



Language Policy

Angels International College

IB World

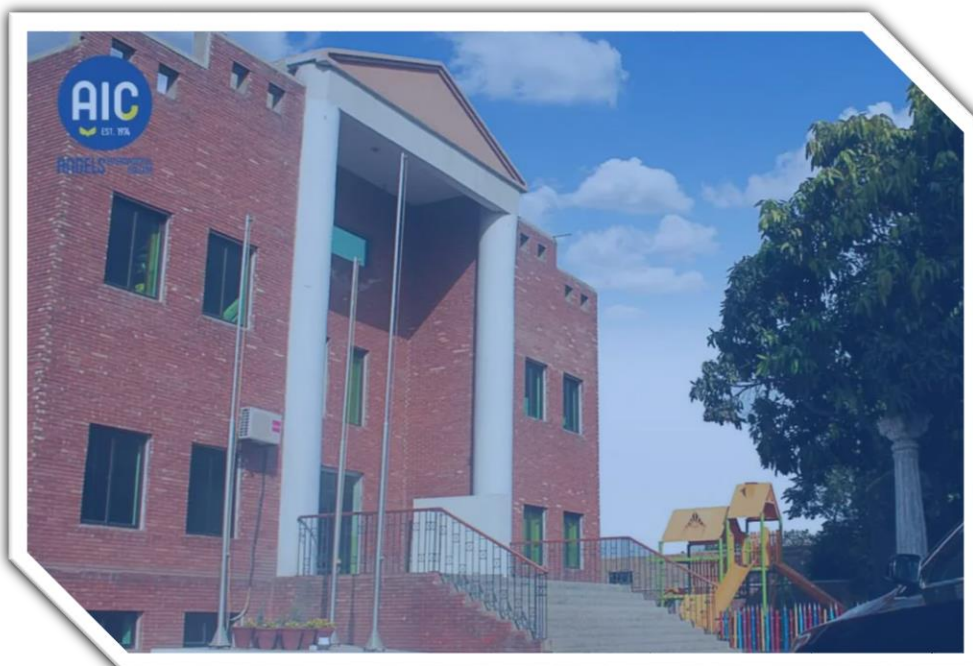


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Angels International College Mission Statement

AIC aspires for a globally connected learning environment that fosters high standards for quality education through ongoing collaboration. Institution aims to develop learners having well developed critical thinking and affective skills grooming them as lifelong learners. We intend becoming world citizens applying principled and differentiated approach equipping learners to cope with national and international contexts. We strive to develop world citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

Purpose and Scope

At AIC, we aim to bring out the best in a student mentally, intellectually, academically, physically, and culturally by developing attitudes, skills, knowledge, and values required to meet the global challenges in the 21st century. We ensure thoughtful advancements in the curriculum of our school, teaching pedagogy, school culture, learning environment, and enabling technology.

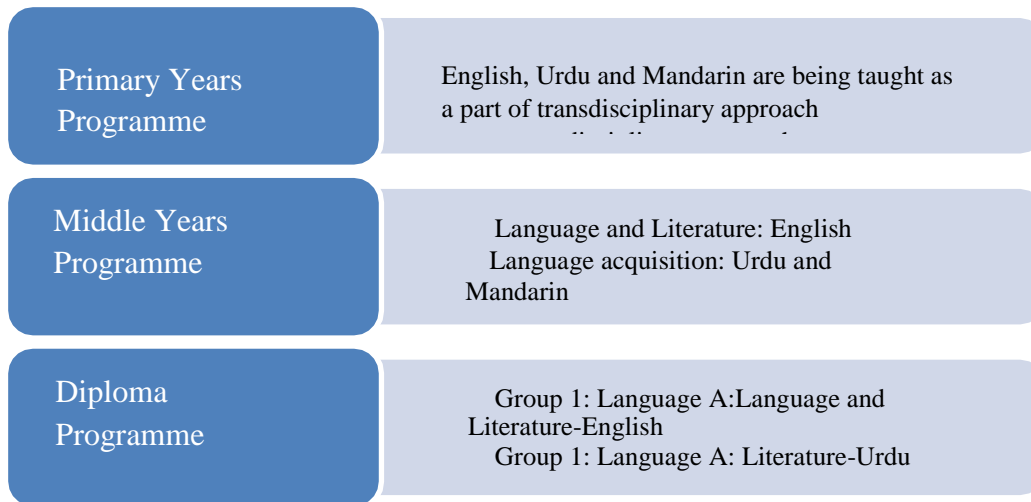
The AIC mission statement lays the foundation for our language policy. As language forms the basis for all learning, this policy is critical for helping the school achieve its mission and aspires to fulfill each aspect of the mission statement. Inspiring and challenging young minds as a caring and committed the international community to achieve excellence, assume responsibility, and pursue lifelong learning is what AIC aims for.

In line with the principles and practices of the International Baccalaureate, we recognise that because language is central to learning, all teachers are expected to be practicing language teachers. Our student body can speak more than one language and at home experience a diversity of cultures. We also believe that language learning promotes mutual understanding and respect, supporting an inclusive approach.

Language Philosophy and Language Profile:

At AIC, we believe that **all** teachers are language teachers and are responsible for teaching language within and across subject areas. As language is the key to all learning, teachers at AIC are committed

to developing language acquisition skills for every student in each class, across the curriculum. Development of language skills, both spoken and written, is critical to strengthen communication and



is also a cultural expression. Through language, our students acquire the ability to think and learn, develop social skills and values, and acquire knowledge.

Parental and community support is vital for the successful implementation of this policy. Language learning and teaching is an ongoing partnership between our schools, students, and parents.

Purpose of the language policy

This language policy is a working document developed by school administrators, PYP, MYP, and DP Programme coordinators and teachers. The policy is consistent with the stipulated principles and practices of the IB. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these programme goals. Most of the students at AIC are coming from Urdu-speaking families. Since Urdu is the national language, an overwhelming majority of students have both good oracy and literacy skills.

A segment of our student body comes from an English language instructional background. The disadvantage that a lot of our students face, is not in interactive communicative language (ICL) but rather in academic linguistic skills.

Language Pathways within the school:

Language & Literature courses at AIC are designed based on the approach of making meaning in reading and expressing meaning in writing. The pathways offered across PYP, MYP, and DP are:

(i) PYP:

Since students learn about language and through language, we understand that all teachers are responsible for the language development of students at AIC. For the same, collaborative planning and reflection are built into the regular teaching schedules of staff as well as part of the curriculum/Subject review meetings throughout the year. This helps to develop transdisciplinary links between different subject areas and integrate English, Urdu language arts, and Mandarin (partially integrated) through conceptual connections. As for all offered Programmes at the PYP level too, Urdu, English, and Mandarin are being taught as a part of the curriculum however English keeps the status of the medium of instruction. At the PYP level, Urdu and Mandarin are taught as part of a trans-disciplinary approach, but the major part of teaching and learning is English-oriented.

(ii) MYP Language and Literature and Language Acquisition:

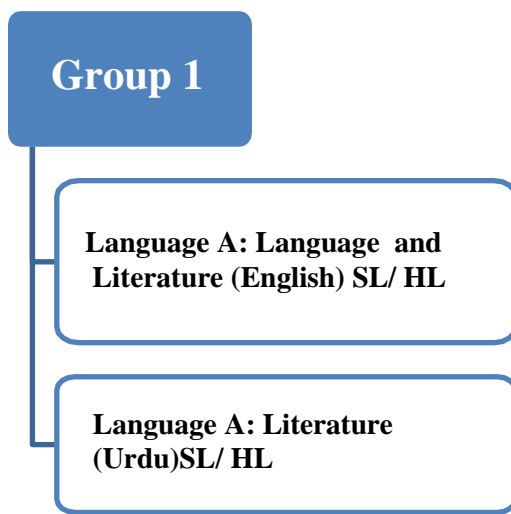
At AIC, Language teaching is segregated into two parts at MYP level. When students begin the IB-MYP Programme, they study English as Language & Literature and are required to study it each year of the IB MYP till grade MYPV. Besides that, Mandarin and Urdu are taught as Language acquisition from MYPI-MYPIII. Learners of MYP-IV are given the option to continue learning either Mandarin or Urdu and appear in e-assessments and Individual speaking assessment for selected language acquisition subjects.

(iii) DP Language Group 1

AIC offers a unique language programme at the IB DP level. During the course of two years, IBDP Group1 subject choice is one of the compulsory subjects that every student has to take. At AIC, English language and literature course is being offered in both Standard Level (SL)and

higher level(HL).**SL courses in DP** ensure students are exposed to a range of disciplines that they might otherwise opt-out of, and **HL courses** allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL.

Every student in IBDP chooses at least one language from Group 1. AIC offers the following choices at DP level:



(iv) Language Acquisition

The acquisition of language must be seen as a continuum along which each individual student progresses at his/her own pace.

AIC strives to make every student proficient in more than one language. Language Acquisition is currently offered to our students in Mandarin and Urdu at PYP and MYP level. Language Acquisition must be sustained in the same language for all five years of the MYP.

Language of the School Community:

Our student population majorly comes from families whose first language is not English. Therefore, there is generally a room of improvement when it comes to learning English as Language and for

Literature.

At AIC, we recognise these indicators and provide the relevant support needed for each student individually. With the language of instruction being English, the students with deficiencies, are identified and provided assistance as and when needed. There is special attention provided to academic language proficiency.

(i) Language Support

We support the development and improvement of native language because good language skills in native language increase self-esteem and can enhance the understanding of English and other language learning. Progression in English ought not to be at the expense of a student's native language. We celebrate mother tongues (Urdu, Punjabi) through events such as interpretive reading competition, festival, cultural and national days, declamation, debates and performing arts events.

We believe the reasons for supporting the preservation and development of a person's mother tongue are many, all of which are in keeping with the school's mission statement. These reasons include the following:

- To develop an appreciation of Urdu/Punjabi literature and language in students
- To create a community of learners who act with thoughtfulness, compassion and integrity
- The preservation and development of mother tongues
- Celebrate environmental, and societal awareness and the influence Urdu/Punjabi has

had on its development

Use of Language in the Classroom and around School in General:

At AIC, keeping in mind the philosophy 'that all teachers are also language teachers', we expect each teacher to facilitate language acquisition specific to their subject specialty. The entire teaching faculty promotes communication skills through their teaching methodology and students practice English as a learning tool.

Spelling Standardisation:

AIC acknowledges that there are multiple variations of the English language that vary not only in speech, but also in orthography. Teachers and students sometimes do not realise that, and they blend British and American spellings in one piece of writing that makes their writing seem unpolished and unprofessional. To maintain the consistency of spellings, AIC decided that it would adhere to the British spellings.

Language and Assessment:

All internal assessments and school assessments are designed keeping the learning objectives in mind. The objective of these assessments is to ensure that the student gets the most benefit. Language plays an important role in the success of IB students. AIC keeps maintaining high standards of the language of instruction within classrooms.

While language learning follows different stages, students' linguistic growth varies greatly from individual to individual. At AIC teachers evaluate these language strands (reading, writing, listening, and speaking), repeatedly while using scaffolding or extension. Both formative and summative assessments are used for evidence of language growth. (For details see AIC Assessment Policy) In PYP, language teaching is practiced through a trans-disciplinary approach while at MYP, languages are also taught by developing interdisciplinary linkages with the other subject groups.

Language profile of each student at the time of admission:

English is the language of instruction in all grades, and the ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment are the guiding principles for admission to the school.

As part of the admissions process, applicants are required to provide information about their proficiency in English. Furthermore, their oral and written skills are assessed during their two days evaluation period. As part of the inclusion policy students of all linguistic backgrounds are considered for admission.

Primary Years Programme:

In the Early Years, immersion in the English language curriculum is usually sufficient for children to quickly develop proficient English language skills.

Middle Years Programme:

Students entering MYP (I-V) must generally have sufficient competency in English in order to benefit from our academic programmes. We administer a test and/or ask the applicant to attend school. Our students have been taught English as their first language since their early years of PYP. At PYP level (I-V) English, Urdu and Mandarin are being taught as a part of the curriculum and when students begin the IB MYP programmes in MYP I, they study English as Language & Literature and are required to study it as Language & Literature each year of the IB MYP till MYP VI.

Diploma Programme:

We offer a challenging academic programmes in grades DP I-II geared toward students planning to go on to college or University. Applicants must therefore have a fairly high degree of competency in English.

International Baccalaureate Diploma Programmes is a package deal – students at AIC must take college level courses in six academic areas (English, Urdu, Individuals and Societies , Mathematics, Sciences and a required elective). Additionally, students must complete the Theory of Knowledge requirement, a 4,000 words Extended Essay, and the Creativity, Action, and Service (CAS) component. These leadership and initiative requirements make the IB programmes stand out for most colleges and universities across the world.

Sharing with all the stakeholders:

Language Policy is shared with all the stakeholders through the following mediums:

- School website
- A component of the student handbook

- Discussed frequently in Parent-Teacher-Management collaborations conducted by the school
- Frequently discussed with the students on a time-to-time basis

Policy Review:

AIC policy review panel shall review and update the Language policy every year. The panel includes office bearers from academic monitoring and evaluation departments.

References:

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