

Language Policy

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. With this objective in mind, the organisation collaborates with the Academy, governments, and international organisations to develop comprehensive programmes of international education and rigorous assessment. The programmes encourage learners worldwide to be proactive, empathetic, and lifelong learners who recognise the importance of diverse perspectives.

Academy Mission Statement:

Committed to the highest standards of pedagogy and education to keep the flames of learning ignited for life. We ensure that all learners achieve their highest potential to become universally minded learners and contribute proactively towards creating a better world through intercultural understanding and respect.

Purpose:

The development of the language policy was to identify the language learning opportunities, language requirements, and the support system for the mother tongue in a multicultural learning environment. The policy is consistent with the principles of standards and practices of the language philosophy of the International Baccalaureate Organisation (IBO).

The Academy along with its faculty and learners is dedicated to promoting and respecting different languages alongside the working language.

Philosophy of Language Teaching and Learning:

The language policy of the International Baccalaureate (IB) outlines the methods through which the organisation assists the Academy and its educators in implementing its programmes in various languages.

Philosophy of Language Teaching and Learning:

Language serves as a tool to understand the culture and appreciate diversity. According to the Academy's language philosophy, "All educators are language educators". Language makes the learner a good communicator, thinker, and reflective.

Language is the foundation for learning; it enhances learners' understanding of various ideas and perspectives of those with similar or different cultures. Learners have the opportunity to engage in realistic and meaningful language learning experiences within a positive and encouraging environment at Knowledgeum Academy.

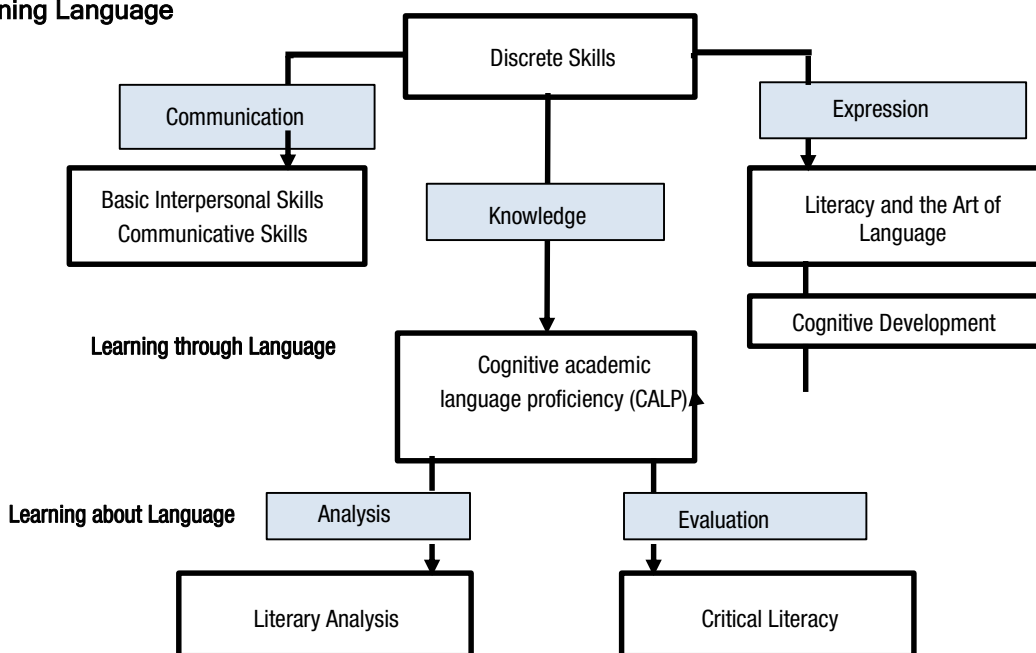
The Academy is committed to ensuring that learners acquire maximum benefits from their language learning experiences through diverse instructional approaches tailored to meet the needs of various learning styles.

Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. Multilingualism, fostering the mother tongue, and developing critical literacy is vital in enhancing international-mindedness. Through cultural identity, intercultural awareness, and global citizenship. The language philosophy places its basis on the following standards and practices of IB.

- The Academy prioritises language learning and includes the mother tongue, host country language, and other languages.
- The Academy recognises that since language is central to learning, all educators are language educators and must facilitate communication in the language.
- Teaching and learning to address the diversity of learner language needs, including those for learners learning a language(s) other than their mother tongue.
- Teaching and learning play a crucial role in nurturing the language development of learners.
- Assessment at the Academy aligns with the requirement of the programme(s).
- Collaborative planning and reflection recognise that all educators are responsible for language development.
- The Academy utilises the resources and expertise of the community to enhance learning within the programmes.
- The implementation of Cognitive Academic Language Proficiency (CALP) aims to focus on proficiency in academic language or language used in the classroom in various subjects.

Learners can gain more control over their linguistic resources and enhance their academic skills for "learning through language" across the curriculum. This is achieved by deepening the learners' understanding of what "learning about language" entails, with a specific focus on literary analysis and critical literacy.

Learning Language



The roles of language across the domains

Academy's Language Policy:

The Academy's language policy complies with IB standards incorporating opportunities for learning languages at the foundation level or advanced level.

Academy's Language Profile:

In adhering to its admission policy, the Academy accepts learners from diverse cultural, social, economic, and linguistic backgrounds. For all subjects other than language acquisition in group 2, the primary mode of communication and classroom instruction is conducted in English.

Learners can converse in any language on campus, including in their mother tongue, wherever possible. The language profile of the Academy largely falls into one of the following categories.

1. The learner is proficient in English Language (Parents are proficient in English)
2. The learner is proficient in English Language (Parents are good at English)
3. The learner is good at English Language (Parents are good at English)
4. The learner is good at English Language (Parents are proficient/good at a language other than the English language)

As the medium of instruction at the Academy is English, its proficiency is a mandatory requirement for all learners. Any parent who primarily speaks in Kannada, Hindi, Tamil, Malayalam, or Telugu, will be provided appropriate translations when communicating if they are not proficient in English.

Support to Mother Tongue:

The mother tongue holds vast significance for individuals, as it instils a sense of pride and belonging when they listen to and converse in their native language. The Academy appreciates and encourages learners to speak their mother tongue wherever possible. learners have varied opportunities to nurture their mother tongue as the Academy will

- Provide magazines, newspapers, and books in Hindi, Kannada, Tamil, Malayalam, Telugu, and other vernacular languages.
- Encourage participation in cultural activities in their mother tongue. Organise activities such as debate, storytelling, extempore, etc., in different languages.
- Encourage group discussions and collaborative project discussions in mother tongues.
- Organise CAS activities with communities speaking different languages.
- Provide reading and resource material in several languages in the Library/Resource Centre.
- Encourage learners to write articles, essays, and tabloids for academy magazines and newsletters in their mother tongue.
- Celebrate International Mother Language Day on February 21st every year.
- Encourage self-taught language and provide support wherever possible.

The Academy will provide support for other languages, while the working language and medium of instruction are English

Language Choices at Academy:

| Group | Language Offered | Level | Offered to |
|-------|---------------------------------|-----------|---|
| 1 | English language and Literature | HL/SL | <ul style="list-style-type: none">• The fluent language users, preferably the chosen language is the most competent one for the taker.• Those who are introduced to this language from an early age for an extended period.• Learners study literary works and non-literary texts to demonstrate analytical skills in oral and writing. |
| 2 | Spanish | Ab initio | <ul style="list-style-type: none">• The beginner who has little or no knowledge of the language. |
| 3 | Hindi | SL/HL | |

Support to CALP

Every subject instructor will create appropriate methods for reinforcing prior learning, providing learning support for novel material, acquiring knowledge through practice, and demonstrating mastery. Reading, listening, speaking, conversing, using command phrases, and thinking are all ways to build the skills.

Support for Bilingual Diploma:

The Academy provides support for bilingual diplomas through the following two options:

1. Choose both languages from Group 1.
2. Any subject from Group 3 or 4 is learned through a language other than the one chosen in Group 1.

Language Learning Support:

Language learning at the Academy extends beyond the curriculum. Learning forms such as debates, speeches, extempore, creative writing, content writing, book reviews, etc. are explored.

Language learning is based on the following components –

- Oral – Listening and Speaking
- Visual – Observing and Analysing
- Written – Reading and Writing

The educators at the Academy will focus on subject-specific terminologies, key terms, symbols and notations for effective communication within the subject.

Responsibilities:

Learners will

- Master language proficiency and skills by participating in all activities and becoming good communicators.
- Develop international-mindedness, intercultural understanding, and respect through language acquisition.
- Develop IB learner profile attributes such as thinkers, communicators, and reflective abilities through daily language learning.

Educators will

- Provide meaningful and varied opportunities for learners to attain proficiency in reading, writing, speaking, and listening skills.
- Participate in language planning sessions and strive to enhance the communicative skills of the learners.
- Focus on IB learner profile and ATL skills in language teaching and learning.
- Organise different activities and formative assessments to develop communication skills among learners.
- Promote mother tongue wherever possible.

Parents will

- Maintain open communication with the Academy regarding the language learning needs of the learner.
- Encourage participation in all academy activities including CAS.
- Understand the provisions of bilingual diplomas and self-taught language and guide the learner in consultation with the diploma coordinator.

The Administration will

- Provide qualified faculty and resources for language teaching and learning.
- Communicate language learning expectations of the Academy and IB to the community.
- Organise and schedule collaborative planning to understand individual learners' language requirements and suggest remedial measures wherever applicable.
- Provide adequate professional development for educators to ensure that all educators are language educators.
- Provide adequate facilities, such as an audio-visual room, and a language lab.
- Consistently update the Academy library with varied language books and subscriptions.

Communicating the Policy:

- Language policy will be available on the Academy's website along with other policies, for the Academy community.
- The policy will be available in the Academy handbook which is shared with all learners and parents.
- The policy will be available in the staff room and in the library for staff and learners.
- All policies will be discussed during the staff and learner orientation at the beginning of every academic year.

References:

<https://www.edu-links.org/learning/importance-language-instruction>

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

https://www.aiaschool.net/pdfs/Policy/LANGUAGE_POLICY_.pdf

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