

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. To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the globe to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be correct.

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 students 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). It looks at the commitment of the Academy, its faculty and students to promoting and respecting different languages alongside the working language.

Philosophy of Language Teaching and Learning:**Purpose:**

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Philosophy of Language Teaching and Learning:

The Academy's language philosophy is that 'All teachers are language teachers'; language is not only a mode of communication but also a tool to understand the culture to appreciate diversity. 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. Academy offers its students opportunities to engage in realistic and meaningful language learning experiences within a positive and encouraging environment. It is committed to students gaining the most from their language learning experiences; different instructions to meet the needs of various learning styles.

Language does much more than promoting 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 school prioritises language learning and includes mother tongue, host country language and other languages.
- Teaching and learning to address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.
- Teaching and learning are responsible for the language development of students.
- Assessment at the school aligns with the requirement of the programme(s).
- Collaborative planning and reflection recognize that all teachers are responsible for language development.
- The school utilises the resources and expertise of the community to enhance learning within the programmes.

Academy's Language Profile:

As stated in its admission policy, the academy enrolls students from diverse cultural, social, economic, and linguistic backgrounds; the primary mode of communication and classroom instructions for all subjects other than language acquisition in group 2 are in English.

Learners are free to 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. Learner is proficient in English Language (Parents are proficient in English)
2. Learner is proficient in English Language (Parents are good at English)
3. Learner is good at English Language (Parents are good at English)
4. 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; since the working language of the Academy is English.

Support to Mother Tongue:

Mother tongue is very special to any individual as it brings pride to listen and converse in theirs. The academy appreciates and encourages students to speak their mother tongue wherever possible. Students have varied opportunities to nurture their mother tongues as the academy will

- Provide magazines, newspapers and books in Hindi, Kannada, Tamil, Malayalam, Telugu and other vernacular languages.
- Encourage participation in cultural activities through 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 enough reading and resource material in several languages in the Library/Resource centre.
- Encourage students to write articles, essays and tabloids in their mother tongue for school magazines and newsletters.
- Celebrate international mother language day on February 21st every year.
- Encourage self-taught language and provide support wherever possible.

Though the working language and medium of instruction are English, the academy will ensure support for other languages.

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 exposed to this language from an early age for an extended period. • Students 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.

Support for Bilingual Diploma:

Academy provides support for bilingual diplomas by the following two routes.

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 is not limited to the content, learning in the classrooms takes varied forms such as debates, speeches, extempore, creative writing, content writing, book reviews, etc. Language learning is based on the following components –

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

Each teacher at the academy will focus on subject-specific terminologies, key terms, symbols and notations for effective communication within the subject.

Responsibilities:

Students will

- Master language efficiency 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 skills through daily language learning.

Teachers will

- Provide meaningful and varied opportunities for students to attain proficiency in reading, writing, speaking and listening skills.
- Participate in language planning sessions and strive to achieve 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 school regarding the language learning needs of the learner.
- Encourage participation in all school activities including CAS.
- Understand the provisions of bilingual diploma and Self-taught language and guide the learner in consultation with the Diploma Coordinator.

Administration will

- Provide qualified faculty and resources for language teaching and learning.
- Communicate language learning expectations of the Academy and IB to the school community.
- Organise and schedule collaborative planning to understand individual learners' language requirements and suggest remedial measures wherever applicable.
- Provide adequate professional development of teachers to ensure that all teachers are language teachers.
- Provide adequate facilities for listening, 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 school community.
- Policy will be available in the academy handbook which is shared with all students and parents.
- Policy will be available in the staff room and in the library for staff and students.
- All policies will be discussed during the staff and student 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.aischool.net/pdfs/Policy/LANGUAGE_POLICY_.pdf