



ASPEE NUTAN ACADEMY

The International Baccalaureate Career-related Programme (IBCP)

Name of the Policy:	Language Policy
Policy Formulated by:	Ms. Nuzhat Khan
Policy Edited by:	Ms. Jaie Rajeshirke
Date on which policy was made:	27/10/2023
Applicable till:	26/10/2025
Applicable to:	IBCP teachers, students
Apprised by:	School Committee

Language Teaching and Learning Philosophy

Our philosophy of language teaching and learning is rooted in fostering linguistic proficiency. The language teaching (English) transcends borders and enhances career readiness as it is the international language accepted across all borders. We believe in a dynamic, student-centered approach integrating language skills with real-world applications. We promote intercultural understanding, develop effective communication, and encourage critical thinking. We view language as a tool for global citizenship, empowering students to engage with diverse perspectives and navigate the complexities of the modern world. We aim to equip students with the language skills and cultural competencies necessary for success in the IB Career Programme and beyond.

English is the language of instruction at Aspee Nutan Academy. Our students represent diverse backgrounds and experiences, yet the English language is a foundational link across cultures on campus. While English is the language of instruction on campus, the college recognizes the importance for all of its students to communicate better in their native languages as well.

Language Profile

At Aspee Nutan Academy, English serves as the primary language of instruction, acting as a unifying thread throughout the curriculum. Students enrolled in the Academy are introduced to English as a medium of instruction from primary years and continue to build proficiency. English is the preferred language for communication in all school-related matters and is widely used within the institution for operational and developmental activities, governance, management, and academic committees.

These capable communicators and school students belong to a first-generation English-speaking community. This means they are the first in their families to use English as a primary language. They've learned English during their ten years in school. Despite this, they've developed the skills to understand and respond to different types of spoken and written messages. They engage well in conversations, express their ideas in writing, and know how to adjust their communication for different situations. Their proficiency in English has grown over the years of schooling, making them effective communicators.

Language Proficiency Requirement:

All students seeking admission to the IB Career Programme must demonstrate a certain English language proficiency level through standardized language assessments or interviews.

Support for English Language Learners (ELLs):

At Aspee Nutan Academy, we

- Identify students who may require additional support in developing their English language skills.
- Implement specialized English Language Learning programmes or support services to help these students meet the language proficiency standards necessary for success in the programme.
- The present English teacher at the academy will render this support.

Language Assessment and Monitoring:

Language development assessment at our school encompasses a variety of approaches, including group assessments involving activities like role play, dance, and music, as well as individual assessments such as written tests, essay writing, and storytelling.

Within the IB Career-related Programme (CP), all students are obliged to create and maintain a language portfolio. A designated language teacher will regularly review these portfolios and engage in discussions with the students to monitor their progress. During CP evaluations, IB may assess some language portfolios using a random sampling method.

The language portfolio is a tangible demonstration of a student's language proficiency, engagement, and evidence of their language development, a vital component of the CP core. It helps track their progress in acquiring language skills and intercultural experiences, fostering reflective practice. Importantly, language development occurs in tandem with the other elements of the CP core.

Role of Library

The library at Aspee Nutan Academy serves as a knowledge repository, positively impacting students' academic achievements. It ensures equitable access to online and offline resources for teachers and students, featuring diverse curriculum materials that accommodate various teaching and learning styles.

It offers an extensive collection, including fiction, non-fiction, multicultural books, and various formats, making it accessible. The librarian continually enhances the collection, focusing on multilingual books and English resources.

Additionally, staff can access guided reading collections tailored to specific grade levels, expanding language proficiency. Teachers collaborate to select new resources annually. We also leverage online resources like educational websites, e-books, YouTube, podcasts, etc, to support student learning and research.

The library also aids research centers with periodicals, research papers, publications, magazines, etc.

The school library has provisions for the teachers' Library membership from the American Language and British Council.

The school library has multiple lingual books in Marathi, Gujarati, English, French, and Hindi.

The school library will be responsible to check for the plagiarism in collaboration with the teachers.

Staff Qualifications:

At Aspee Nutan Academy, we ensure that teachers and staff have the necessary English language skills to effectively deliver instruction and communicate with students, parents, and colleagues.

Bilingualism and Multilingualism:

We encourage students to maintain and develop their native languages alongside English to support cultural preservation and enhance cognitive development.

We celebrate days like Hindi Divas, Marathi Rajyabhasha Din, etc., to promote the use of these languages.

Communication with Parents and Guardians:

All official communication with parents or guardians, including newsletters, reports, and conferences, shall be in English. We may also offer translation services or interpreters for parents who are not proficient in English.

Monitoring and Review:

We shall regularly review the effectiveness of the language policy, making necessary adjustments to ensure that it continues to meet the needs of students and aligns with the objectives of the IB Career Programme.

Reporting and Documentation:

We shall maintain records of language assessments, language development plans, and other relevant documentation related to the language policy.

Resources and Professional Development:

At Aspee Nutan Academy, we allocate resources to continuously improve language instruction, including professional development for teachers in language teaching methodologies.

Non-Discrimination:

We shall ensure that the language policy is implemented without discrimination based on race, nationality, or native language.

Mother Tongue support

To support the use of the mother tongue, which is majorly Gujarati, the college will organize various events to promote the language, like vocabulary-enhancing activities, discussions, debates, elocution competitions, quizzes, college visits by eminent authors, etc. This practice of Gujarati club will be done post-school hours as an additional student benefit.

By implementing this language policy, the IB Career Programme can maintain high standards of English proficiency while promoting linguistic diversity and inclusivity within the college community. It's crucial to involve teachers, students, and parents in developing and implementing this policy to ensure its success.

Bibliography

The following documents from the website www.ibo.org were referred to:

- 1) Guidelines for developing a school language policy, Language and learning in IB programs, 2011, ©International Baccalaureate Organization.*
- 2) Programme standards and practices*
- 3) Guidelines for developing a school language policy by IBO*
- 4) Language Development Guide*