



Ecole Mondiale World School

Language Policy

2025-2026

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TABLE OF CONTENTS	Page(s)
Purpose	3
Philosophy	3
Rights and Responsibilities of Stakeholders	3
Key Definitions and Guidelines	3-4
Languages at ÉMWS	5-6
3.1 Language Diversity at ÉMWS	6
3.2 World languages	6
3.3 English Language Acquisition Support	6
Placement	7
4.1 Admissions	7
4.2 English	7
4.3 Language Acquisition (French, Hindi, Spanish)	7
4.3.1 PYP	7
4.3.2 MYP	7
4.3.3 DP	7
4.4 Unique Situations	7
Curriculum	7-8
5.1 Curriculum Planning and Language Development	8
5.2 PYP	8
5.3 MYP Grades 6-10	8
5.4 DP Grades 11-12	8-9
Methodology	10
Assessment	11
Resources	11
Language use around School	11
Bibliography	12

1. Purpose

The language policy promotes consistency and continuity between grades and subjects. It provides parents with information about École Mondiale World School's (ÉMWS) principles and practices and assists in understanding language learning across the curriculum. It outlines the scope and sequence of languages taught at ÉMWS to guide students and parents in making informed choices, assist teachers with planning, presentation and evaluation along with identifying the need for continuous professional development.

2. Philosophy

Language is a right and resource for learning. Language is the means of communication between individuals and groups across the world. Through the acquisition of language, students can access the necessary learning tools for their continued development and success.

Language and learning are inextricably linked. Through language, students can develop attitudes and skills as well as knowledge about their own and others' cultures gaining multiple perspectives and understandings in addition to building international awareness.

3. Rights and Responsibilities of Stakeholders:

The stakeholders include students, parents, teachers and the Board of Directors. In line with the school policy and relevant documents, the following rights should be observed:

- All stakeholders have the right to access to the policy
- All members of the school community have the right to foster one's own language, culture, heritage and community links.
- All members of the school community have the responsibility to ensure that all languages are equally valuable and supported.
- All members of the school community have the right and responsibility to support language learning through appropriate resources, whether they be human, natural or virtual resources.
- The school has the responsibility to ensure language learning is staffed appropriately.
- Students have the right to be supported in accessing the language of instruction (English) in order to further fulfill each student's educational and social potential.

- Students have the right to acquire and develop additional language/s, as per the school's provision.
- All teachers have the responsibility to be language teachers regardless of subject or grade level taught.

Key Definitions

Differentiation	The adaptation of teaching strategies, content and assessment to help students access the curriculum
Language of instruction	This is the language through which the school curriculum is delivered
Mother tongue	This is also known as 'first language', 'native language', language of culture and/or 'best language'
Multilingualism	is the interplay among languages within a person, with their interactions with others and also with the learning community's attitudes towards languages.
Translanguaging	a process of meaning- and sense-making. The analytical focus is therefore on how the language user draws upon different linguistic, cognitive and semiotic resources to make meaning and make sense.
Second language	This is not the student's first language.
Language A: Language and Literature	<ul style="list-style-type: none"> • This course is designed to support future academic study by developing high levels of language competence and communication skills as well as social, aesthetic and cultural literacy. • Courses are suitable for students who have experience using the language in an academic context.
IBDP Language B	This is a language acquisition course and may be studied at either a Standard Level or High Level.
IBDP Ab initio languages	This is a language acquisition course for students with little or no experience of the language and is taught at the Standard level only.
School Community	This is defined as stakeholders - students, parents, teachers, administrators and other associated staff.

Guidelines

ÉMWS will provide:

- opportunities for all learners to develop their level of English.

- opportunities for all learners to acquire a language other than English.
- opportunities for all learners to develop an understanding of their own culture and that of others.
- opportunities for all learners to maintain and develop their mother tongue.
- support for students who are enrolled with English as their second language if needed.
- appropriate resources.
- information to parents and students outlining the Language Policy and school practices.
- support for the language needs of all students.
- professional development requisite to meet the language needs of all the students.
- mother tongue development opportunities.

3. Languages at ÉMWS

3.1 Language diversity at ÉMWS

Language plays a central role in the development of a community identity. In order to make appropriate language choices, students need to consider and reflect on the context, purpose and consequences of language.

Language diversity within the school community is seen as a positive element to be encouraged and celebrated. The school population includes a large number of students who speak English at home and with their friends, although their mother tongue may be another language.

ÉMWS delivers an international program to a predominantly Indian population with English as the language of instruction.

In the PYP, the emphasis is on continuing acquisition and refinement of English language skills in order to develop academic competence.

In the MYP and DP, all subjects are delivered in English with the exception of Hindi, Spanish and French. These languages are offered as additional languages in the DP and MYP. Marathi is also taught, but not assessed, in Grades 1-10 in line with government mandates.

3.2 World languages choices

As language is the key to all learning, appropriate linguistic strategies will be taught in all subjects regardless of the language of instruction. Through curriculum and language instruction, students will be able to:

- acquire knowledge to help them make sense of their surroundings
- critically express thoughts with clarity and confidence
- develop receptive, communication, and critical thinking skills
- confidently communicate, either orally and/or in writing
- understand the power of language and apply it appropriately
- choose appropriate registers according to audience, situation and need
- find a balance between listening and speaking
- reflect on how they use language

Key points to keep in mind:

- In the PYP, Hindi as a World language is compulsory in grades K2, 1, 2 and 3. In Grade 4, students have the choice of continuing with Hindi or selecting French or Spanish.
- Marathi is taught, but not assessed, in Grades 1-10 in line with government mandates.
- In MYP 1/ G6, French, Hindi and Spanish are offered as World languages. Students select one keeping in mind that the IB MYP requires completion of all five phases of the Language B program. Therefore, the language the students select in Grade 6/MYP 1 will be studied consistently through Grade 10/MYP 5.
- World languages are taught following the IB MYP conceptually based framework of teaching and learning
- Multilingualism is encouraged within the PYP students to communicate confidently and creatively in more than one language. It helps to improve their capacity to think, talk and reflect.
- Learners' languages are supported through translanguageing strategies.

3.3 English Language Acquisition Support

ÉMWS provides English Language Acquisition ELA support for students who have not reached a level of proficiency that facilitates their success in the core curriculum. In line with the school's

philosophy of language learning, ELA support is primarily provided in class. This allows students opportunities to use language in meaningful contexts while maintaining lesson sequences. Pull out support for ELA may be offered in specific circumstances. ELA support continues until a student is proficient. The nature of the assistance will depend on need.

In certain instances, parents may be advised to seek additional, outside school support if deemed beneficial for the student. Please note that payment for external instruction is the parents' responsibility.

4. Placement

4.1 Admissions

Upon application, a language profile will be constructed for each student. This profile will include information on the home language, language of education and additional languages that the student may have studied.

4.2 English

English is the language of instruction in all subject groups aside from Language Acquisition. Where a student has English as a second language, English Language Acquisition support will be given to allow the student to access our English language-based curriculum. Levels of support are determined based on student performance, evidence of skill enhancement and/or assessment results.

4.3 Language B (French, Hindi, Spanish)

4.3.1 PYP

Hindi

Hindi is offered from K2 to grade 3 as a way of promoting regional language acquisition in verbal and written form. It is an elective Language B from Grade 4.

Marathi

Marathi is taught, but not assessed, from Grade 1 to Grade 5 as a way of promoting regional language acquisition in line with government mandates.

[The Compulsory Marathi Act can be accessed here.](#)

French

French is offered as an elective Language B from Grade 4.

Spanish

Spanish is offered as an elective Language B from Grade 4.

4.3.2 MYP

In MYP, language choice is discussed at enrolment. The options available are French, Hindi & Spanish. Marathi is taught, but not assessed, from Grade 6 to Grade 10 in line with government mandates.

4.3.3 DP

In Grades 11 and 12:

French is offered at Ab Initio, SL & HL level

Spanish is offered at Ab Initio, SL & HL level

DP candidates choose Language B SL/HL if they have previous experience in any of the languages offered at school or will opt for Ab Initio (French or Spanish) or Hindi SL if they want to start learning a new language.

4.4 Unique situations

ÉMWS recognizes that every student is unique; therefore it is possible that a student will enter the school with an alternate language background. In such situations the school will assess the student and attempt to find a solution that will meet the student's needs within the constraints of the school.

5. Curriculum

5.1 Curriculum Planning and Language Development:

The study of literature is an integral part of the curriculum. By learning language, as well as literature, an appreciation of the richness of language and a love for literature is nurtured. Literary works and non-literary bodies of work reinforce the units of inquiry in the PYP, the conceptual and contextual units in the MYP and critical thinking in the DP. Students are encouraged to understand, interpret and respond to the ideas, attitudes and feelings expressed in a wide range of text types and forms.

Writing across the curriculum is a significant activity at all grade levels, including newspaper articles, different types of blogs, diary entries, letters, essays, and textual analyses to name some.

Renowned authors and poets are invited to share their ideas and strategies with the students. Students are also given many opportunities to present their ideas through elocutions, debates, class discussions and oral presentations.

Every subject area has a planning document that ensures the vertical and horizontal coherence of the skills involved across the curriculum.

5.2 PYP

All language classes follow IB guidelines.

PYP language teaching is interactive and provides a variety of opportunities for children to speak, listen and develop their language skills. We promote translanguaging in the classroom by providing opportunities for students to make connections between languages and to draw on prior knowledge. Students are offered electronic, live and paper text in all modes to provide opportunities and challenges to students to engage in learning.

A phonics program supports reading and writing development.

English language teaching emphasizes comprehension skills, moving children towards more formal literacy, reading comprehension, textual analysis and higher-order questioning. Speaking and listening are enhanced through a variety of strategies.

5.3 MYP Grades 6-10

All Language and Literature classes and Language Acquisition classes follow International Baccalaureate guidelines. Technology is incorporated into language learning and there is an increased emphasis on interdisciplinary work and real life applications.

Language and Literature English courses follow an integrated approach and focus on literature, use of film and other media. Language and Literature English courses are designed for students who are fluent or near fluent speakers.

Language Acquisition courses have an emphasis on fluency and accuracy in reading, writing, listening, speaking and viewing. The focus is on acquisition of language skills, literature appreciation and analysis. The goal of Language Acquisition courses is to develop skills that will allow students to use the language efficiently.

5.4 DP Grades 11-12

The Language A program is designed for post-secondary pathways. Language offerings may vary from year to year.

Language A: Language and Literature at Standard and Higher Levels focuses on the study of a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.” (Language A: language and literature guide, 2019, p. 7) This course also provides students with the opportunity to explore a wide variety of literary texts and non-literary bodies of work.

Students may also study a Language in Group 2. This may be taken as Language B SL/HL (French, Hindi and Spanish) or Ab Initio SL only (French and Spanish). These courses are designed to provide students with the necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken’ (Lang B guide p.6). Ab Initio courses are for beginners who have no previous

experience of learning the chosen language.

6. Methodology

The school's approach aims to provide a stimulating learning environment, integrating knowledge, critical thinking, problem solving and performance skills. Students are encouraged to take responsibility for their own work. Classes provide a range of learning experiences and opportunities aimed at developing and enriching language skills. Collaborative learning assists in achieving group goals through sharing information and skills. Differentiation is emphasised. Technology is incorporated to enhance learning.

7. Assessment

The school's Assessment Policy, aligned with the IB's policies and practices, guides all evaluations. Rubrics and/or pre-established criteria/descriptors/objectives are applied. Students and parents are kept informed of progress in a variety of ways, including, but not limited to, informal parent-teacher meetings, communication via the school's information management system, scheduled Parent/Teacher conferences, formal reporting, Student-led Conferences and/or portfolios.

8. Resources

The school is well resourced. The libraries play a key role and are central to the school language program. A wide range of literature is available in English, Hindi, French, and Spanish, as well as a variety of other languages. This encourages students to become independent and committed readers. English Language Acquisition and Special Educational needs resources support and assist the development of specific language skills.

9. Language use around School

The school encourages its community to communicate positively.

In the classroom- The language of instruction is English, though it is recognized that other languages may be used for varying purposes during instructional activities. Language used in the classroom is guided by the following principles:

1. The aim of activities is to develop language proficiency in English.

2. It is accepted that some students may need to think through and talk in their first language before certain complex concepts are grasped.

On the playground/during transitions - Diversity of language is viewed as positive across the campus.

School Documentation

Communication and school documents are in English.

Professional Development

Ongoing professional development is provided as needed for teachers to further facilitate students' language acquisition and keep abreast of current pedagogical practices.

10. Bibliography:

Making the PYP Happen, A curriculum framework for international education, IBO, January 2007,

MYP- From Principles to Practice

DP Language Guide 2020

IB Guidelines for developing a school language policy, IBO, 2006

Language and Learning in the IB programmes

IBO 'Guidance for Language Provision in Groups 1 and 2' (2009)

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This policy is reviewed on an ongoing, rotating basis by coordinators, HoDs, and

representatives from the teaching faculty