

## LANGUAGE POLICY

### **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.

### **Amity Global School-Gurgaon, Mission Statement:**

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, 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/her academics, social and sporting skills, thereby developing into a well-balanced personality.

### **Amity Global School-Gurgaon ,Vision Statement**

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

### **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.

## **LANGUAGE POLICY OF AGSG**

This language policy is a working document developed by Principal, academic coordinators and faculty from each school programme - International Baccalaureate Primary Years Programme (IBPYP), Cambridge International and International Baccalaureate Diploma Programme (IBDP). The policy is consistent with the stipulated principles and practices of IB and Cambridge International. Our policy is a statement of agreement—one to which the AGSG community is committed to achieve.

## **PURPOSE OF THE LANGUAGE POLICY**

This policy is intended to provide an overview and guiding principles for language learning at AGS, Gurgaon which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment.

The objectives of the policy include:-

- To have a common language of interaction throughout the campus, whether the interaction is academic or social or
- To discourage formation and thus isolation of any group of students on the basis of language and
- To prepare students adequately for higher studies at various English-speaking To ensure clear communication and understanding with and by students in the classroom.

## **PHILOSOPHY**

At AGSG, we believe language is a vital tool for learning, communicating and being an active member of a global society. We recognize that all teachers are language teachers who have the responsibility to facilitate language acquisition and promote communication skills. As communication in the world changes, we have the responsibility of supporting our students to be multilingual learners. Language opens the mind and presents opportunities that will cultivate internationally minded citizens. Language is the major connecting element across the curriculum.

To support multilingual learners and promote language & literacy following Languages are offered at AGS, Gurguram:

- English
- Hindi
- Spanish
- German
- French

In addition, students are supported for self-taught Language A.

## **ROLE AND RESPONSIBILTIES OF ALL TEACHERS AS LANGUAGE TEACHERS**

All teachers at AGS aid English language acquisition in following ways:-

- All teachers use language in correct way modelling high standards of written and spoken language.
- All teachers provide opportunities for reading, writing, listening and presenting through various class activities and provide feedback on the

- Teachers give students opportunity to collaborate where they can discuss using English language.
- Teachers often use Power Point presentations and other audio-visual aids to simplify the content and make it easier to comprehend.
- Students from language background other than English are supported through the use of visuals and gestures during class lectures and discussions to ensure that it is easy for students to

Paraphrasing and re-phrasing of instructions and discussions are done by all teachers during their classes to support students from language background other than English by simplifying language.

### **LANGUAGE OF INSTRUCTION**

English is the language of instruction at AGSG. All teachers use English language as a medium to deliver their class lectures and conduct other school events and activities. Students are encouraged to converse in English language with each other and the teachers except in Language B classes. All communications (oral or written) with all stakeholders happen in English language.

### **PROMOTING MOTHER TONGUE**

At AGS, Gurugram, learners come from diverse cultures and linguistic backgrounds. In our local context, Hindi is the dominant language of communication. Following strategies are used to promote mother language in the school:-

Language week is celebrated every year starting with the celebrations of “Hindi Diwas” followed by other languages such as Spanish, German, French, Korean to promote mother-tongue.

Students are encouraged to participate in various activities such as plays, Nukkad Nataks, dance and music in their mother tongue.

Translation dictionaries are allowed to enhance learner’s understanding of the content.

Students are given opportunities to interact with the local community in the form of activities and community service.

### **HOME / PERSONAL LANGUAGE**

The school supports home languages of all members of AGSG community. Students and parents who speak another language bring an added perspective to learning. Their views are valued and they are encouraged to share. We utilize their knowledge as resources and guest speakers. Our library is building resources on books in the home languages of all our students and continues to look for more resources to support home languages. As the language programme develops, more opportunities will be sought to highlight and support other home languages based on the student language profile.

## **ENGLISH LANGUAGE SUPPORT (ELS)**

Students from language background other than English are supported in English and offered ELS classes. These classes aim to support these students to learn English and support language development in all subject areas. The objective of ELS is to integrate students into the mainstream classroom.

## **LANGUAGE PROFILE**

### **IB PRIMARY YEAR PROGRAMME (Pre-Nursery – Grade 5)**

From Pre-nursery to Grade 5 English and Hindi are taught.

Students of AGSG are from different regions within the country and abroad, and hence, at different stages of learning in Hindi. The practice for learning Hindi is differentiated to enable students to learn with flexibility.

### **CAMBRIDGE INTERNATIONAL (Grade 6 – Grade 10)**

At AGSG all students from grade 6 to grade 10 learn English and Hindi or a foreign language (French, Spanish or German).

For grades 9 and 10 English is offered at two levels, as First Language English and English as a Second Language.

We support multilingualism by promoting other languages including home language, by allowing candidates to opt for the study of self-taught languages and take the examination either in O level or IGCSE level wherever it is available.

## **IB DIPLOMA PROGRAMME**

English is the language of instruction and assessment.

- DP Group 1: Language & Literature are offered in Hindi, English and self-taught and Higher and standard level.
- DP Group 2: Language Acquisition is offered in English and Hindi at Higher and Standard level. While foreign languages - French, Spanish and German are offered at Higher level, Standard level and ab initio.

## **LINK WITH ADMISSIONS POLICY**

Applicants are required to complete a student information form that indicates their proficiency in their mother tongue, English and other languages. In the Primary, Middle and Senior Schools, any application for a student who indicates that English is not their mother tongue will be reviewed by the ELS department as part of the admissions policy.

## **PARENTAL INVOLVEMENT**

Parents are an integral part of our community of learners and are encouraged to provide support for language learning at AGSG. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents are involved as mother tongue teachers and provide resources for mother tongue programs.

## **PUBLISHED MATERIALS**

Students, parents and staff members at AGSG originate from different countries and educational systems. To maintain consistency in published materials, British English spelling will be used for our formal written documentation. However, teachers and students may use their native country's spelling and punctuation for all other work provided it is employed consistently throughout the document.

## **COMMUNICATION OF LANGUAGE POLICY TO THE AGSG COMMUNITY**

The language policy will be introduced to the AGSG community through multiple pathways including staff meetings, PTM, grade level meetings and Principal's News, Orientation programmes and IB Information sessions. The policy will also be featured on the common server. New staff will be familiarized with the document during orientation.

## **PLAN FOR IMPLEMENTATION AND REVIEW**

The Pedagogical Leadership Team accepts the responsibility for ensuring the language policy is put into practice. Teachers and administrators will communicate language policy to parents and post on the school website. The Leadership Team will regularly evaluate implementation of language policy as evidenced by classroom observations and school presentations.

AGSG Language Policy will be reviewed every three years or earlier as needed by the Language Policy Steering committee and pedagogical leadership team.

## **Resources**

- Guidelines for developing a school language policy, IBO From Principles into Practice (PYP), My IB
- PYP Language Scope and Sequence, IBO, 2018
- Implementing the curriculum with Cambridge-A guide for school leaders 2016 Handbook of procedures for Diploma Programme

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