

LANGUAGE POLICY

With languages, you are at home anywhere!

- Edmund De Waal

AHLCON PUBLIC School – Philosophy of language teaching and learning

At AHLCON PUBLIC, we create a challenging and motivating multilingual environment where the language of instruction is English.

In a constantly evolving world with converging cultures, we not only need good national citizens but excellent global citizens who while being rooted in their own culture, appreciate and embrace world culture. (IB Standard C3, Practice 7).

AHLCON PUBLIC school aims to nurture an appreciation of the richness and diversity of language. Language does much more than promote only cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and maintenance of the mother tongue enriches personal growth and helps facilitate international understanding. (IB Standard A, Practice 7).

English is the medium of instruction at AHLCON PUBLIC School and is taught as the primary language.

At AHLCON PUBLIC, language is integrated into all areas of the curriculum. Every teacher within the school is considered a language teacher. (IB Standard C3, Practice 8).

Through the IB language programmes, we aim to develop confident, curious, competent and passionate readers, writers, viewers, presenters, speakers and listeners.

Language is always taught meaningfully and in context . This context is ever evolving but the basis of which is real-life scenarios, the local area, and an expansive variety of text types. (IB Standard B2, Practice 11).

We encourage the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. Assessment at the

school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

Language Profile of students at AHLCON PUBLIC School.

At AHLCON PUBLIC school the medium of instruction is English and students have been learning this as their first language from foundation.

English is the stipulated language of communication for all purposes . English is a commonly accepted language in the host country.

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

The cultural and linguistic background of majority of the student population is similar, being residents of NEW DELHI.

The school discerns that multilingualism will enrich the personal development of a child and enhance intercultural understanding and international mindedness.

The following points summarize the language profile of students currently studying at AHLCON PUBLIC School:

1. Majority of the students (92%) have Hindi as their mother tongue/ native language.
2. A small percentage of students (5%-8%) have other Indian languages as their mother tongue.
3. Most students are second language learners of English.
4. English is the medium of instruction and is commonly acceptable to all.

Strategies towards effective implementation of the language policy.

The following strategies are suggested to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines
- Extempore.
- Debate.
- Theatre.
- Writing argumentative, persuasive articles/essays, imaginative stories etc.
- Editing the school magazine.
- Making movies on socially relevant issues.
- Street Play.
- Public Speaking.
- Celebrating various occasions & festivals.
- Role Play
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions.

Oral, visual and written language are all present within planner activities.

Support for mother tongue

AHLCON PUBLIC school believes in moulding global citizens who are rooted to culture. In accordance to the IB philosophy, the mother tongue plays a pivotal role in appreciating your roots and culture. Students are given a broader perspective on the international aspect by learning a target language and thereby appreciate the similarities and differences between their own cultures and those of the target language by reflecting on cultural values and behaviours. Thereby, strengthening aptitudes in students' mother tongue is necessary to help students appreciate their own culture as well as others'.

The library plays an integral role to support the mother tongue and has many resources and material available to students. Towards enforcing the importance of preserving regional culture and languages, the school will organise various cultural trips for students and teachers. Exposure to regional and host country culture and language is also experienced during completion of the service learning element of the core when students directly interact with the local community.

Language development as an IBCP core

Students are actively encouraged to aspire learning a language other than their best language, such as English. Language development as a core is essential to fostering respect for cultural diversity and expanding students' awareness of the world thereby blending them into global citizens.

Students will devote a minimum of 50 hours towards language development through either/ all of the mediums including but not limited to oral communication, visual representation (such as movies, docuseries etc in English), reading comprehension and writing.

The library resources at the school are well equipped to assist students in their language development in addition to guided lessons in English by an external tutor / language provider available at specific times.

Assessment: the assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students must document and create their own language portfolio and complete it to the satisfaction of the school. A nominated language teacher will check students' language portfolio regularly and discuss progress with the student. The language portfolio is not assessed by the IB but may be subject to sample review during CP evaluation.

The language portfolio helps students to map their progress and understanding of the language from when they began and to have periodic comparisons.

Language development runs concurrently with the other elements of the CP core.

Teachers as well as students should adhere to all aspects towards giving and receiving an ethical education and follow academic honesty.

Language in the Career-related studies.

The career-related studies offered at AHLCON PUBLIC School accepts assignments and assessments in English.

Role of the library at AHLCON PUBLIC School

The library is fundamental to the language programme at AHLCON PUBLIC School.

The library provides a learning space and an environment to promote love for reading, books as well as a place for research.

The library at AHLCON PUBLIC is well equipped with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff.

The school takes pride in its library as a valuable resource to promote the international mindedness aspect of the IB programme.

The library has a collection of bilingual books, books in regional languages of India and the school continues to add to this collection. It is seen as a place which strongly proclaims that all languages are celebrated and supported.

The library also provides resources for collaborative planning, researching and teacher professional development.

The librarian incorporates multilingual books for the students; however most of the books are in English. In addition to our school library, the staff has access to guided reading collections for classroom instruction. A series of books are available to cater to their year level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian.

In addition, we use a variety of online resources to support student learning and research. These resources include, but are not limited to, accessible apps like Duolingo and monDly, e-books, youtube and Netflix.

The language development aspect of the core focuses on giving the student the basic knowledge of both the language in everyday use and the culture of the places where it is spoken. This ensures that students are one step closer to an international mindset and learn to appreciate and embrace a culture apart from their own, by doing so, becoming global citizens.

The school will not permit students who have studied a language for more than 3 years or scored a C and above to take the Ab Initio level. We will also have in-house assessment to help gauge the level of language already known.

Support for students

AHLCON PUBLIC school understands that students would be learning in a language other than their mother tongue and to that end is committed to address any challenges. We are committed to providing students with any resources required to provide an integrated, well-implemented English programme. AHLCON PUBLIC school endeavours to integrate students' cultural and linguistic heritage throughout the curriculum.

AHLCON PUBLIC school uses various methods such as consultations and review of previous grades to assesses the language proficiency of the student at the time of admission. Where need be, the student is given full support from the school to ensure that the student is comfortable in the language of instruction (English). The support includes online classes and weekly review with the English tutor for any queries.

Process of review of the whole school Language Policy

A Language Steering Committee is defined and the language policy is reviewed annually, collaboratively involving the academic leadership team (head of school), the IBCP coordinator, language heads, teachers and the librarian.

All teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively to ensure an effective implementation of the language policy.

All teachers are language teachers. All teachers contribute to the language development of students. As such, all teachers provide invaluable feedback and modifications (if required) towards the school's language policy.

We strive to ensure that all staff members are supported to understand the needs of students learning in a language other than their mother tongue, particularly in English (the language of instruction)

The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community about their beliefs regarding language learning.
2. Study of literature related to language and language learning.
3. Construction of language profile of student community by collecting data from parent community.
4. Preparation of first draft of the policy.
5. Presentation of draft to the Pedagogical leadership team.
6. Incorporating changes and finalizing the Language Policy.
7. Publishing the language policy to all stakeholders.

The language policy is subject to review annually. (Next review: October 2022).

The review committee will be led by a member of the academic leadership team and is suggested to include the librarians, teachers, students, parents of the school and other stakeholders.

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances which justify the need for revision.

This document is a work in progress.

Bibilography

- ♣ Guidelines for developing a school language policy, Language and learning in

IB programmes, 2011, ©International Baccalaureate Organization.

♣ Language Scope and sequence, International Baccalaureate Organization
2003

♣ Guidelines for developing a school language policy, by IBO

♣ Internet Sources