

# **ALL-SUBJECT-APPROACH TO LANGUAGE IMPROVEMENT POLICY, 2012**

## **RATIONALE**

On observing the assessment practice of English language for the past years, the performance of the student in English subject was noticed below average and remained at the bottom comparing to other subject performance. The same trend was noticed even in literacy activities where English language has a vital role. In the activities like essay competition, extempore speeches, subject wise quiz competition etc the performance remained low comparing to Dzongkha language. So, in order to instill good foundation in English language, we are introducing an All-subject-approach to English language improvement from 2012 academic year for the teachers and the students of National Institute for the Visually Impaired, Khaling. All the staff shall hereby adhere to this policy and exhibit important role models and shall follow the following strategies:

### **A. OBJECTIVES:**

To improve Dzongkha and English language

### **B. STRATEGIES:**

The following strategies will focus for improving languages (especially spoken English).

1. Speaking English and Dzongkha language at all times among the staff & students.
2. Arranging observation of debate forums for classes IV to VI in near by schools.
3. Conducting story telling session in the class by subject teacher/class teacher occasionally.
4. Encouraging singing of nursery rhymes and English songs during regular class.
5. Introducing short skit/drama in the class by subject teacher.
6. Watching “My World” & “Nazhoen Express” programs on every Sunday morning (9:30 – 10:00 AM) broadcasted by BBS TV channel II under the supervision of day’s TOD.
7. Listening to pre-recorded important English speeches frequently.
8. Using English & Dzongkha languages only as medium of language by all staff with students at all times.
9. Displaying of important quotes of the week on the notice board by TOD. The same quotes shall be reinforced by class teacher/subject teacher regularly in the classes everyday.
10. Creating English corners in each class (PP-III) and displaying words/phrases/sentences of every block.
11. Co-operating for enhancing the language policy by all staff through “All-subject-approach.”
12. By maintaining a new English word dictionary by each student monitored by class/subject teacher(s) regularly of classes IV-VI.
13. Conducting spelling/quiz competition after the completion of each block both formally/informally.
14. By continuing the daily morning speeches in both Dzongkha and English from classes II-VI monitored by concerned subject teacher.
15. Inviting some volunteers to talk on local news/national/international/current affairs.
16. By discouraging students to answer in monosyllabic “Yes” & “No” and by encouraging children to answer in full sentences at all times.
17. Displaying of both print & Braille versions on the notice board for equal access shall be carried over by OA & BPU.

NB: Some of the strategies shall be covered during monthly social gatherings (4,5,13,15)

## **C. REWARDS & PUNISHMENTS**

In order to recognize the good performer and hardworking students and to support the low performer we shall follow the following rewards & punishment system in executing the All-subject-approach to language policy.

### **C.1 REWARDS**

1.1 The students who receive fewer tags or no tags will be rewarded with prizes at the end of the year class wise.

1.2 The student with no tags shall be recorded in his/her portfolio by class teacher/subject teacher. The concern student shall strive hard continuously to remove such tags by participating in language improvement (class teacher/subject teacher to monitor frequently).

1.3 Awarding the student with “Best English of the Term” based on the performance of the block taught.

1.4 Children having upto 4 tags will be supported regularly with corrections and reminders.

1.5 Awarding the certificate of “Best English of the Year” for a girl and a boy student annually.

### **C.2 PUNISHMENT**

2.1 Punishment 1 (R-1) – A child with five tags will have to memorize the spellings of ten new words after discussion with the child based on his/her level and interest.

2.2 Punishment 2 (R-2) – A child with 6 to 10 tags will have memorize the spellings of twelve to twenty new words after discussion with the child based on his/her level and interest.

2.3 Punishment 3 (R-3) – A child with 11 to 15 tags will have to memorize the spellings of twenty two to thirty new words after discussion with the child based on his/her level and interest.

## **D. ASSESSMENT PRACTICE**

The class teacher/subject teacher shall maintain a daily record of each child in order to assess the progress each individual makes based on the scoring sheets attested as:

1. Individual daily score sheet for “All-subject-approach to language Policy.” (annexure-a)
2. Monthly Class score sheet for “All-subject-approach to language Policy.” (annexure-b)
3. Monthly score sheets for “All-subject-approach to language Policy.” (The sheet shall also indicate the performance of each child both for terms & end of the year evaluation) (annexure-c)

## **E. OTHER SUGGESTIONS: -**

GNH Principles & social values.

In order to instill GNH Principles in our daily teaching – learning activities, there is a need to have some tags with following key phrases:

1. Be polite
2. Greet your friends
3. Use good language
4. Be neat & clean
5. Be on time
6. Be kind to young

7. Be kind to all
8. Be respectful
9. Be helpful
10. Be calm
11. Be obedient
12. Be thankful
13. Be in uniform
14. Be in formal dress

**F. Review of policy**

Terminal review shall take place on 16/7/2012 (after school hours) and during the end of the academic year 2012 promotion meeting on 1/12/2012 for improvement and new strategies for the academic year 2013 and suggestions from the staff.

	Old strategies (1-18) that do not work very well		Proposal for inclusion of new strategies
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	

Annexure – A

**A. INDIVIDUAL DAILY SCORE SHEET FOR ALL-SUBJECT-APPROACH TO  
LANGUAGE POLICY, 2012**

Name of the child:..... Class:..... Category..... Month.....

Date	Details of violation					Details of observation					Remarks
	P-1	P-2	P-3	GNH	Others	A	B	C	D	E	
1/3											
2/3											
3/3											
4/3											
5/3											
6/3											
7/3											
8/3											
9/3											
10/3											
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20/3											
21/3											
22/3											
23/3											
24/3											
26/3											
27/3											
28/3											
29/3											
30/3											
31/3											
											Total score of the months

**Class Teacher**

**Academic supervisor**

**Principal**

**B. MONTHLY CLASS SCORE SHEET FOR ALL-SUBJECT-APPROACH TO LANGUAGE POLICY, 2012**

Class:..... Subject/Class teacher.....

S/No.	Name	Details of violation					Details of observation					Remarks
		P-1	P-2	P-3	GNH	Others	A	B	C	D	E	
1												
2												
3												
4												
5												
6												
7												

Class Teacher/subject teacher

Academic supervisor

Principal

Annexure – C

**C. MONTHLY SCORE SHEET FOR ALL-SUBJECT APPROACH TO LANGUAGE POLICY, 2012**

Name of the student:..... Class:..... Category:.....

Month	Details of violation					Details of observation					Remarks
	P-1	P-2	P-3	GNH	Others	A	B	C	D	E	
March											
April											
May											
June											
Total score for the first term											
July											
August											
September											
October											
November											
Total score for the second term											
Score for the final											

Class Teacher/subject teacher

Academic supervisor

Principal