



LANGUAGE POLICY

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I. 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 programs of international education and rigorous assessment.

These programs 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 program 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 academic, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School, Noida Vision statement:

To inspire and enable every individual to flourish and have an innovative and deep learning experience.

II. 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 analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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.

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.

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

III. Cambridge Learners Attributes:

Confident

Cambridge learners are confident in working with new ideas and information. They are confident in taking calculated risks and do not allow anyone to take them for granted. They are very keen to evaluate and explore ideas in a structured and critical way.

Reflective

Cambridge students recognize themselves as learners. They are concerned with the products and processes of their learning and develop the strategies that can help them to be lifelong learners.

Responsible

Cambridge students are responsible and take ownership of their learning. They set targets for themselves and hold on to their intellectual integrity. The students are supportive and collaborative. They are respectful of others and understand that their actions have impacts on others as well as on their environment.

Engaged

Attributes of a Cambridge learner prepares them to make a significant difference in their lives as well as in the society, by encouraging them to be engaged intellectually and socially.

The diversified Cambridge curriculum gives the students the opportunity to indulge into a more collaborative environment thus giving them regular chances to share their knowledge and thoughts in front of their peers.

Innovative

Cambridge Learner attributes strengthens students' innovative framework by bringing a play into the curriculum and creating unique connections to the courses.

IV. 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.

V. Purpose and Objective:

Language enables us to appreciate the importance of culture, diversity, and sensitivity towards others. Attending to learners' language development is a pedagogical imperative. This development is essential to learners' 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.

VI. 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 IBDP, Language teachers, parents and learners.

The committee will meet at regular intervals to update the language policy and issues and it will be reviewed 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 with 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 the school website, newsletter, blogs and official publications.

VII. Language practices and profiles

Most of the teaching community are native speakers of the Hindi language though all of them are competent communicators of English language.

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

Learners 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 , French and Spanish.

- Grade 1 – Hindi
- Grade 2 onwards – Hindi & French
- Grade 6 onwards -Hindi & French/Spanish
- Grade 9 – Choice of Hindi/French/Spanish. English is mandatory.

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

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

VIII. Language of teaching and learning:

English is the principal language of instruction of the school. All the learners with suitable proficiency in English, are instructed in English with clarifications in mother tongue if needed.

While English is the instruction language in all classes, learners can converse in their mother tongue in smaller groups or when communicating with the teacher for better understanding of the concepts. Allowing learners 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 ones chosen as second language.

IX. School library

The library serves as a hub for language resources, researching, information literacy and classroom support and extension. Throughout the school, learners have regular access to the library through class time for researching and wider reading assignments. Research skills are systematically taught. Learners 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 the languages are celebrated and supported. The library has a collection of bilingual books, books in regional languages of India, sensory books and the school continues to add this collection.

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

Reading assessments are conducted on Microsoft on regular intervals in PYP..

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

X. 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 learner, 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, learners must converse in English during all classes except in French, Hindi and Spanish classes. The mother tongue can be used to bring about clarity in comprehending tasks and instructions.

XI. 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, French and Spanish

IB Primary Years Programme

Learners have English as Language A. The learners are exposed to language B from EY1 and introduced in EY2 and foreign language (French) from Grade 2 onwards. There are three introduced language in Primary Years EY2 as per the appropriate level.

Cambridge Programme

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

In A Levels, learners have English as the first language.

IB Diploma Programme

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

Group 2: Language Acquisition is offered in English, Hindi, French ab initio, French SL, Spanish ab initio and Spanish SL. Learners who have done French in grade 9 and 10 shall have the option of taking English or Hindi (SL and HL)/French SL, Spanish ab initio and Spanish SL.

XII All Teachers are Language Teachers

Academic Language Development lies in the purview of the teacher. In building knowledge and understanding, facilitators simultaneously provide support in instructional and learning aspects of a learner's growth. They plan instructional and learning strategies to help learners 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 learners participate in the learning process, encouraging their engagement in the learning process and ensuring constructive understanding.

XIII. Primary Years Programme

Promote inquiry-based authentic language learning

Through language learners share and take further what they know, what they experience as well as construct meaning. The learners 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. Learners 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 learners 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 & learners use language to research, share, present and appreciate learning. The school programme of inquiry looks at giving the learners opportunities to exhibit, develop and use language. The learners 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 learners are exposed to language B from EY1 and introduced from EY2 and Foreign language (French) from Grade 2 onwards. The additional languages offered are French, Hindi. The learners 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 classes follow the pedagogy of the programme, the trans-disciplinary connections as well as assessment philosophy. These facilitators have

access to all IB documents and are a part of school collaborative meetings and undergo the mandatory trainings of PYP, CIE & IBDP at regular interval .They also have access to all the documents.

Provides feedback to support learning.

Language (medium of instruction, mother tongue and additional Language) is a powerful tool for providing feedback to parents, and teaching community of the school. The facilitators share anecdotes give and receive feedback to facilitate their teaching and learning process.

XIV. Cambridge Lower Secondary School

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

The information about the options for the 2nd and the 3rd language selection will be shared with the parents and learners through group orientations and individual counselling. Learners need to continue the same additional language in each year of the Middle School.

XV. Cambridge Upper Secondary Examination:

After Grade 8, learners move to 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 learners in this programme are bilingual and multilingual hence, mother tongue interventions become necessary. The school offers English, French, Spanish and Hindi at this level and learners choose the language they wish to learn.

XVI. Cambridge AS/A Level

It is imperative that the AS/A level learner 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 learner is seeking admission to a university, appropriate inputs from the school fraternity and infrastructure are provided to such learners.

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

XVII. The Diploma Program:

The working language and the medium of instruction of Diploma programme is English that is majorly and formally used and understood by DP learners. Learners enrolled for the programme come from non English speaking 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 learners. In Group 1, 'Language and Literature' is offered to the learners at Higher Level and Standard Level. The course aims to develop the language and enhance the appreciation of literary texts and to understand how language, traditions, culture of the society helps in constructing the texts. This course will encourage critical thinking and learner will know the connections and interactions between text, audience and purpose broadening the international mindedness.

Language B

In Group 2, French Ab Initio (French) and Spanish ab initio are offered to the beginners. French SL , Spanish HL, Hindi SL and HL and English are 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 Learners:

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

XVIII. Role of Parents and local community:

Parents inputs are sought during learner- 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.

XIX. Recognition of Mother 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 learners 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 learners 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.

XX. Language Selection by learners:

The information about subject selection will be shared with the parents and learners through group orientations and individual counselling. Placement in Language acquisition course is informed by knowledge of the learner's language profile. All learners will learn subjects in the medium of instruction - English. The learners will be offered English, Hindi, Spanish 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.

XXI. Support for learners not proficient in the language of Instruction:

Differentiation in language lessons is based on the requirements of the learners. All teachers respond to learners' 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 learners.

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

XXII. 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
- Inclusion Policy
- Academic Integrity Policy

XXIII. Review Process

The Language policy is a dynamic document which will be reviewed regularly at the end of two academic year. The school is ready for situation wherein we could be bilingual/ multilingual institution.

The school conducts Language assemblies (Hindi, French and Bilingual) time to time to develop

XXIV. Language Assembly

interest and proficiency in particular language wherein all learners become open-minded and enjoy learning a new language.

XXV. Language Days

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

XXVI. 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 learners and staff.

XXVII. Guest Speakers

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

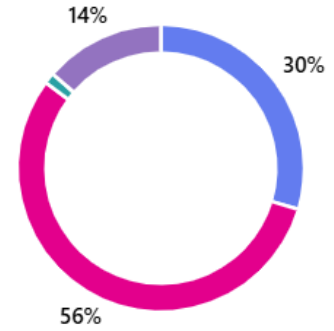
XXVIII. Bibliography

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

XXIX. Annexures: Language Profile Survey Results

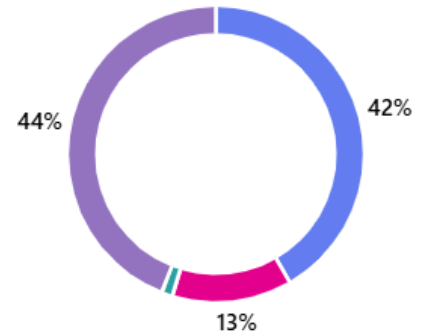
3. Which language(s) do you speak most often at home?

- English
- Hindi
- Regional language (specify below)
- Other



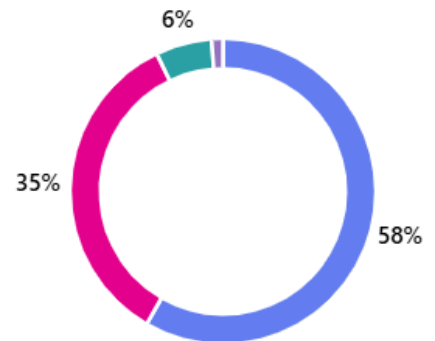
4. Which language do you use most often with your friends?

- English
- Hindi
- Regional Language
- Mix of languages



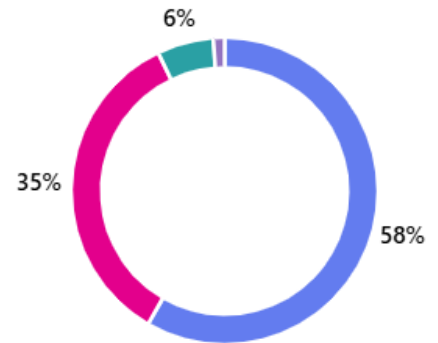
5. How well do you understand and speak English?

- Very well
- Well
- Fair
- Poor



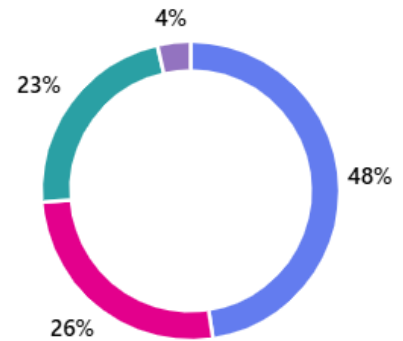
6. How well do you read and write *English*?

- Very well
- Well
- Fair
- Poor



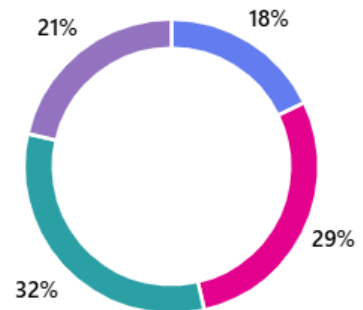
7. How well do you understand and speak Hindi?

- Very well
- Well
- Fair
- Poor



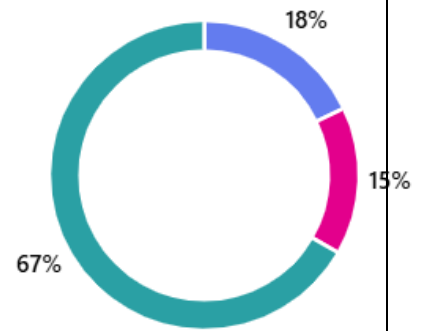
8. How well do you read and write Hindi?

- Very well
- Well
- Fair
- Poor



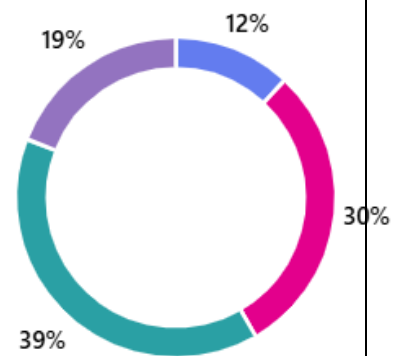
9. Do you know any other language(s) besides English and Hindi?

- Yes (specify in other option)
- No
- Other



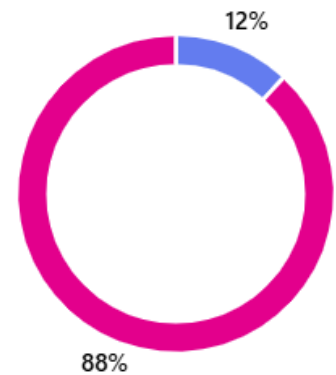
10. If yes, how well do you understand, speak, read, and write this language?

- Very well
- Well
- Fair
- Poor



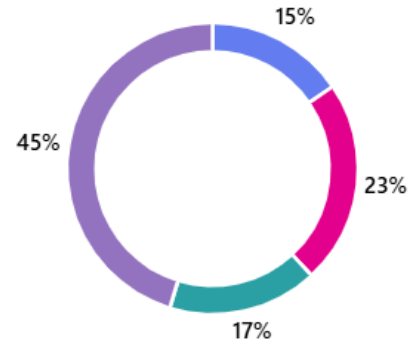
11. Do you face any difficulty in understanding lessons because of language?

- Yes
- No



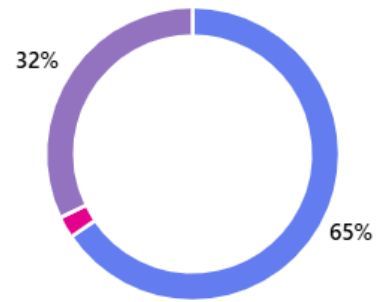
12. Would you like extra support to improve your English or Hindi language skills?

- Yes, English
- Yes, Hindi
- Both
- No



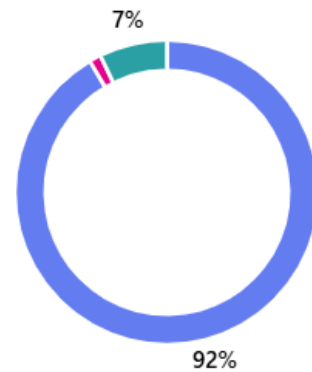
13. Which language do you prefer for classroom learning and communication?

- English
- Hindi
- Regional language
- Mix of languages



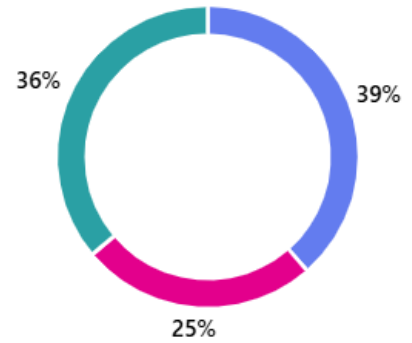
14. In which language do you usually receive school notices, circulars, or announcements?

- English
- Hindi
- Both



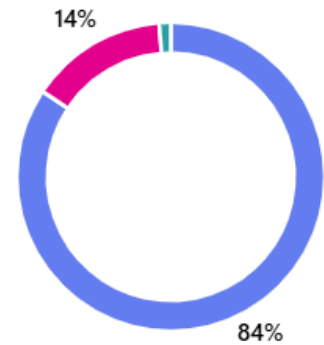
15. Do you think the school should promote the use of regional or local languages along with English and Hindi?

- Yes
- No
- Not sure



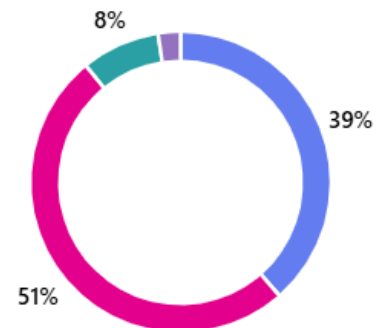
16. How comfortable are you when teachers use English as the main teaching language?

- Very comfortable
- Somewhat comfortable
- Sometimes difficult
- Very difficult



17. Do you think learning more than one language helps you understand subjects and cultures better?

- Strongly agree
- Agree
- Disagree
- Strongly disagree



VERSION 3.0

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Approved when	February 2025
Date for next review:	December 2026

IMPORTANT: All policies and documents are signed off by the Senior Leadership Team when approved.