

EIS recognises that language acquisition is a developmental process, individual to each student, and that progress in reading, writing, speaking, and listening occurs at varying rates. Students require a challenging yet supportive environment and sufficient time to build proficiency. New English learners take 5-7 years to achieve cognitive academic language proficiency (CALP) and progress through the same stages of language learning as in their first language.

Programme Description:

EIS extends EAL support classes to students from Grade 1 through Grade 12. As with most learning, EAL instruction is differentiated and individualized to meet the individual learner's needs.






Delivery of EAL Support:

As the demography of international schools continues to change, every classroom has more multilingual learners of varying language proficiencies. As a result, all teachers at EIS are considered language teachers who will develop responsive mindsets and actions and share the responsibility of educating English learners.

Students receiving targeted EAL services are supported through the push-in/pull-out models. Push-in is an immersion model in which students are part of the classroom curriculum. The EAL specialists work closely with the classroom teachers to help meet the needs of English learners. They are available during content lessons to go into the mainstream classes to support the ELLs. This model is based on the principle of CLIL - content and language integrated learning - where subjects are taught with a dual-focused aim, namely the teaching of content and the simultaneous acquisition of additional language.

The pull-out classes focus on developing specific language and literacy skills. It is expected that the ELLs can be pulled out for direct instruction during third-language instruction. EIS encourages its students to continue to develop their home language through additive multilingualism, as it enhances the acquisition of additional languages.

Mother-tongue Languages:

-  For students with identified learning differences, in extenuating circumstances, the school will work with the parents or legal guardians to discuss the possibility of an exemption from the requirement to study a World Language.
-  EIS will make every effort to support students who demonstrate a significant aptitude for pursuing further studies in a language different from the World Language currently offered by the School.
-  Students who speak and write several languages fluently have a special set of skills that will enable them to be successful at University and beyond.
-  When required, the School will assist students (and parents) in finding external learning environments, to ensure the students' continuity and success in languages that are not taught at EIS.
-  EIS attempts to provide instruction in a third language, from Grade 2 to Grade 5.

Involving Parents in Children's Language Learning and Development

A student's previous knowledge and/or exposure to the target language is indicated by parents on the school admission forms at the time of enrollment. Parents are actively involved in children's language learning. Parents meet with language teachers during Parent-Teacher-Student-Meetings (PTSM) and if needed schedule meetings during the year to understand the child's progress and areas that need attention so that parents can guide and support the child's learning journey. Students partake in a language carousel where they are exposed to different languages offered by the school before they make a choice. Parents and students are informed about the carousel and a Google form is sent out to parents to indicate their choice of language after a discussion with students. MYP1 parents are informed about the diagnostic test which ensures that students are placed in the appropriate phase within the languages. Course outlines are shared with all MYP parents and discussed in Curriculum mornings. In PYP, during student-led conferences, students share with parents their accomplishments in the language they are learning. Parents and family members come as guest speakers and involve students in activities around different languages. They also read stories and interact with students in different languages to create cultural awareness. It was at parents' request that Hindi was added as one of the mandatory languages in Grades 1 & 2 of the PYP. Year 1 DP parents and students meet with the university counsellor and DP Coordinator to check that they are making the right subject selections about languages, among other subjects. The subject teacher's recommendations are taken into account and the students and parents discuss choices before finalising their Language B option. Language B course outlines are also shared with parents.

Language Policy in Relation to the PYP

In the Primary Years, additional languages are introduced to students by the age of 6 (Grade 1), where students do Spanish (Foreign language), Hindi (Official language) and Marathi (State Language). Marathi is a compulsory language as per the government regulations. The students do Spanish, Hindi and Marathi in Grade 1 and Grade 2. This enables students to understand all languages before going to Grade 3.

In Grade 3, students have a choice to choose between Hindi and Spanish* as their second language. Marathi is the third language and it is compulsory as per local state requirements. The second language selected by the students in Grade 3 will be the language they take forward up to MYP 5.

Note*

Based on our survey of parent and student choices, we have noticed a declining request for French. In the year 2023-24, we had only a handful of students for French, hence we have planned to phase out French starting with MYP1-2 this year, who are being offered Hindi, Spanish and Marathi.

Therefore there will be two processes that will take place.

For PYP 1-2 students, they will learn both Hindi and Spanish (Marathi being made compulsory by the state government) and choose between Hindi and Spanish in Grade 3 which they will carry forward until MYP5.

PYP 3-5 students will continue with any two out of Hindi, Spanish and French and will do Marathi. In MYP1, these students will be offered a choice between Hindi, French and Spanish as their Language Acquisition Language.

Language Policy in Relation to the MYP

Currently MYP 1 parents are taken through the nature of each language course during the curriculum morning which is conducted at the start of the academic year. In the first few weeks of school, students are provided exposure to all the language classes through a carousel programme. After this parents and students finalise the chosen language of study, in consultation with the teachers.

As mentioned earlier, in the MYP, the second language selected by the students in Grade 3 will be the language they take forward up to MYP 5. As mentioned earlier, PYP 3-5 students will continue with any two out of Hindi, Spanish and French and will do Marathi. In MYP1, these students will be offered a choice between Hindi, French and Spanish as their Language Acquisition Language. For students enrolling in MYP2-5, it is recommended that they choose a language in which they have achieved a phase 2 level of proficiency upon joining the school.

Language Policy in Relation to the DP

In the IBDP at EIS, the language policy enables a student's language profile to be developed by providing:

- 🎧 well-resourced special-request and school-supported self-taught options in group 1 to maintain the mother-tongue development
- 🎧 opportunities for learning ab initio and B languages.

Further guidance and support can be found in the Diploma Programme Language A1, language B, and Language ab initio guides, and in the Diploma Programme Assessment: Principles and practice document.

To attain a full diploma in the International Baccalaureate Diploma Programme (IBDP), students are required to study two languages: a "proficient" language and a "second" language. The Language Ab initio course is exclusively for students with little or no prior knowledge of the language.

If a student has previously studied a world language and wishes to continue their studies, they can only choose that language for the Language B course. However, students with learning needs identified during their MYP graduation in Phase 1 or 2 (emergent) of language acquisition may be advised to continue studying the same language at the ab initio level based on what is best for their learning and well-being. This will be determined on a case-by-case basis.

A new student can attend a few language courses (Ab Initio SL and/or Language B SL) before making their final language choice. They will have a maximum time frame of four weeks from the time school begins, to take the decision. Some students with identified learning differences may be required to not attend some language classes as needed. Similarly, students with significant language challenges in the Middle Years Programme (MYP), may be advised to drop Language Acquisition if it is in their best interest. In such cases, they will not be assessed for that language as per the (Refer to the [Assessment Policy](#) for further details).

In the Diploma Programme (DP), if a student with identified learning needs graduates from the MYP in Phase 1 or 2 of the language acquisition, on a case-by-case basis, s/he may be encouraged to continue the same language at an ab initio level. The Learning Support and Programme Coordinators counsel students and parents about the reasons and implications of the above decision (Refer to the [Inclusive Education Policy](#) for further details).

Continuous Improvement of the Language Policy:

The process of reviewing and revising the School Language Policy is:

- 🦋 The School Administration appoints a Review Team from the school community.
- 🦋 The Review Team reviews the School Language Policy.
- 🦋 The Review Team solicits input from the wider school community about the School Language Policy.
- 🦋 The Review Team reviews current literature about language learning and best practices at international schools.
- 🦋 The Review Team cross-checks the Language Policy against other school policies, such as Assessment and Special Needs, and makes the required linkages.
- 🦋 The Review Team revises the Language Policy if required.
- 🦋 The Review Team submits the revised Language Policy to the School Administration for approval. If the Review Team and the School Administration feel that the Language Policy has undergone a major revision, then the new policy is submitted to the Governing Board for approval.
- 🦋 The School Administration communicates the revised and approved Language Policy to the school community.

Appendix

Language profile of students													
Year	Hindi	Gujarati	Marathi	Marwadi	Tamil	English	Bengali	Malayalam	Punjabi	Sindhi	Urdu	Kannada	Telgu
2022-23	62	171	8	46	6	4	2	7	7	13	9	-	-
2023-24	70	182	9	99	2	1	4	7	3	16	5	1	2

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Period of Review: April 2023 - August 2023

Name of the Reviewer	Role
Ms. Saachi Shha	EYP Teacher
Ms. Hetal Shah	PYP Teacher
Ms. Madhu Jhunjunwala	PYP teacher
Ms. Apeksha Trivady	Whole School Socio-emotional Counselor, DP teacher
Mr. Siddesh Batawale	EYP/PYP-MYP Teacher
Ms. Dhvani Gandhi	MYP-DP Teacher
Ms. Chhavi Tibrewal	PYP-MYP Learning Support Teacher
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Educational Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director

