

LANGUAGE POLICY

School Mission Statement:

Committed to the highest standards of pedagogy and education to keep the flames of learning ignited for life, Knowledgeum Academy ensures that all students achieve their highest potential to join the global community of learners and contribute proactively towards creating a better world through intercultural understanding and respect.

Purpose:

Language policy at Knowledgeum Academy aims to identify the language learning opportunities, language requirements, and the support system for the mother language in a multicultural learning environment. The school is dedicated to offering as many different languages as it can. The language policy demonstrates that all languages are treated equally. The programme for modern foreign languages fosters tolerance and appreciation for various cultures. It looks at the commitment of the academy, its faculty, and the learning community to promote and respect different languages and the working language.

Philosophy of language teaching and learning:

The language policy of the academy is built on the idea that all teachers are also language teachers. Language is not only a mode of communication but also a tool to understand varied cultures to appreciate diversity. Language makes the learner a good communicator, thinker, and reflective. Language is the foundation for learning as it enhances the learners' understanding of various ideas and perspectives of those with similar or differing cultures. Academy offers its students opportunities to engage in realistic and meaningful language learning experiences within a positive and encouraging environment. It is committed to students gaining the most from their language learning experiences. Language does much more than promoting cognitive growth as it is crucial for maintaining cultural identity and emotional stability. Multilingualism, embracing the mother language, and developing critical literacy are essential factors in enhancing global-mindedness. The language philosophy intends to promote cultural identity, intercultural awareness, and global citizenship.

- The academy emphasises language learning through the inclusion of the mother language, the host country's language, and other languages as well
- The needs of students studying a language or languages other than their mother language are taken into consideration in teaching and learning
- Teaching and learning demonstrate that all teachers are responsible for students' linguistic growth
- The school utilises the resources and expertise of the community to enhance language learning within the programme

Academy's Language profile:

As stated in its admission policy, the academy enrolls students from diverse cultural, social, economic, and linguistic backgrounds. The primary mode of communication and classroom instructions for all subjects other than language acquisition/second language is English. Learners are free to converse in any language on the campus, including in their mother tongue. The language profile of the academy largely falls into one of the following categories:

1. The learner is proficient in English (Parents are proficient in English)
2. The learner is proficient in English (Parents are good at English)
3. The learner is good at English (Parents are good at English)
4. The learner is good at English (Parents are proficient/good at a language other than English)

As the medium of instruction at the academy is English, its proficiency is a mandatory requirement for all its learners. Though the working language of the academy is English, appropriate translations will be provided when communicating with parents not proficient in English.

Support to Mother Tongue:

Mother language is very special to an individual as listening to it and conversing in it brings pride. The academy appreciates and encourages students to speak their mother tongue wherever possible. Students get an environment to nurture their mother tongues as the academy undertakes the following steps:

- Provides magazines, newspapers, and books in popular regional languages of India, mainstream foreign languages, and other vernacular languages
- Encourages participation in cultural activities through their mother tongues
- Organises activities such as debate, storytelling, extempore, etc, in different languages
- Encourage group discussions and collaborative project discussions in mother tongues.
- Provides reading and resource materials in several languages in the library/resource centre
- Encourages students to write articles, essays, and tabloids in their mother tongue for school magazines and newsletters
- Celebrates international mother language day on February 21st every year
- Encourages self-taught language and provides support wherever possible

Though the working language and medium of instruction are English, the academy ensures support for other languages.

Language Choices at Academy:

Cambridge:

Class	First Language	Second language	Foreign Language
IGCSE Class 9	English	Hindi	Spanish
IGCSE Class 10	English	Hindi	Spanish
Cambridge AS Level	English		

Language Learning Support:

Language learning at the academy is not limited to content grasping, as it takes place in varied forms such as debates, speeches, extempore, creative writing, content writing, book reviews etc. Language learning is based on the following components:

Oral – Listening and Speaking

Visual – Observing and Analysing

Written – Reading and Writing

Each teacher at the academy focuses on subject-specific terminologies, key terms, symbols, and notations for effective communication within the subject.

Responsibilities:

Students will be:

- Mastering language efficiency and skills by participating in various activities and becoming good communicators
- Developing global-mindedness, intercultural understanding, and respect through language acquisition
- Developing Cambridge learner attributes such as critical thinking, effective communication, reflective mindset, and innovation-driven outlook through daily language learning

Teachers will be:

- Providing relevant opportunities for students to attain proficiency in reading, writing, speaking, and listening skills
- Participating in language planning sessions and striving to achieve the desired communicative skills to help learners better
- Focusing on Cambridge learner profile and ATL skills in language teaching and learning

- Organising various activities and formative assessments to develop communicative skills among learners
- Promoting mother tongue to the best of their capacity

Parents will be:

- Maintaining open communication with the school regarding the language learning needs of the learner
- Encouraging participation in all school activities, including CAS
- Understanding the provisions of bilingual diploma and self-taught language and guiding the learner in consultation with the school coordinator

The Administration will be:

- Providing qualified faculty and resources for language teaching and learning
- Communicating language learning expectations of the academy and IGCSE to the school community
- Organising and scheduling collaborative planning to understand a learner's language requirements and suggest remedial measures wherever applicable
- Providing adequate training and professional development programmes for teachers to ensure that all teachers are language teachers
- Providing facilities such as an audio-visual room and a language lab.
- Updating the academy library with subscriptions of reading materials and books in various languages

Communicating the Policy:

- Language policy will be available on the academy website, along with other policies, for the school community
- The policy will be available in the academy handbook and shared with all students and parents
- The policy will be available in the staff room and library for staff and students
- All policy documents will be discussed in staff and student orientation at the beginning of every academic year