



Ilmesters Academy

Language Policy

(Revised September 2016)

PHILOSOPHY:

Ilmesters Academy recognizes that language is essential to all learning. We promote development of the language of instruction and the national language.

Every member / teaching staff at Ilmesters is a language teacher and is well aware of its importance. We believe that studying language empowers learners to gain understanding of other cultures and it indicates deep respect for that culture.

The following are the reasons why we focus on enhancing and developing students' language skills.

- Promote diversity and develop cross cultural awareness.
- Enhance cognitive development
- Facilitate international understanding.

All students at Ilmesters Academy experience an enriched language program in which English is the working language. All teachers ensure curriculum, planning and collaboration in English.

A1.7: The school places importance on language learning, including mother tongue, host country language and other languages. (Programme Standards and Practices Jan 2014)

LANGUAGE OF INSTRUCTION:

English is the language of instruction at Ilmesters Academy. All communication and access to curriculum occurs in this language. Learning of this language is not restricted to only language teacher. Rather, it takes place across the disciplines and all teachers are required to model the use of English language focusing on clear communication and appropriate usage.

All teachers recognize themselves as language teachers. All staff members are therefore responsible to cater to the language needs of learners in the language of instruction.

SUPPORT FOR MOTHER TONGUE:

The school supports development of mother tongue by activities to promote these languages, extending related resources in library, celebrating usage of Urdu, Gujrati, Balochi, Sindhi, Punjabi, Memoni and Pushto within the school.

Ilmesters encourages parents and students to speak their native languages at home. The school believes that the students should also preserve and deepen their understanding of their mother tongue for the transmission of cultural identity.

C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (Programme Standards and Practices Jan 2014)

ACCESS LANGUAGES:

Urdu is the national language of Pakistan. At Ilmesters Academy we recognize the importance and value of National language and therefore have an aim to facilitate students in maintaining and developing it. To attain this objective, Urdu is taught across PYP and MYP.

As Urdu is a compulsory language to attain the equivalency certificate for higher education in Pakistan, Ilmesters Academy enrolls students for GCE O level in MYP year 4 as currently Urdu is not offered as an IB MYP language.

To promote International languages and also to meet the IB requirement for second language, French is taught in MYP as Language Acquisition.

B1.5a: The school has developed and implements language policy that is consistent with IB expectations (Programme Standards and Practices Jan 2014)

ROLE OF THE LIBRARY:

Library plays an important role in teaching and learning. Regular library classes are scheduled in the class time table both in PYP and MYP, where students select the book of their choice to read. Teacher librarian guides them in their selection by suggesting books that can help them improve their vocabulary and learning needs, keeping students' choice in mind.

Library is equipped with fictions, non-fictions, language and subject related dictionaries, thesaurus, general knowledge, subject related books, magazines and newspapers to support development of language of instruction as well as subject vocabulary.

At the beginning of the year all teachers are required to assess the need for language resources for Library's budget allocation. Language teachers are also responsible for purchasing and suggesting different types and quality of books and online resources so that students can explore different genres and writing styles.

Parents are invited for language sessions, storytelling and to read books with the students. Focus of these sessions are mainly mother tongue and national language.

B2.11: The school utilizes the resources and expertise of the community to enhance learning within the programmes (Programme Standards and Practices Jan 2014)

INCLUSION IN LANGUAGE:

Students whose first language is different from the language of instruction are provided support to help them achieve their learning goals. This is done by differentiated teaching strategies like providing them bilingual instructions, pairing them in class with students with strong language skills, using one to one simplified explanation and decreasing word count in the beginning as required.

Remedial classes are also conducted by language teachers for students to develop their language skills as per their need.

ASSESSMENT OF LANGUAGES:

As per IB requirement, pre-assessments, formative and summative assessments are developed for Language and Literature- English, Language acquisition- French and for access language-Urdu.

Other subject teachers are also required to ensure the correct use of spellings, grammar, punctuation and sentence structure in students' responses to develop students' language skills. Oral and written feedback is provided to students to help them improve their language skills

C4.4: The school provides students with feedback to inform and improve their learning. (Programme Standards and Practices Jan 2014)

LANGUAGE POLICY REVIEW:

Ilmesters Academy Language Policy is a working document. The policy is reviewed and revised annually by the HoS, Principal, PYP and MYP coordinators and teachers. Changes are implemented if and when needed.

COMMUNICATION OF THE LANGUAGE POLICY:

The Ilmesters Academy Language Policy is made available on school's website with the other school policy documents.

Parts of it are also included in the yearly MYP Parent-Student Handbook.

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Language Policy. (2016). Retrieved from <http://angelscollege.edu.pk>

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