



The Bombay Suburban Grain Dealers' Junior
College Of Commerce, Arts And Science

Language Policy

“Language shapes the way we think, and
determine what we can think about”

Benjamin Lee

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Philosophy

At Bombay Suburban Grain Dealers, we create an inspiring, inquisitive, and multilingual environment which helps students achieve excellence and accept responsible roles as global citizens.

English is used as the working language in most of the parts of the country to bridge the gap between diverse ethnic groups in India and tap into the world's economy and commerce. The English language has become an important communicative tool in the world scenario. At BSGD, we have selected English as the medium of instruction to provide more avenues for the students to grow internationally.

Language development is key to ensure professional and personal growth. It is a tool that helps students connect the self to the external environment through knowing, learning, thinking, reflecting & expression. At BSGD, we teach the English language to foster international like-mindedness by demonstrating flexibility, curiosity, inquisitiveness and respect for diverse cultures and traditions around the world.

The best process for ensuring the comprehension of any language is through listening, reading & viewing & to express through speaking; writing and presenting go hand in hand and hence promotes integrated language development.¹

The language policy at BSGD is aligned with the IB educational approach and committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness and is equally committed to extending for students from a variety of cultural and linguistic backgrounds.²

¹ https://www.ryanglobalschools.com/site/andheri/assets/images/pdf/policies/language_policy_2020.pdf

² <https://www.ibo.org/globalassets/ib-language-policy-en.pdf>

Language Profile

Bombay Suburban Grain Dealers' Junior College is situated in Mumbai, a city with a diverse culture of its own. Being the economic capital of the nation, Mumbai attracts people from across a variety of locations, cultures and languages. At the centre of this linguistic diversity stands the English language, which through historical pathways has found its way into the homes and skill sets of almost everyone.

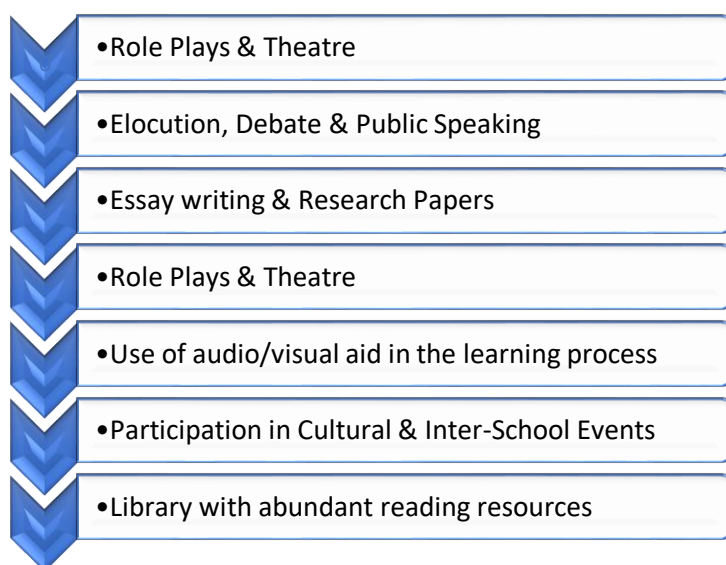
Hence, English is the accepted medium of instruction to cater to the diversity that all students bring from various parts of India. For all internal & external communication, within the institute and the IB programmes, including collective work, governance, management, and projects as well as operational and developmental activities are carried out in English to acclimatize the students with the use of the language. It is also the most spoken language in the world, and comprehension of the English language will essentially provide a platform to build communication channels on an international level.

By constantly being exposed to the language in their daily life as part of their learning experience, the student will be allowed to pick up the different nuances of the language & apply English effectively in a variety of contexts and situations by virtue of being inquirers and risk takers.

Students are expected to devote a minimum of 50 hours towards core language development utilising any or all medium of language acquisition such are oral and written communication, audio- visual aids (such as documentaries, movies, series etc), reading and comprehension

STRATEGIES TOWARDS EFFECTIVE IMPLEMENTING OF LANGUAGE POLICY

The following strategies shall be adopted for effective implementation and to allow students to investigate their possibilities:

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- Role Plays & Theatre
 - Elocution, Debate & Public Speaking
 - Essay writing & Research Papers
 - Role Plays & Theatre
 - Use of audio/visual aid in the learning process
 - Participation in Cultural & Inter-School Events
 - Library with abundant reading resources

Support for Mother Tongue

Since the school comprises of students from varied cultures, native mother tongue plays a vital role in the development of the student & has a tremendous impact on a child's personality, attitude, and approach in life³. Since it is the first language that the child is exposed to, intellectual and cognitive understanding is faster and better in that language. It is also pivotal in acquiring critical thinking skills. It also plays an important role in propagating culture as it brings in a better understanding of one's heritage & history.

At BSGD, one of the objectives is to provide education for the youth with an emphasis on the linguistic minority & so within our educational community we strive to create a multilinguistic environment. The parent community is also actively encouraged to collaborate, develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.

For this, the library plays an integral part, books and resource materials are made available to students in different languages and they are encouraged to make use of them for their project and classwork. Multiple events are also organised within the institute with the objective of making students aware of each other's culture and learn to appreciate the differences. In such events and other cultural activities, different languages are integrated.

Presentation and communication skills in all languages are showcased to parents and other members of the community through projects such as student led conferences, Exhibition, assemblies, events, TED Ed Talk, Personal Project, cultural exchange and school theatre productions using local venues and associations.

³ *Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization*

Assessment

At BSGD, the students will have continuous assessments to gauge their progress in language development. These assessments can be at an individual level for example assignments, tests, writing essay, elocution, debates etc. as well as group assessments such as group projects, discussions, role plays etc.

To better understand a student's advancement in their understanding and usage of a language, they are expected to maintain a Language Portfolio. This portfolio will help students map their own progress and comprehension of the language and will allow them to check their development through periodical comparison.

A faculty will be nominated to guide students in their journey of understanding a language and mentor them to improve their understanding of the same. This portfolio is not assessed by the IB but may be subject to sample review during CP evaluation.

Language development needs to be a parallel with all elements of the CP core and faculty as well as students are expected to follow the same approach to learning for overall development.

Language in Career-related study

Due to the diversity in backgrounds of all the students in the programme, the English language also plays a unifying role by bringing everyone together on a common platform of connectivity and integration. Therefore, career-related programmes at BSGD Junior College use the English language as the medium of instruction and is utilised in all forms of assessment & evaluations and all forms of communication within the learning experience.

ROLE OF LIBRARY AT BSGD JUNIOR COLLEGE:

Library plays an imperative role in a child's holistic development as it provides an avenue to boost the habit of reading and researching. The school library has bilingual books as well a variety of books and periodicals in other regional languages of India. Students are encouraged to issue books from the library on a regular basis.

The library is also fortified with different types of books such as fictional, non-fictional, encyclopaedia, picture books, classics, literature, reference books, audiobooks, biographies, autobiographies etc. that provide knowledge and information from different domains and help students to acquire like-mindedness and synchronise across global cultures- an important aspect of IB programmes⁴.

⁴ <https://www.ibo.org/language-policy>

Additional English Language Support for Students

BSGD understands that some students may need additional support for language acquisition. Additional intervention and support are provided through various learning support programmes to aid students acquire language proficiency of English. We are committed at providing an integrated and well implemented language programme, where the role of a teacher is to assist students to acquire language skills. The teachers are also provided sufficient support as and when required to ensure their guidance is not deficient.

Evaluation methods such as consultation, reviews, assessments etc are all inclusive in the supportive measures taken for students to achieve excellence in language. Support such as weekly reviews, discussions, etc. are offered to students as support to ensure that he/she is at ease with the medium of instruction.

Process For Review of The Policy

The language policy is annually reviewed by the Review Committee to ensure that the policy is in sync with the changing times and fulfils the requirement of language excellence.

The Committee comprises of Head of the School, IBCP Co-ordinator, Language In charges, Language teachers and the librarian.

Teachers, at BSGD, contribute their inputs for language development of students, as they are the right source to comprehend the development and progress of the students in language proficiency. Their feedback plays a crucial role in bringing in any kind of changes in operation of the language of policy meritoriously. With consideration of the teachers' feedbacks, modification is brought into the language policy. Teachers then collaboratively ensure implementation of the policy to all intents and purpose.

KEY ELEMENTS IN THE FORMATION OF THE POLICY:

Steps undertaken:	Discussions and meetings with the school committee to recognise the need of the stakeholders
	Brainstorming with the school committees to analyse and apprehend their beliefs and approach language learning
	Edification of language profile and policy by collection of data from parent and teachers
	Preparation of the first draft of the policy
	Presentation of the policy
	Incorporation of any modification and concluding the Language Policy
	Publishing the Language Policy
	The language policy will be evaluated every year.
	The Committee will ensure that any amendment to the policy is intelligible with the philosophy and credence accustomed with the Values of IBO

References

1. *Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.*
2. *Language Scope and sequence, International Baccalaureate Organization 2003*
3. <https://www.ibo.org/language-policy>
4. <https://www.ibo.org/globalassets/ib-language-policy-en.pdf>
5. https://www.ryanglobalschools.com/site/andheri/assets/images/pdf/policies/language_policy_2020.pdf