

**AMITY
GLOBAL SCHOOL**
वसुधैव कुटुम्बकम् | THE WORLD IS ONE



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CONTENT:

- I. IB Mission Statement
- II. Amity Global School, Noida Mission Statement
- III. IB Learner Profile
- IV. Philosophy
- V. Purpose and Objectives of the policy
- VI. Language Policy Designing, Monitoring and Review Committee
- VII. Language practice and profiles
- VIII. Language of teaching and Learning
- IX. English as a language of instruction
- X. Acquisition phase
- XI. All teachers are language teachers
- XII. Primary Years Programme
- XIII. Cambridge Lower Secondary School
- XIV. Cambridge Secondary School
- XV. The Diploma Programme
- XVI. Role of parents and local community
- XVII. Recognition of native language
- XVIII. Language selection by students
- XIX. Support for students not proficient in language of instruction
- XX. Links to various policies
- XXI. Review process
- XXII. Language Assembly
- XXIII. Language Days
- XXIV. Library Support
- XXV. Guest Speakers
- XXVI. Bibliography
- XXVII. Annexures

IB Mission statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(From IB Website)

Amity Global School, Noida Mission statement:

Our mission is to nurture young minds through a sound educational programme which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his or her academics, social and sporting skills, thereby developing into a well-balanced personality.

AMITY GLOBAL SCHOOL
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IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Philosophy

Amity Global School believes that every teacher is a language teacher and recognizes its importance as a means of communication, a means to connect the self to the external world through knowledge, thoughts, reflection and expression. Language is a mirror of culture, tradition and identity of an individual.

Purpose and Objective:

Language enables us to appreciate the importance of culture, diversity, and sensitivity towards others. Attending to students' language development is a pedagogical imperative. This development is essential to students' intellectual and social growth and enables full participation in the wider community.

We want our learners' to be plurilingual in a multilingual society and develop cultural awareness and respect and encourage to maintain and enrich their proficiency in their mother-tongue while communicating to their family members.

Language Policy Designing, Monitoring and Review Committee

The Language Policy steering committee comprises of the Principal, Programme Coordinators, members of the Senior management, Head of Departments, Librarians along with 2 teachers from IB PYP and 2 from IB DP, Language teachers, parents and students.

The committee will meet at regular intervals to update the language policy and issues and it will be reviewed in every two years.

The committee is responsible to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is done collaboratively a range of strategies. The members of the steering committee ensure that the Language Policy is made available to all stakeholders of the community through school website, newsletter, blogs and official publications.

Language practices and profiles

Most teaching staff is native speakers of the Hindi language though all are competent communicators in English language.

The internal working language of the school is English, in which the most operational and development activities take place. It is also the language of its governance, management and academic committees.

Students are encouraged to communicate in English inside and outside the classroom however, they can use their mother tongue to comprehend, read, express their understanding to facilitate the understanding of a concept, or sharing their understanding.

Languages offered in the school are Hindi and French.

- Grade 1 – Hindi
- Grade 2 onwards – Hindi & French
- Grade 9 – Choice of Hindi/French. English is mandatory.

Most support staff come from local community and understands Hindi hence, they will be instructed in Hindi.

Communication- all verbal and non-verbal with the parents will be done in English. In cases if one is not very comfortable with English then Hindi may be resorted to as it is the next most popular language after English.

Language of teaching and learning:

English is the principal language of instruction of the school. All students with suitable proficiency in English are instructed in English with clarifications in mother tongue if need be.

While English is the instruction language in all classes, students can converse in their mother tongue in smaller groups or when communicating with the teacher for better understanding of the concepts. Allowing students to use their mother tongue in subject lessons may be important to help them activate their prior understanding and thereby enhance their deep learning. All assessments are taken in English except of the chosen second language.

School library

The school sees the library as a valuable resource to promote the international mindedness aspect of the IB program. The library plays an important role in language learning and we appreciate the importance of creating a well-resourced learning environment. The library is becoming increasingly well stocked with

- Fiction, non-fiction, multicultural books, multilingual books.
- Magazines, periodicals and audio-visual resources (both national and International).
- World classics, autobiographies, reference books, Encyclopedias and media that is accessible to all students and staff.

The library serves as a hub for language resources, researching, information literacy and classroom support and extension. Throughout the school, students have regular access to the library through class time for researching and wider reading assignments. Research skills are systematically taught. Students are also encouraged to use the library for research purposes and to develop their reading skills. The library is also seen as a place which makes a strong statement that all languages are celebrated and supported. The library has a collection of bilingual books, books in regional languages of India and the school continues to add this collection.

The library also aims to give global exposure to students of different languages through membership of American Center, British Council and through various online subscribed e-resources and databases which are easily accessible to students and staff.

The Language to be spoken in the library is English and occasionally mother tongue.

English as the Language of Instruction:

Every teacher is a language teacher ensuring proper written and spoken language. English is the language of instruction within the school. Regular English lessons will play an important role in teaching and reinforcing linguistic skills required in all other subjects.

Teachers need to adapt their teaching style according to the status of each student, meaning whether one is a native speaker of the language or not. Mother tongue or vernacular language is followed to make the instructions clear.

As a rule, students must converse in English during all classes except in French or Hindi classes. The vernacular language can be used to bring about clarity in comprehending tasks and instructions.

Acquisition phases

Language acquisition happens at various levels in integrated manner keeping the learner in mind and the phase he/she is on.

Language Pathway

Languages being offered in the school are English, Hindi and French.

IB Primary Years Programme

Students have English as Language A. The students are exposed to language B from Grade 1 and foreign language (French) from Grade 2 onwards. The additional languages offered are French and Hindi.

Cambridge Programme

In (Cambridge International) Grade 9 students have a choice between Hindi / French. English is a mandatory subject.

In A Level students have English as first language. Apart from that they can take Hindi as their Second choice.

IB Diploma Programme

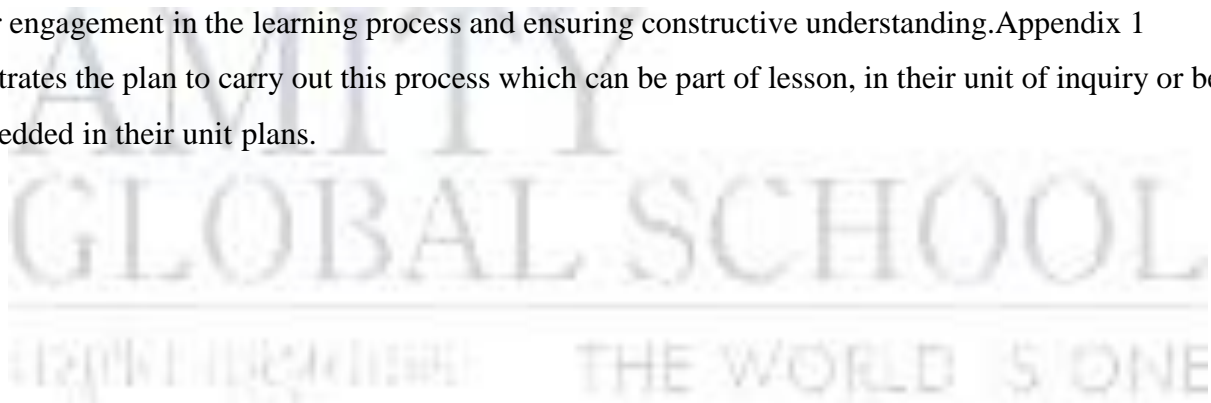
Group 1: Language and Literature is offered in English and Hindi.

Group 2: Language Acquisition is offered in English, Hindi and French abinitio. Students who have done French in grade 9 and 10 shall have the option of taking English or Hindi. Those who have not taken French earlier and are beginners shall have the opportunity to choose from English, Hindi or French abinitio.

Academic Language Development lies in the purview of the teacher. In building knowledge and understanding, teachers simultaneously provide support in instructional and learning aspects of a student's growth. They plan instructional and learning strategies to help students acquire Cognitive Academic Language Proficiency (CALP). It helps in:

- Activating prior understanding and building background knowledge
- Scaffolding learning
- Extending language
- Affirming identity.

CALP activities are conducted to ensure that students participate in the learning process, encouraging their engagement in the learning process and ensuring constructive understanding. Appendix 1 illustrates the plan to carry out this process which can be part of lesson, in their unit of inquiry or be embedded in their unit plans.



Primary Years Programme

Promote inquiry-based authentic language learning

Through language students share and take further what they know, what they experience as well as construct meaning. The students at Amity Global school are involved in learning language, learning about language and learning through language. They listen and speak the language, look at how the language works and use it to share their understanding with the world. Students are encouraged to construct, think critically and express themselves in a language they are comfortable & confident in. They are encouraged to know not only the language skills but its usage, their interests and needs. The students are given opportunities to read books / texts, write, speak and present (using different medias) their thoughts & ideas as well as learning.

Focus on the transdisciplinary nature of language learning.

Language leads to inquiry and in an inquiry classroom (Home room or single subject) the teachers & students use language to research, share, present and appreciate learning. The school programme of inquiry looks at giving the students opportunities to exhibit, develop and use language. The students share their prior knowledge, research, reflections and present their understanding of the units through languages and in turn connect to how it works as well as further use it to express their understanding of new situations.

Incorporate the teaching and learning of language into the programme of inquiry.

Language learning is a developmental process. The school programme of inquiry gives scope for the strands of Language to be looked at, in the teaching & learning process- listening & speaking, viewing & presenting, reading and writing.

Provide for the teaching of additional languages at least from Grade 1.

The students are exposed to language B from Grade 1 and Foreign language (French) from Grade 2 onwards. The additional languages offered are French and Hindi. The students from Grade 1- 5 have Additional Language classes 3 times a week of 45 minutes each. The school appoints trained / qualified staff for teaching all the additional languages in the primary school. The pedagogy of the programme, the trans-disciplinary connections as well as assessment philosophy is followed by these classes also. These teachers have access to all IB documents and are a part of school collaborative meetings and undergo the mandate PYP PD-IB & in school.

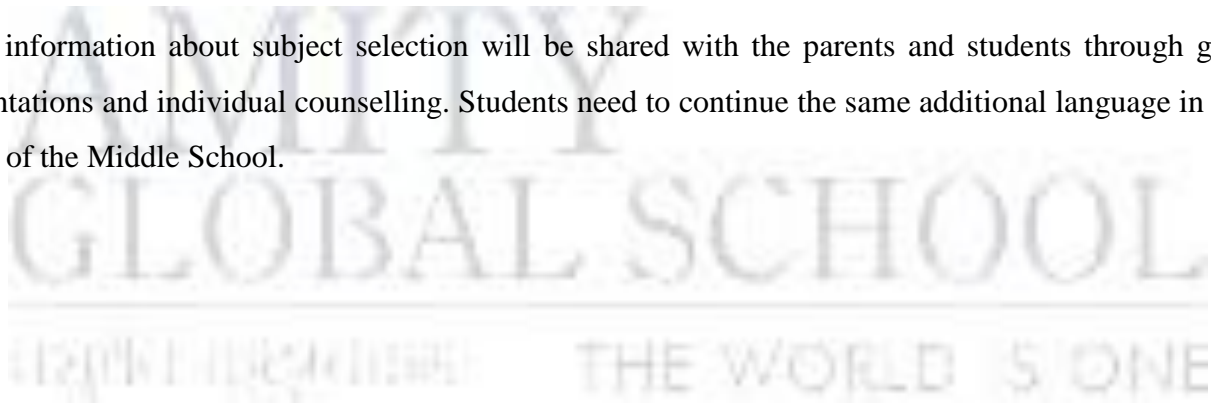
Provides feedback to support learning.

Language (medium of instruction, mother tongue and additional Language) is a powerful tool for providing feedback to parents, students, teachers and administrators of the school. The students & teachers may choose to write, draw, use ICT, anecdotes or orally give as well as receive feedback for further learning or making adjustments in their teaching & learning process.

By the time, learners enter the middle school, it is expected that they have acquired substantial proficiency in languages. Here, emphasis is laid to ensure that learners communicate ideas, learning, responses and thoughts effectively through activities, presentation, assignments and school assessments.

All students will learn subjects in the medium of instruction- English. The students will be offered two languages - Hindi, French. Hindi, the mother tongue of majority of the students in North India is the second language. It helps students to recognize, respect and propagate their language. French is also offered to inculcate an understanding about different languages, their origin and develop internationalism in the students.

The information about subject selection will be shared with the parents and students through group orientations and individual counselling. Students need to continue the same additional language in each year of the Middle School.



Cambridge Secondary Examination:

After Grade 8, students appear for their IGCSE curriculum. This curriculum demands high level of theoretical expertise and a higher degree of proficiency in both written and verbal language. Number of students in this programme are bilingual and multilingual hence, mother tongue interventions become necessary. The school offers English, French and Hindi at this level and students choose the language they wish to learn.

Cambridge A Level

It is imperative that the A level student exhibits a high degree of competence in English as now most of them are preparing for higher education wherein English would be a major medium of instruction. In case a student is seeking admission to a university, appropriate inputs from the school fraternity and infrastructure are provided to such students whatever be their number.

The teaching learning environment, tools and systems are designed in a manner that ensures language competency of expression – oral, aural, written, investigation and analysis.

The Diploma Program:

The working language and the medium of instruction of Diploma programme is English that is most used and understood by DP students. Students enrolled for the programme come from vernacular backgrounds hence, mother tongue intervention is much needed. Every teacher plays a role of a language teacher. All academic work and instructions are given in English language, but school understands the importance of their native language as well.

Language A

The Diploma programme offers three languages to the students. In Group 1, 'Language and Literature' is offered to the students at Higher Level and Standard Level. The course is divided into four parts; two aims to develop the language and the other two to enhance the appreciation for the literary texts and to understand how language, traditions, culture of the society helps in constructing the texts. This course will encourage critical thinking and student will know the connections and interactions between text, audience and purpose.

Language B

In Group 2, French Ab Initio (French) is offered to the beginners. Language B HL /SL Hindi, and English is offered to those who have minimum two years of exposure to the language especially at middle school level / secondary level.

Inclusive practices / Special Education Need Students:

The special emphasis is given on integration SEN students in the main-stream education so that they may live normal life like any other student who. The student who is diagnosed with learning difficulties will receive additional support from the special education teacher to bring him/her to the standard level of the class. Such students will be given extra time, setting, scheduling, and presentation to complete their assignments / tests.

Role of Parents and local community:

Parents' inputs are sought during student- parent-teacher interactions and the developments are shared with them quarterly. Their involvement helps to develop a comprehensive and ever evolving, multilingual language culture at the school.

Recognition of Native language:

The importance of the mother tongue in one's life can never be undermined hence the school encourages the feeling of pride in speaking the same. By including it in the learning process for students with low levels of linguistic skills in English, which is the language of instruction, teachers may explain certain concepts in Hindi as most of the students are from the Hindi speaking belt of North India.

Our Library and resource room has books to cater to Hindi as well as other native languages of the country in addition to French books.

Language Selection by students:

The information about subject selection will be shared with the parents and students through group orientations and individual counselling. Placement in Language acquisition course is informed by knowledge of the student's language profile. All students will learn subjects in the medium of instruction - English. The students will be offered English, Hindi and French, which are offered at different levels. Levels will be based on a test on the course of study in the previous class and on the discretion of the language teacher.

Support for students not proficient in the language of Instruction:

Differentiation in language lessons is based on the requirements of the learners. All teachers respond to students' needs as all teachers are language teachers, therefore, provide individualized instruction guided in some cases by specific learning goals. Teaching strategies may include working in small

groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students.

All students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways. In the Primary School, students might for example be placed in flexible ability groups. In homerooms, students may be grouped by ability for reading groups, but work in mixed ability groups for other tasks. In the Middle School and Secondary School, students are placed in classes according to the IB's continuum of language learning phases.



Links to various policies:

The School Language Policy is the torch bearer for all other documents that govern the academic environment of the school. It is expected that the Language policy must be integrated with other school policies. Chief among them are:

- Assessment Policy
- Admission Policy
- SEN Policy
- Library Policy
- Academic Honesty Policy

Review Process

The Language policy is a dynamic document which will be reviewed regularly preferably at the end of the academic activities by the members of the steering committee. The school is ready to face the situation wherein we could be bilingual/ multilingual institution.

Language Assembly

The school conducts Language assemblies (Hindi, French and Bilingual) time to time to develop interest and proficiency in particular language wherein all learners become open-minded and enjoy learning a new language.

Language Days

The school celebrates International language days (Hindi Diwas and French Language Day) with great enthusiasm. Many activities are conducted for students related to International Language Days such as role plays, debates discussions, posters, brochures etc. so as to instil the importance of learning different languages.

Library Support

Library serves as a hub for language resources, researching, information literacy and classroom support and extension. Our library is well stocked with multicultural and multilingual books and resources such as fiction, non-fiction, magazines, periodicals and audio-visual resources (both national and International), World classics, reference books, Encyclopedia and media that is accessible to all students and staff.

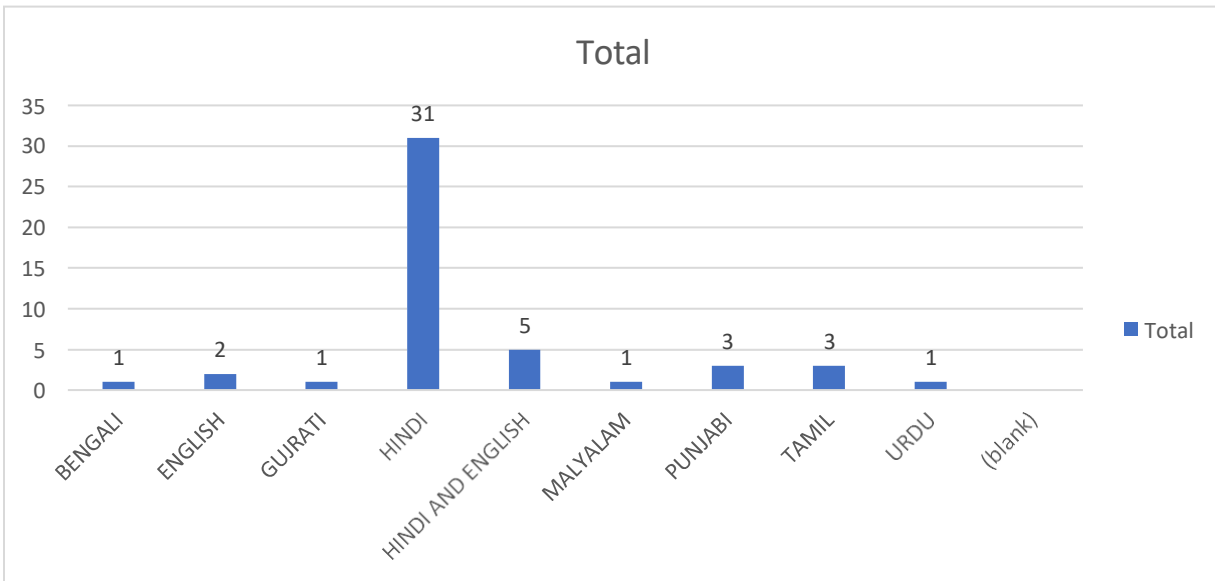
Guest Speakers

The school makes space for more Indigenous perspectives within the classroom and invites guest speakers frequently who address the learners in their vernacular language and share their culture with them that motivate them to celebrate their individuality and respect for the mother tongue.

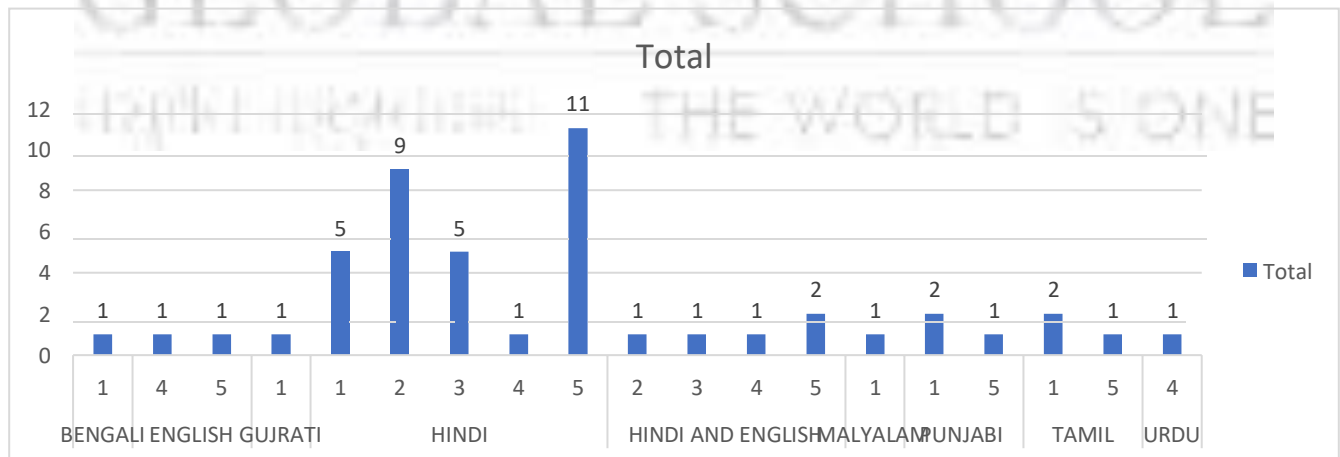
Bibliography:

1. Towards a continuum of international education (**IB Publications**)
2. The Diploma Programme from principles to practices (**IB Publications**)
3. Guidelines for developing a school language policy (**IB Publications**)
4. Learning in language other than mother tongue in IB Programmes (**IB Publications**)
5. Guidance for the support of mother tongue in the Diploma Programme (**IB Publications**)
6. Programme Standard and Practices (**IB Publications**)
7. IB Learner profile booklet (**IB Publications**)
8. Language A: Language and Literature Subject Guide (**IB Publications**)
9. Language policy Sreenidhi International School / Mon Calorx Global School

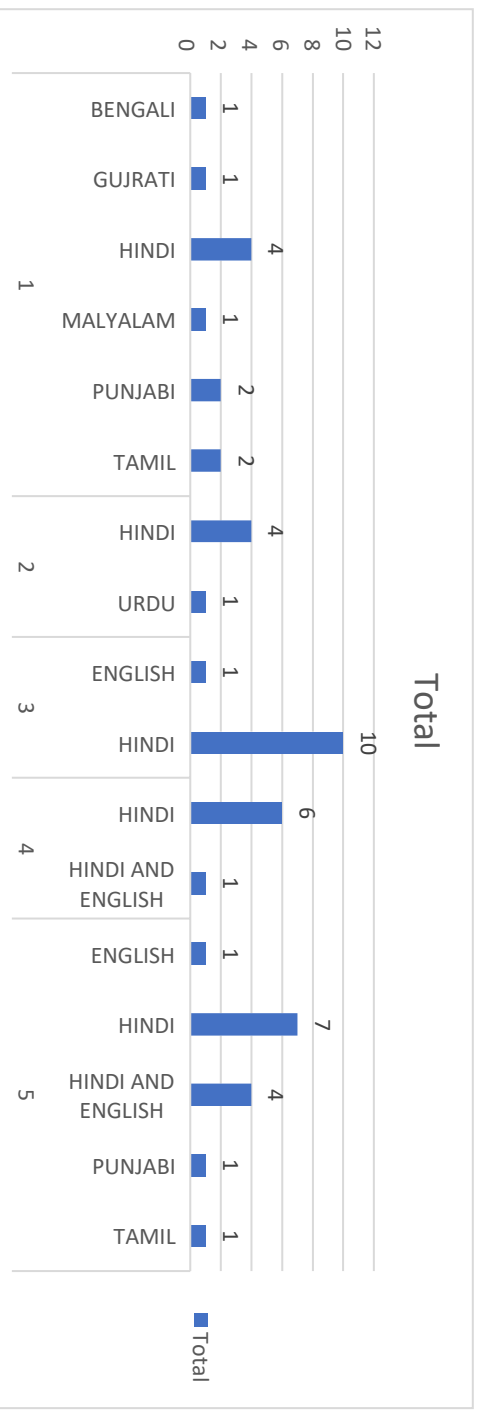
Annexures:



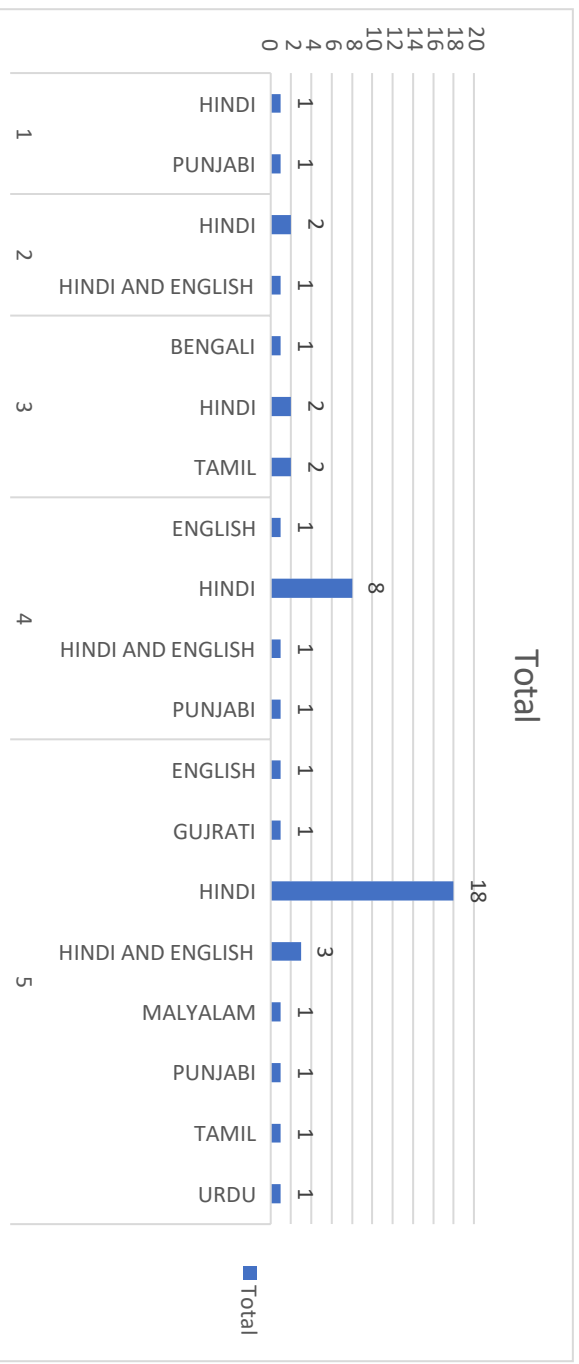
What is your native language(mother tongue)?



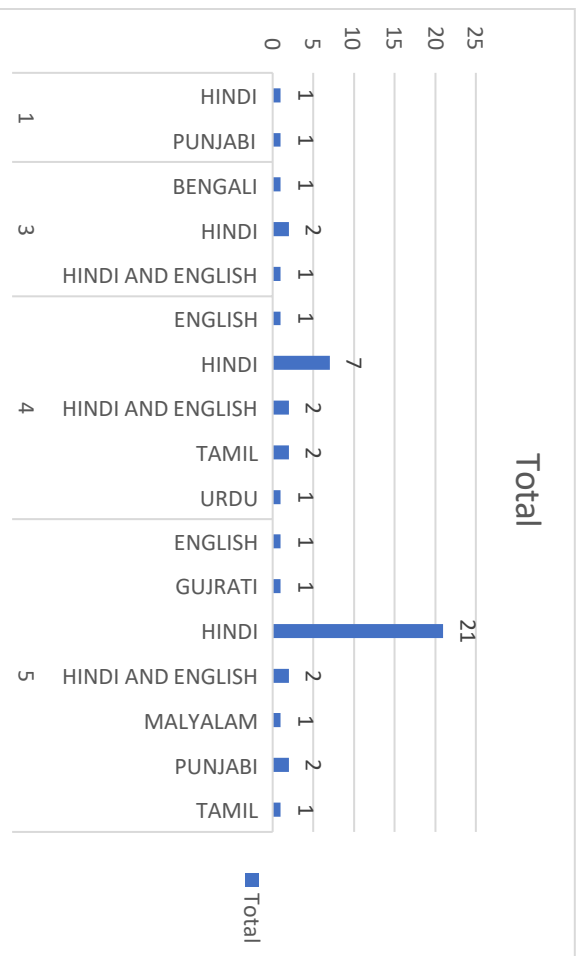
How do you rate your proficiency in Native language?(Reading)



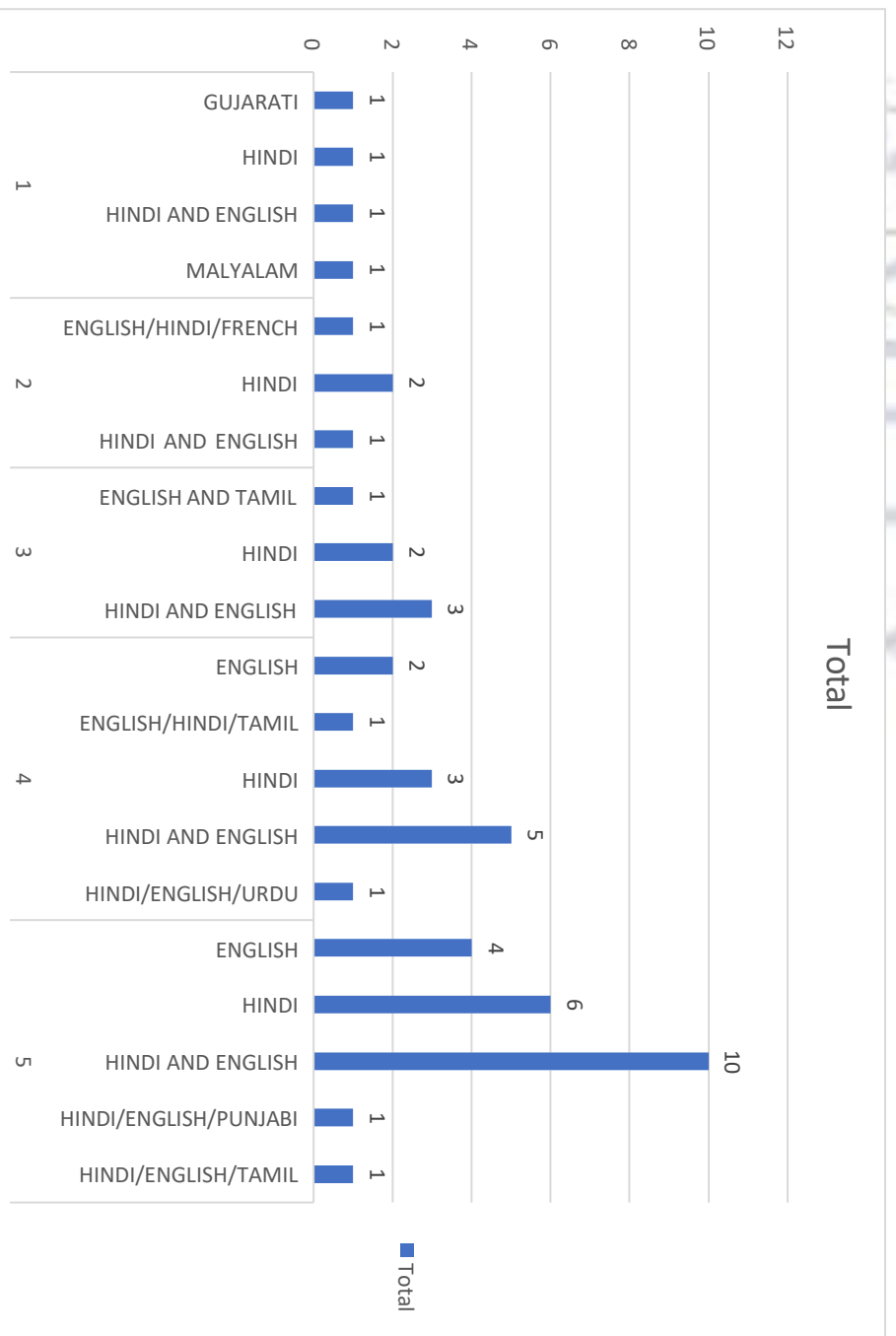
How do you rate your proficiency in Native language?(Writing)



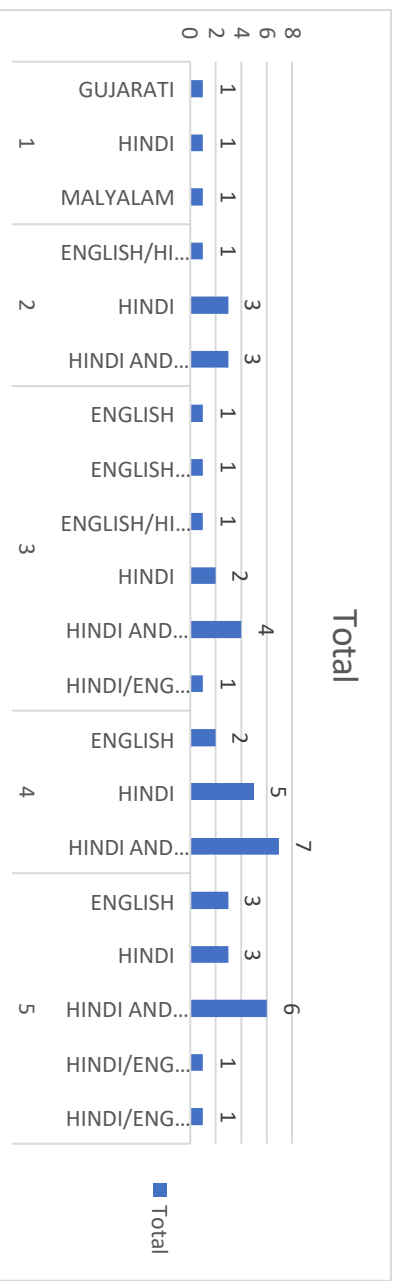
How do you rate your proficiency in Native language?(Speaking)



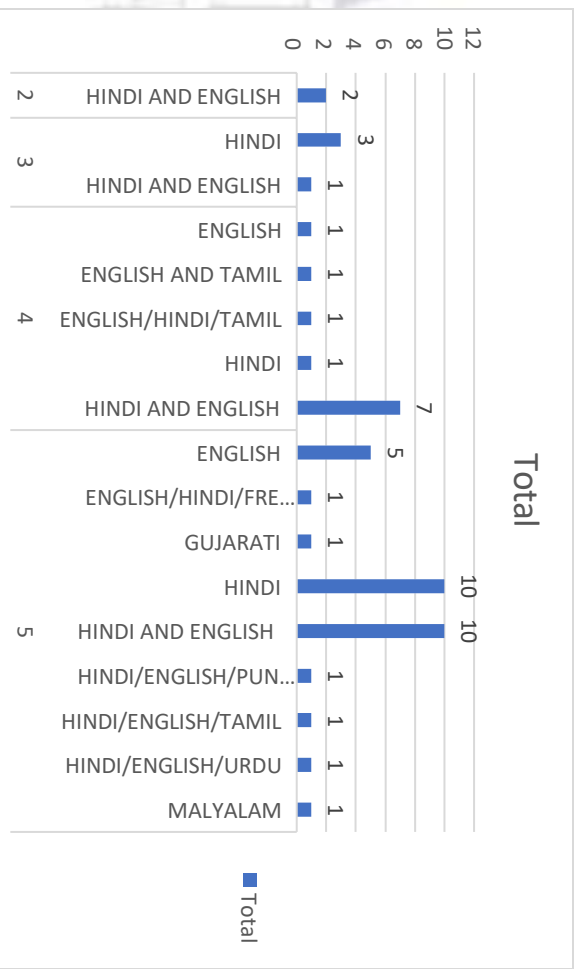
How do you rate your proficiency in Native Language?(Listening)



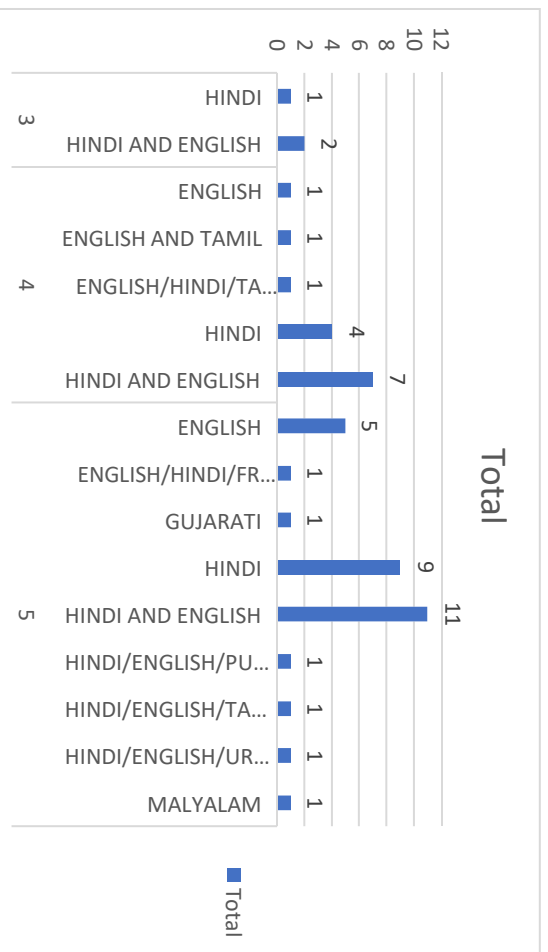
How would you rate your proficiency in Home language?(Reading)



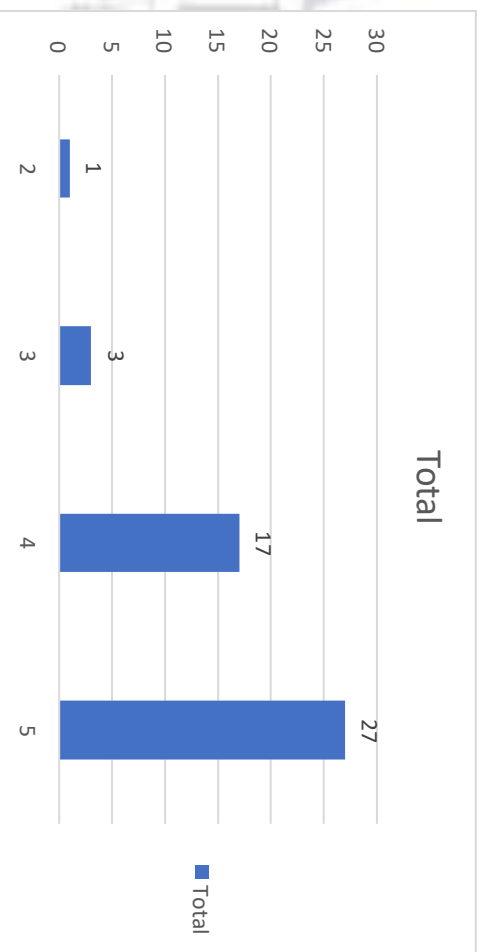
How would you rate your proficiency in Home language? (Writing)



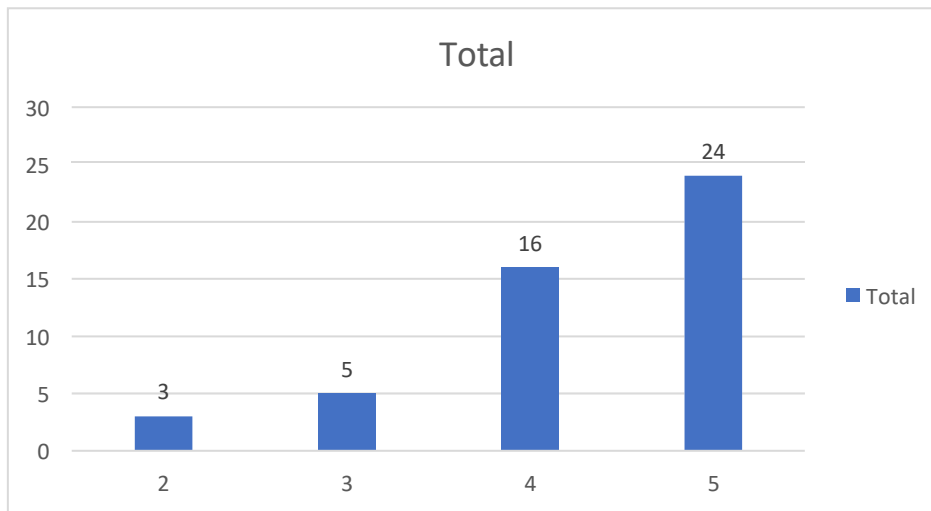
How would you rate your proficiency in Home language? (Speaking)



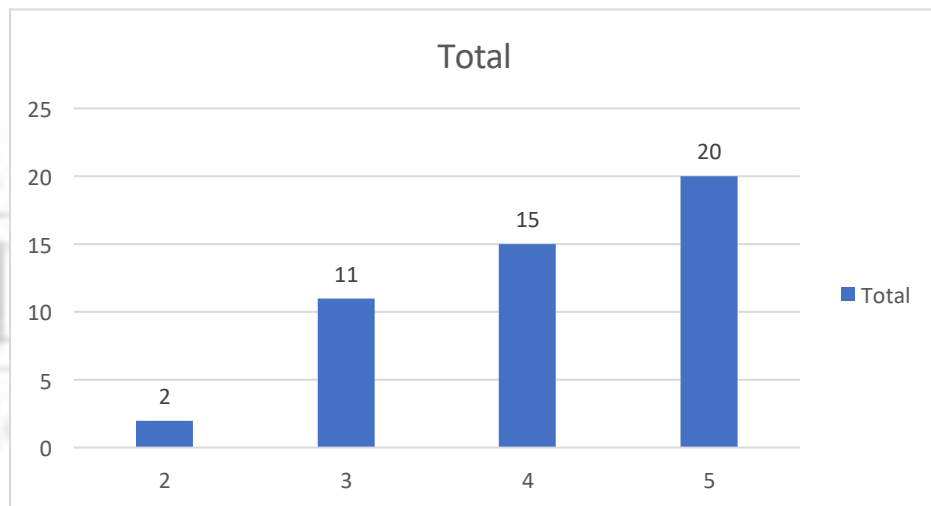
How would you rate your proficiency in Home language? (Listening)



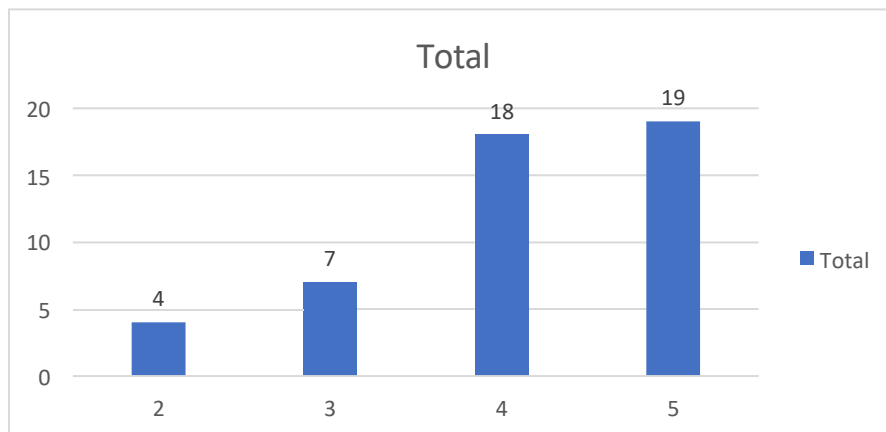
How would you rate your proficiency in English language? (Listening)



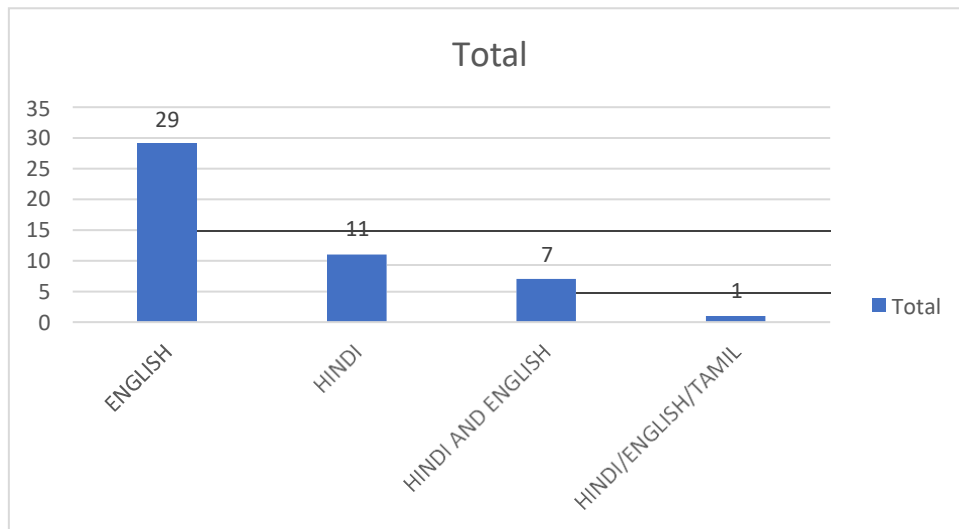
How would you rate your proficiency in English language? (Reading)



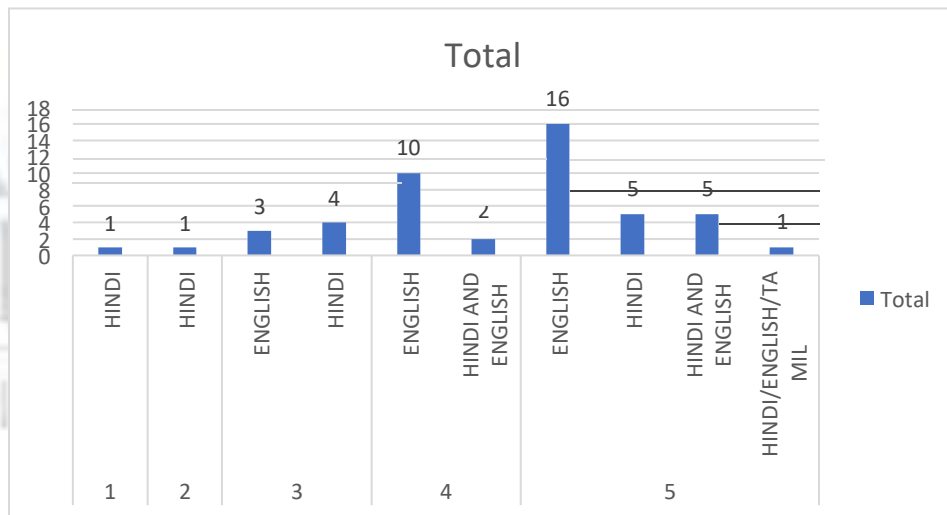
How would you rate your proficiency in English language? (Writing)



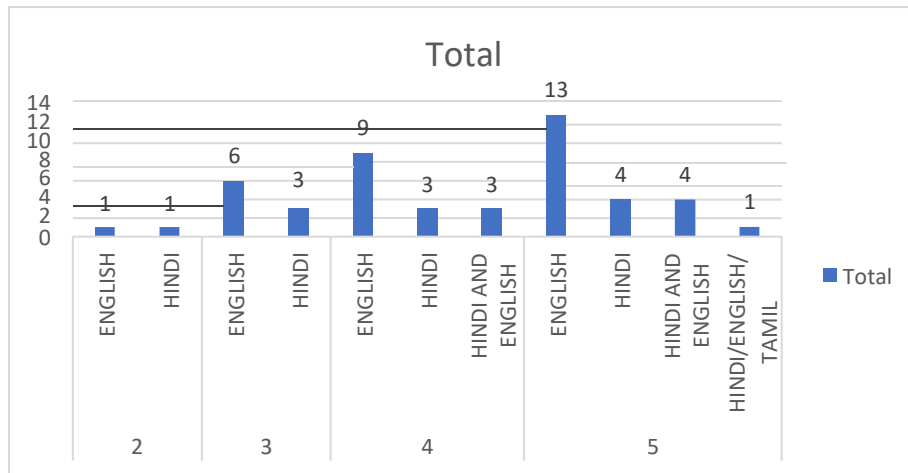
How would you rate your proficiency in English language? (Speaking)



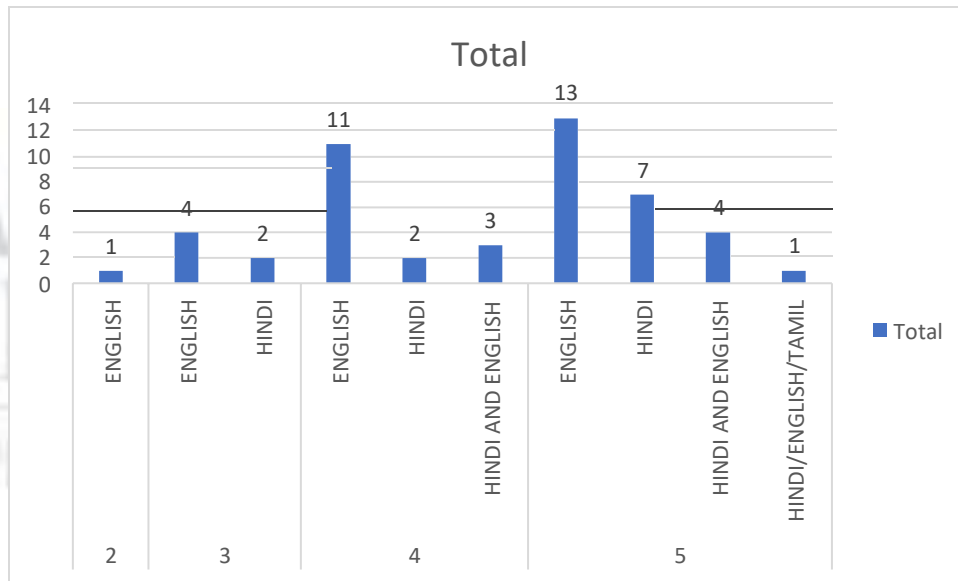
What is the most preferred language?



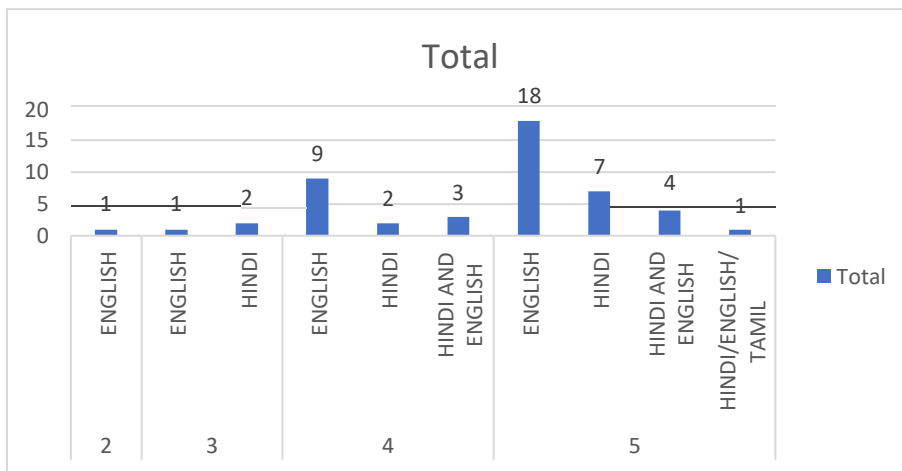
How would you rate your proficiency in the preferred language?(Reading)



How would you rate your proficiency in the preferred language?(Writing)



How would you rate your proficiency in the preferred language? (Speaking)



How would you rate your proficiency in the preferred language? (Listening)

