



Abdul Kadir Molla International School

IB School code: 060139

Language Policy

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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 programs for 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.

Abdul Kadir Molla International School Mission Statement

Abdul Kadir Molla International School aims to attain intellectual rigor and high academic standard by developing the learners holistically as critical thinkers, caring individuals and lifelong learners to meet the needs of this rapidly changing and challenging world.

Abdul Kadir Molla International School Vision

Learners at Abdul Kadir Molla International School endeavor to create peaceful global community by their informed action. They have strong sense of shared responsibility and strive to make the world a better place to live.

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I. INTRODUCTION

At Abdul Kadir Molla International School, our language policy serves as a guiding framework aimed at fostering an internationally-minded environment where learners are equipped to thrive as critical thinkers, effective communicators, and engaged community members. This introduction outlines the purpose of our language policy, delineates our school's philosophy and approach to language learning, and underscores its relevance within the International Baccalaureate Primary Years Programme (IB PYP) framework.

A. Purpose of the Language Policy:

- **Facilitating communication and connection:** The language policy aims to facilitate effective communication and connection among students within an internationally-minded environment.
- **Promoting multilingualism:** It seeks to promote multilingualism by encouraging the acquisition and appreciation of multiple languages.
- **Supporting holistic development:** The language policy is designed to support the holistic development of students, encompassing cognitive, social, and emotional aspects.
- **Fostering cultural understanding:** It aims to foster cultural understanding and appreciation by valuing students' diverse linguistic and cultural backgrounds.

B. School's Philosophy and Approach to Language Learning:

At Abdul Kadir Molla International School, we recognise that language is the foundation of learning and is fundamental to students' intellectual, social, and emotional development. Language is not only the cornerstone of the learning process but also the primary medium through which students engage with and understand various subjects. This belief in the integral role of language is reflected in our approach, where every teacher is viewed as a language educator, responsible for nurturing language development across all disciplines. We understand language learning as a complex process that encompasses acquiring new languages, understanding their structures and uses, and employing them as tools for comprehensive learning. By learning language,

learning about language, and learning through language, students construct meaning, develop an appreciation for language, and become creative and confident communicators. Language serves as the primary means for inquiry, communication, and comprehension, shaping how students interact with and interpret the world around them. Our approach places a strong emphasis on the importance of students' native languages, recognising their crucial role in maintaining cultural identity and emotional well-being. These languages provide a robust foundation for learning additional languages and are vital for fostering intercultural understanding, which is a core component of our commitment to developing internationally minded individuals. To realise this vision, we offer a comprehensive language program that includes:

- English as the primary language of instruction.
- Bengali as both the native language and the language of the host country.
- Support for additional native languages spoken by students.
- Opportunities to learn additional languages to enhance multilingualism.

We are dedicated to the belief that every student is a language learner with unique contributions to the learning environment. By promoting multilingualism, we aim to develop students who are not only skilled in multiple languages but also equipped with the intercultural competence needed to navigate and contribute positively to a globalised world. Through this holistic approach to language development, we strive to prepare our students to become active, internationally minded, and responsible global citizens.

C. Relevance to the IB PYP Framework:

- **Integration with transdisciplinary learning:** The language policy aligns with the IB PYP framework's emphasis on transdisciplinary learning, where language is integrated across subject areas and contexts.
- **Promotion of learner profile attributes:** It supports the development of IB learner profile attributes such as communicators, open-mindedness, and reflective thinking through language learning experiences.

- **Inquiry-based approach:** The policy promotes an inquiry-based approach to language learning, aligning with the IB PYP's focus on inquiry as a primary vehicle for learning.
- **Cultural sensitivity and international mindedness:** It fosters cultural sensitivity and international mindedness, aligning with the IB PYP's aim to develop students who are globally aware and respectful of diverse perspectives.

D. Language Policy and the Learner Profile:

The IB learner profile attributes stand out in showcasing the diverse linguistics in the school. By incorporating these aspects of the IB learner profile into the linguistic diversity of the school community, a supportive and empowering environment is created where students are motivated to explore, take risks, think critically, and reflect on their language learning experiences.

- **Communicator:** We emphasise the importance of communication and understanding within our school community. By learning multiple languages, students gain insights into different cultures and enhance their ability to communicate effectively across linguistic boundaries.
- **Risk Takers:** Encouraging students to try new languages fosters a spirit of risk-taking and exploration. We empower learners to be independent and courageous in their language learning journey, allowing them to express themselves confidently and creatively in unfamiliar linguistic contexts.
- **Thinkers:** Language proficiency is not just about vocabulary and grammar but also about critical thinking and problem solving. We encourage learners to think critically and creatively, using language as a tool to navigate and solve complex linguistic challenges.
- **Reflective:** Both learners and teachers engage in reflection to assess their language learning progress. Reflection enables us to identify strengths and areas for improvement in language skills, fostering continuous growth and development in linguistic proficiency.
- **Inquirer:** Our language policy encourages students to be curious and inquisitive

about language and communication. By fostering a culture of inquiry, we inspire learners to explore different languages, linguistic structures, and cultural contexts. Through inquiry-based language learning activities, students develop a deeper understanding of language and its role in shaping identity and communication.

- **Knowledgeable:** Through our language policy, students gain knowledge not only of different languages but also of the cultural contexts in which they are used. By studying languages from around the world, students broaden their perspectives and deepen their understanding of diverse cultures, traditions, and worldviews. This knowledge enhances their appreciation for linguistic diversity and promotes intercultural understanding and respect.
- **Principled:** Our language policy promotes ethical and responsible language use. We emphasise the importance of using language respectfully and sensitively, taking into account cultural differences and linguistic norms. By fostering principled language practices, we encourage students to communicate with integrity, honesty, and empathy, promoting positive relationships and effective communication within our school community and beyond.
- **Caring:** Through our language policy, we cultivate empathy and compassion for others. We encourage students to use language to connect with and support their peers, particularly those who may be learning a new language or adjusting to a different cultural environment. By promoting caring and supportive language practices, we create a nurturing and inclusive learning community where every voice is valued and respected.
- **Balanced:** Our language policy promotes a balanced approach to language learning, encompassing the development of both receptive and productive language skills. We provide opportunities for students to engage in reading, writing, listening, and speaking activities, ensuring that they develop a well-rounded proficiency in their chosen languages. By fostering linguistic balance, we enable students to effectively communicate and interact in a variety of contexts and situations.
- **Open-minded:** Our language policy encourages students to be open-minded and receptive to different linguistic and cultural perspectives. We celebrate linguistic

diversity and encourage students to embrace new languages and cultural experiences with an open heart and mind. By fostering open-mindedness, we promote intercultural understanding, empathy, and respect, preparing students to navigate an increasingly diverse and interconnected world with sensitivity and understanding.

II. LANGUAGE PROFILE OF THE SCHOOL/ LANGUAGE OF INSTRUCTION

Overview of the Linguistic Diversity within the School Community:

The official language of Bangladesh is Bengali, also known as Bangla. It serves as the primary language for communication, administration, and education in the country. It is estimated that around 98% of the population in Bangladesh speaks Bengali as their first language. This makes it the most widely spoken language in the country, creating a sense of linguistic unity among the people. However, in this complex linguistic landscape, where Bengali is the national language and each state has its own local dialect. Abdul Kadir Molla International School values and recognises its moral, social, and legal obligation to promote the mother tongue. The school embraces a diverse linguistic community, with students and staff hailing from various cultural backgrounds.

The student body consists of learners from Bangladesh or of Bangladeshi origin who speak Bengali as their mother tongue. As the medium of instruction in the school is English, language communication on the school premises is in English. The majority of the learners are confident enough to communicate in English as their second language. In addition, some learners who come from other nationalities speak their own mother tongue and communicate in English. In terms of Bangla language, due to regional variations and colloquialisms, students at Abdul Kadir Molla International School have varying levels of spoken and written proficiency as they come from different local Bangla backgrounds. Moreover, learners who hold passports from other nationalities but are of Bangladeshi origin speak Bangla but have limited skills in reading and writing, as well as limited English language proficiency. To meet the needs of these varying language profiles, the school provides language at different proficiency levels.

A. Admission Policy (Interview Process): Admissions at Abdul Kadir Molla International School are inclusive and open to all learners seeking enrollment. The institution ensures that every student has the opportunity to access the school curriculum and actively engage in learning, thus promoting equal educational opportunities for all. Upon application, all prospective students are interviewed and assessed in English, although the majority of applicants' first language is Bengali. Proficiency in English is expected for all students to effectively navigate the rigour of the courses offered at Abdul Kadir Molla International School. As foundational English skills are essential for Primary Years students (grades 1 to 5), the English language support program (ESL) department conducts assessments to determine the extent of English language support required for each student to successfully follow the curriculum.

B. Mother-Tongue Language Support (Mother-Tongue Language Support): At Abdul Kadir Molla International School, we place high value on mother tongue languages, recognising their critical role in learners' overall development and cultural identity. Our approach to language support is designed to foster the development and maintenance of students' mother tongues through a variety of targeted resources, programs, and strategies. This is part of our broader language policy, which aims to create a vibrant learning environment where students can develop their language skills, cognitive abilities, and cultural awareness. To this end, Abdul Kadir Molla International School has implemented several dedicated resources, specific programs, and strategic initiatives to foster linguistic diversity and ensure that students retain and develop their native languages.

Dedicated Resources

- The school library is stocked with a rich collection of books and educational materials in students' mother tongues, particularly Bengali. These resources are available to all students and are regularly updated to reflect the diverse literary heritage of the students' cultures.
- Classrooms are equipped with bilingual materials such as storybooks, flashcards, posters, and digital content in both English and students' mother

tongues. These resources are integrated into daily lessons to support language learning and cultural familiarity.

- Abdul Kadir Molla International School provides language-specific tools such as multimedia resources, language learning apps, and educational games that reinforce mother tongue proficiency while supporting the acquisition of new languages.

Specific Programs

- Abdul Kadir Molla International School offers dedicated mother-tongue language classes where students receive instruction in their native language. These classes focus on literacy, grammar, and cultural content, ensuring that students maintain and enhance their language skills.
- The school organises immersion programs where students can explore their cultural heritage and language in a more focused setting. These programs include cultural workshops and exchange programs with schools or communities where the mother tongue is spoken.
- Classroom events where learners immerse themselves in culture associated with their mother tongue, such as guest speaker traditional storytelling, stage plays, and performances. This reinforces the connection between language and cultural identity.

Strategic Initiatives

- AKMIS regularly hosts cultural events that celebrate the linguistic and cultural diversity of its student body. These events include Mother Language Day, cultural festivals, storytelling sessions, and performances where students can showcase their mother tongues and share their cultural traditions with peers. Teachers are encouraged to incorporate students' mother tongues into daily classroom activities. This includes greeting students in their native language, using bilingual instructions, and allowing students to express themselves in their mother tongue during discussions or presentations.
- The school actively involves parents and the wider community in supporting mother tongue development. This includes organising workshops and

events for parents on how to support language learning at home, inviting community members to share stories or cultural practices, and collaborating with local organisations that promote linguistic diversity.

Ongoing Support and Monitoring

- Abdul Kadir Molla International School tracks the progress of students in both their mother tongue and the language of instruction. Regular assessments are conducted to monitor language development, and individualised support plans are created for students who need additional help in maintaining their mother tongue.
- The school provides ongoing professional development for teachers on strategies to support multilingualism and mother tongue maintenance; this includes integrating Bangla lessons to the unit of inquiry. Integrating Bangla lessons into the unit of inquiry allows students to learn the language in connection with their broader educational topics, while also fostering pride and emotional well-being, both of which are essential for overall academic success.
- A language buddy system is implemented where students are paired with peers who share the same mother tongue. This system encourages peer support and promotes the use of the mother tongue in social and academic contexts.

Mother Tongue Language Support in Early Years (Nursery to KG-2)

Classroom Resources:

- Classrooms are equipped with an array of language tools, including storybooks, visuals, puppets, and interactive materials in students' mother tongues. These resources create a multilingual environment that supports language development from an early age.
- Materials are selected to reflect cultural diversity and provide engaging ways for learners to connect with their native language.

Playful Learning:

- Daily activities are designed to encourage language skills through playful learning experiences. This includes interactive storytelling, games, and activities that promote the use of both mother tongues and English.
- Activities are planned to cater to various learning styles, ensuring that every learner has the opportunity to develop language skills in a way that suits their individual needs.

Storytelling and Interactive Sessions:

- Teachers incorporate storytelling sessions where learners can listen to and participate in narratives in their mother tongues. This helps develop listening and comprehension skills.
- Interactive sessions encourage learners to use their language skills actively, promoting both verbal and non-verbal communication.

Tailored Teaching Strategies:

- Teachers employ tailored strategies to support each learner's language development. This includes differentiating instruction based on individual language backgrounds and abilities.
- Strategies are designed to help learners build confidence in expressing their needs and thoughts, regardless of their language proficiency.

Encouragement of Verbal Communication:

- Learners are encouraged to engage in verbal communication through activities that involve speaking, listening, and presenting. This includes group discussions, role-playing, and sharing personal experiences.
- Activities are designed to foster a supportive environment where learners feel comfortable using their mother tongues.

Visual and Written Communication:

- Learners participate in visual communication activities such as observation and media presentations. This helps them express ideas and understand concepts through visual means, supporting language development in both their mother tongues and English.

- Written language development is enhanced through shared reading and illustrating activities. These activities focus on understanding, interpreting, assessing, responding to, appreciating, and generating meaning.
- Exercises include collaborative story creation, drawing and labelling, and shared reading sessions that allow learners to practise and refine their writing skills in their mother tongues.

C. Languages Offered, Including Mother Tongue, Second Language, And Foreign Language: Abdul Kadir Molla International School provides a diverse and comprehensive language education programme encompassing -

- English, the primary learning language,
- Bangla, the host country's mother tongue, fosters cultural integration
- Arabic and French as additional languages.

English proficiency is emphasised for academic excellence, while Bangla, the official language of our country, facilitates local engagements.

Learning another language serves as the fundamental instrument for cognition, interaction, and education. Proficiency in multiple languages can offer fresh viewpoints, broader connections, and deeper insights into diverse cultures and lifestyles. Proficiency in multiple languages additionally amplifies an individual's capacity to engage in varied social and cultural environments and to engage in global academic and professional endeavours.

Arabic and French are the additional languages taught as foreign languages/ 3rd languages to broaden students' global perspectives, promoting multilingualism and intercultural understanding. Additional languages are taught right from the age of 7 (Grade One). Our language curriculum aims to equip students with linguistic versatility, cultural appreciation, and effective communication skills, preparing them for a dynamic and interconnected world. Morning announcements in the 2nd language (English) allow for additional learning with students performing short skits on any topic every now and then. Through this rich language tapestry, Abdul Kadir Molla International School fosters a global learning environment that nurtures linguistic proficiency and cultural influence, with a prime goal of placing a higher focus on incorporating the mother tongue throughout our learning engagements and physical environment.

Languages Offered: Second language and additional language

Grade level	2nd Language	Additional Languages (3rd Language)
Pre-Primary	English	NA
1	English	Arabic/ French
2	English	Arabic/ French
3	English	Arabic/ French
4	English	Arabic/ French
5	English	Arabic/ French
DP	English	Arabic ab initio/ French ab initio

Abdul Kadir Molla International School encourages the acquisition of additional languages (3rd languages) under the following:

- Part of the curriculum.
- Arabic Language Day and French Language Day.
- Inter-class events: presentation, poetry, and conversation.
- Storytelling session.
- Assembly: Recitation from holy books.

For IBDP, the school is offering the following language subjects at the moment:

- **Group 1: Studies in Language and Literature A**
 - Subject 1: English A-Language and Literature HL/SL
 - Subject 2: Bengali A Literature HL/SL
- **Group 2: Language Acquisition**
 - Subject 1: English B HL/SL
 - Subject 2: French ab Initio SL & Arabic ab initio SL

The IBDP students, who are interested in studying Bengali A, can opt for English A Language and Literature as a Group 1 subject and Bengali Literature as Group 1 subject.

In this case, they will be awarded a bilingual diploma. In other subjects, the medium of instruction and communication in class is English. Assignments, experiments, and assessments are carried out in English. The use of English in such an extensive and multidisciplinary way enables students to use the right language register and to be more aware of different vocabularies, styles, structures, and presentations. In this way, students' English Language efficiency should improve dramatically.

III. GUIDING PRINCIPLES

A. Commitment to Multilingualism and Intercultural Understanding: Abdul Kadir Molla International School thrives to nurture multilingualism and foster intercultural understanding among the students. Value of linguistic diversity is strongly acknowledged to ensure a positive and engaging learning environment where students embrace different languages and cultures. Thus, the School aims to develop globally minded individuals who appreciate and respect diverse perspectives.

B. Inclusive Language Practices Supporting Practices: Inclusivity is a cornerstone of the language policies at Abdul Kadir Molla International School . The school is committed to implementing inclusive language practices that ensure equity of access to language acquisition scope for all students. This includes strategies for differentiation, such as scaffolding lessons to accommodate different proficiency levels, and providing targeted support for EAL (English as an Additional Language) students. Accommodations such as visual aids, simplified texts, and extra time for language processing will be systematically provided to address diverse language needs.

For example, in a language learning station activity, students rotate through different stations that cater to different learning styles. One station may involve visual flashcards with images and vocabulary words, another station may have audio recordings for listening comprehension, and a third station may offer hands-on activities like building sentences with word cards. This approach accommodates diverse learning preferences and ensures that all students can

engage with the material effectively. Our approach ensures that every student, regardless of background or ability, feels supported and valued in their language development journey.

C. Integration of Language Learning with the PYP Transdisciplinary

Framework: At Abdul Kadir Molla International School, language learning is seamlessly integrated with the Primary Years Programme (PYP) transdisciplinary framework. Our curriculum emphasises the application of language skills across various subjects, allowing students to see the relevance of language proficiency in real-world contexts. For example, in the transdisciplinary theme 'How we express ourselves', the students learn about persuasive writing and descriptive writing which they can also use in real-life scenarios if needed. By connecting language learning with interdisciplinary themes and concepts, we facilitate all-encompassing learning experiences that promote deeper understanding and critical thinking skills among the students.

IV. LANGUAGE AND LEARNING IN THE PYP

Language plays a central role in the International Baccalaureate Primary Years Programme (PYP), serving as a fundamental tool for learning and communication across all subjects. Our language policy is designed to recognise and harness the multifaceted role of language within the PYP curriculum, emphasising the importance of the mother tongue and supporting language acquisition in a diverse and inclusive learning environment.

A. Role of Language in the PYP Curriculum: In the PYP curriculum, language is considered as an integral component woven throughout all areas of learning. It serves as a means for students to access, construct, and communicate knowledge across disciplines. Language facilitates inquiry, enabling students to pose questions, investigate ideas, and articulate their understanding through various modes of expression, including speaking, listening, reading, writing, and viewing.

B. Language as a Tool for Learning Across All Subjects: Our language policy recognises language as a powerful tool for learning that transcends subject boundaries. In the PYP, students engage with language in authentic contexts, using it to explore concepts, make connections, and express their thoughts and feelings. Whether they are conducting scientific experiments, analysing historical events, or creating works of art, students use language to inquire, collaborate, and reflect on their learning experiences.

C. Importance of Mother Tongue and Language Acquisition: As Nelson Mandela aptly stated, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." This philosophy guides our language education strategies, ensuring a solid foundation for further learning. The goal at Abdul Kadir Molla International School is for students to excel in the language of instruction (English) while maintaining and developing proficiency in their mother tongue. Emphasising that language is inseparable from culture, we believe that the accent of one's birthplace resides in the soul and heart as much as in the language. Recognising the variation in language based on person, situation, purpose, and user needs, our approach ensures holistic language and cultural development. Mother tongue development at Abdul Kadir Molla International School emphasises communication skills, leveraging contextual cues, gestures, and facial expressions for effective language acquisition. Learners with existing communicative skills in their mother tongue can become functional in a new language within two years, fostering early literacy skills. To promote belongingness, we widely celebrate International Mother Language Day, Bengali New Year with their involvement in our school community. At Abdul Kadir Molla International School, we value the constructivist approach to language learning, acknowledging the wealth of background knowledge encoded in students' mother tongue.

Our educators engage students in meaningful, contextually relevant language experiences, allowing them to build on their linguistic foundation. This not only enhances language proficiency but also nurtures a sense of belonging, pride, and a deep appreciation for the rich cultural practices.

V. LANGUAGE TEACHING AND LEARNING

At Abdul Kadir Molla International School, language teaching is not just about acquiring vocabulary and grammar rules; it's about developing authentic communication, integrating language learning into various disciplines, and tailoring instruction to meet the diverse needs of students. Grounded in the principles of authenticity, integration, and differentiation, our approach to language education within the IB Primary Years Programme (PYP) framework encompasses a range of methodologies aimed at facilitating language acquisition and development. From contextual and authentic instruction to strategies for supporting language acquisition and community engagement, our school prioritises holistic language learning experiences that prepare students for effective communication in diverse contexts.

A. Approaches and Methodologies for Language Teaching: At Abdul Kadir Molla International School, language teaching approach is grounded in the principles of authenticity, integration, and differentiation. We engage a range of methodologies to support language acquisition within the IB PYP framework, including:

- **Contextual and authentic instruction:** Language learning is contextualised within real-world situations and aligned with the units of inquiry. This approach ensures that language is not only learned but also applied meaningfully, enhancing students' understanding and retention. We implement inquiry-based learning, where the learners explore language through personal projects, such as presentations in both their mother tongue and English, and to use language for debating and solving real-world problems, thus integrating critical thinking with language skills. Language tasks are designed to be meaningful and relevant, such as creating presentations, writing reports, or role-playing scenarios connected to the units of inquiry. These tasks help learners apply their language skills in practical situations, reinforcing their learning through real-world applications.
- **Holistic instructional design:** We adopt a holistic approach to language learning, seamlessly integrating it into various aspects of the curriculum. A

dedicated daily literacy block provides focused time for language development, encompassing reading, writing, speaking, listening, viewing, and presenting activities. Tasks are designed that are practical and relevant, such as creating multimedia presentations, writing reports, or role-playing real-life scenarios. These tasks are integrated into the curriculum, enabling students to use language in meaningful contexts that reflect real-world situations. Activities within the literacy block are designed to be interactive and engaging, promoting active participation and deeper learning. This might include group discussions, multimedia presentations, or hands-on projects that make language learning dynamic and practical.

B. Strategies to Support Language Acquisition and Development: Our language teaching strategies prioritise differentiation and individualised support to meet the diverse needs of learners. Key strategies include:

- **Integration with other subjects:** English language skills are developed through integration with other subjects, catering to diverse learning styles and abilities. The IB curriculum offers tailored language acquisition pathways and English Language Support Programme to scaffold students with varying proficiency levels from diverse backgrounds to support students at different proficiency levels and language backgrounds. For example, students work on a project about SDG goals where they research and present their findings in English. This allows them to develop language skills.
- **Differentiated instruction:** We emphasise differentiated instruction to ensure that every learner receives the necessary support for their language development. Assessment tasks are designed to reflect real-world language use and proficiency levels, allowing for personalised learning experiences. Also, each student may have a personalised learning plan that outlines specific language goals based on their language skills and proficiency level.

C. Use of Language in Inquiry-Based Learning: At Abdul Kadir Molla International School, language is integral to inquiry-based learning. We use this approach to weave language skills throughout various subjects, helping learners build critical thinking and problem-solving abilities through language. Our teachers work together across disciplines to advance language development and incorporate language learning into specific subject areas. This method encourages a deep understanding of language structures, functions, and conventions, fostering both in-depth learning and critical thinking. Through diverse multimodal literacy practices, learners interact with a range of texts and media, including digital and multimedia resources, which enhances their communication skills and prepares them to effectively navigate various communication contexts.

- **Key strategies in practice**

Our language teaching methodologies are designed to prioritise authenticity and integration, with a strong focus on differentiation and community engagement. By activating prior understanding, differentiating tasks, carefully planning, and involving learners in community service, we provide a holistic language education that prepares learners for success both academically and as active, responsible members of society.

- **Inquiry-Based Learning**

Activating Prior Understanding: We teachers actively engage learners by connecting new concepts with their existing knowledge, often utilising the mother tongue to make these connections more meaningful. This approach encourages learners to draw on their own experiences and cultural backgrounds, deepening their understanding and engagement with new content.

- **Task-Based Learning**

Recognising that learners come with varying levels of prior knowledge, we differentiate tasks and activities accordingly. By building on what learners already know, we create a strong foundation for introducing new concepts. This differentiation ensures that all learners can progress at a pace that suits their individual learning needs.

- **Use of Authentic Materials**

We document learners' progress in their portfolios, capturing their use of authentic materials and experiences in real-world contexts. This ongoing documentation supports future planning and differentiation, ensuring that each student's learning journey is tailored to their unique needs and abilities.

- **Time and Strategy Consideration**

In our planning process, we carefully consider the time and strategies needed to activate and build on learners' background knowledge. This ensures that learners are fully prepared to engage with new material, allowing them to make meaningful connections across subjects.

- **Community engagement and service learning:**

English language learning extends beyond the classroom through community engagement and service learning opportunities, for instance: spreading awareness, taking interviews or making agreements. Students apply language skills in authentic contexts, contributing meaningfully to their communities. This practice not only reinforces language skills but also fosters a sense of responsibility and citizenship among learners.

In summary, our language teaching approaches and methodologies prioritise authenticity, integration, differentiation, and community engagement, reflecting best practices in language education within the IB PYP framework.

VI. ASSESSMENT IN LANGUAGE LEARNING

At Abdul Kadir Molla International School, we recognise language as a fundamental tool for inquiry, expression, and communication, aligning with the philosophy of the International Baccalaureate (IB). Their language assessment practices reflect PYP principles, emphasising holistic development, inquiry-based learning, and student agency. Continuous assessment supports language growth and deep understanding within authentic contexts.

A. Approaches to Language Assessment in Line with PYP Philosophy: The school employs a varied approach to language assessment, incorporating holistic, inquiry-based, and student-centred methods. Through ongoing monitoring, documentation, measurement, and clear reporting, Abdul Kadir Molla International School aims to facilitate students' language development and cultivate a profound understanding of language within real-world contexts.

- **Inquiry-Based Assessment:** We integrate inquiry-based assessment practices into our language curriculum, allowing students to explore language in meaningful contexts and make connections between language and other areas of learning. Assessments are framed within authentic inquiries, projects, and tasks that promote active engagement and deep understanding.
- **Student-Centred Assessment:** We prioritise student agency and voice in the assessment process, empowering students to take ownership of their language learning journey. Students are involved in setting learning goals, self-assessment, and reflection, fostering metacognitive awareness, and promoting lifelong learning skills.
- **Monitoring:** We continually monitor students' language development through ongoing observation, assessments for learning, and dialogue. Teachers track students' progress, identify areas for growth, and provide timely feedback and support.
- **Documenting:** We document students' language development through a variety of means, including portfolios, student work samples, observations,

and assessments. Documentation serves as a record of students' language growth and informs instructional decision-making.

- **Measuring:** We measure students' language proficiency using a range of tools and methods, including rubrics, checklists, anecdotes, performance tasks, and assessment as learning. These measures provide valuable data on students' language skills and inform program evaluation and refinement.
- **Reporting:** We communicate students' language progress to parents, caregivers, and stakeholders through regular progress reports, parent-teacher conferences and scheduled meetings. Reporting is transparent, meaningful, and aligned with the principles of the PYP, emphasising students' growth, achievements, and areas for further development.

B. Continual Assessment of Language Development:

We employ continual assessment methods to support language development. Beginning with diagnostic assessments, we tailor instruction to individual needs. Ongoing formative assessment allows for timely feedback and interventions, while assessments of learning evaluate proficiency within authentic contexts, fostering comprehensive language skills.

- **Prior Knowledge Assessment:** We conduct diagnostic assessments to identify students' language strengths, needs, and prior knowledge. These assessments inform instructional planning and differentiation, ensuring that instruction is responsive to students' individual learning profiles.
- **Assessment for learning:** We believe in the power of assessment for learning to drive the language learning forward. Teachers continually monitor students' language development through ongoing observation, feedback, and dialogue. Assessment for learning provides valuable insights into students' progress, allowing for timely interventions and adjustments to instruction.
- **Assessment of learning:** While recognizing the importance of assessment for learning, we also conduct assessments of learning to evaluate students' language proficiency at key points in their learning journey. Assessment of

learning provides opportunities for students to demonstrate their understanding and mastery of language skills within authentic contexts.

- **Assessment as Learning:** Abdul Kadir Molla International School aims to create a dynamic and learner-centred environment where students actively participate in their own learning process, collaborate with their peers, and develop the language skills, confidence, and autonomy needed to succeed in an interconnected world.

Peer assessment is a collaborative process wherein students provide feedback to their peers on their language skills, writing, presentations, or other language-related tasks. By engaging in peer assessment, students not only gain insights into their own strengths and weaknesses but also develop empathy, communication skills, and a deeper understanding of language concepts through evaluating their peers' work.

Students are encouraged to regularly engage in self-assessment activities, such as setting personal language learning goals, monitoring their progress towards these goals, and reflecting on their learning experiences. Additionally, students are provided with tools and resources to assess their language proficiency, such as checklists, rubrics, and self-assessment questionnaires, which help them identify areas for improvement and develop strategies to address them.

C. Tools and Methods for Assessing Language Proficiency:

At Abdul Kadir Molla International School, we employ a range of assessment methods to appraise students' language proficiency authentically. It includes performance tasks, rubrics, checklists, portfolios, and authentic assessments, all aimed at capturing the complexity of language use. Through these approaches, we promote different learning engagements for holistic language development, ensuring meaningful learning experiences for the students.

- **Performance Tasks:** We utilise performance-based tasks and projects to assess students' language proficiency in authentic contexts. These tasks may include oral presentations, debates, writing portfolios, and multimedia

projects, allowing students to demonstrate their language skills in real-world scenarios.

- **Rubrics and Criteria:** We employ rubrics and criteria-based assessment tools to provide clear expectations and feedback to students. Rubrics outline specific criteria for assessing language proficiency across various dimensions, such as vocabulary usage, grammatical accuracy, fluency, and coherence. To conclude, it emphasises the four dimensions of language proficiency: reading, writing, viewing and presenting, listening and speaking.
- **Portfolios:** Students maintain language portfolios that showcase their language development and achievements over time. Portfolios may include samples of students' written work, recordings of oral presentations, reflections, and self-assessments, providing a comprehensive documentation of students' language growth.
- **Authentic Assessments:** We prioritise the use of authentic assessments that reflect real-world language use and communication. Authentic assessments may include simulations, role-plays, interviews, and authentic texts, allowing students to engage with language in meaningful and culturally relevant ways.

At Abdul Kadir Molla International School, our approach to language assessment is rooted in the philosophy of the PYP, emphasising holistic development, inquiry-based learning, and student agency. Through continual assessment practices, informed by the dimensions of monitoring, documenting, measuring, and reporting, we strive to support students' language growth and empower them to become confident, effective communicators in an increasingly interconnected world.

VII. LANGUAGE SUPPORT PROGRAMMES

At Abdul Kadir Molla International School, we recognise the challenges faced by students learning in a language other than their mother tongue. To address this, we offer comprehensive support programmes tailored to their needs:

A. English Language Support Programmes (ELSP):

Programme Objectives: The English Language Supporting Programme (ELSP) aims to nurture proficiency in English across all language skills: speaking, listening, reading, writing, viewing, and presenting.

- **Individualised Learning:** It has adopted a need-based approach, providing personalised instruction to meet each student's unique language abilities, interests, and needs. For example, students maintain a language portfolio that includes self-assessments, teacher feedback, and a collection of their work across various language skills which helps them track their progress and set personalised goals.
- **Learning Environment:** The safe and supportive environment fosters interactive learning through one-on-one interactions, group discussions, debates, and current affairs engagements. For example, Group activities are designed to mix students of different proficiency levels, with advanced students taking on leadership roles to support those with lower proficiency. This fosters a safe learning environment where students learn from each other.
- **Advanced Proficiency Support:** Students with advanced proficiency levels receive specialised instruction to refine pronunciation and ensure clear communication. Individualised feedback is provided to help each student improve their specific areas of difficulty. For example, a student who struggles with certain vowel sounds might receive targeted exercises to practise those sounds.
- **Enriching Classroom Learning Engagement:** Classroom learning engagements focus on diverse engagements such as debates, discussions, creative writing, and language-based games to enhance language skills.

For example, Teachers provide differentiated prompts to suit various proficiency levels, with simpler prompts for beginners and more complex ones for advanced students. Peer sharing of stories fosters a community of learners where students can appreciate diverse perspectives and language styles.

B. Resources and Strategies for Language Support: At Abdul Kadir Molla International School, different strategies are employed to support students in the process of learning languages, facilitating a smooth transition for students as they acquire second and third languages while maintaining proficiency in their mother tongue.

- **Monthly Reading and Writing Workshops:** Dedicated monthly workshops are conducted to focus on fundamental language skills, incorporating activities, games, and storytelling to immerse students in the target language.
- **Library Resources:** The library offers a rich collection of books in various languages, including students' mother tongues and languages they are learning. Students explore literature to develop language skills and develop international mindedness.
- **Utilisation of ICT Tools:** ICT tools like tablets, computers, and voice-activated applications are utilised to support language learning. Trusted platforms and diverse resources such as games, art, music, and maps further enrich students' language acquisition journey.
- **Extra-curricular activities:** At Abdul Kadir Molla International School, it is aimed to cultivate proficient communicators with a deep appreciation for linguistic diversity and cultural understanding. In alignment with this philosophy, a range of extracurricular activities, such as spelling bees, debates, and book talk events, are offered, providing students with enriching opportunities to apply and enhance their language skills in authentic contexts. Through these engaging experiences, students not only develop their language proficiency but also hone critical thinking, creativity, and collaborative skills essential for success in a globalised world.

- **All the teachers as language teachers:** In the Abdul Kadir Molla International School, teachers embody the role of language educators within the IB framework. They integrate language development across subjects, employing diverse activities and strategies to enhance students' language acquisition and proficiency. Through fostering a supportive learning environment and interdisciplinary collaboration, teachers promote communication, critical thinking, and inquiry skills essential for language learning. By modelling effective use of language and facilitating language practice, they contribute to students' holistic language development in line with the IB's emphasis on multilingualism and intercultural understanding.

By offering comprehensive support programmes, leveraging diverse resources, and engaging with the community, it is ensured that students learning in a language other than their mother tongue receive the necessary assistance to thrive academically and develop effective communication skills.

VIII. PROFESSIONAL DEVELOPMENT

Teachers participate in workshops on the latest language teaching methodologies and collaborate regularly to share best practices and innovative approaches. Professional development plays a pivotal role in ensuring the efficacy and relevance of language education at Abdul Kadir Molla International School. Continuous learning is at the heart of our professional development strategy. Abdul Kadir Molla International School offers a variety of opportunities for our language teachers to engage in ongoing learning experiences, including:

- A. **Workshops on Differentiated Language Instruction:** Teachers attend workshops arranged by the Head of Primary and PYPC focused on differentiated instruction techniques, such as using tiered activities, offering varied reading materials at different levels, and providing alternative ways for students to demonstrate understanding (e.g., oral presentations, visual projects, written assignments). Facilitators are equipped with up-to-date resources that are in line with the IB philosophy. Educators are enlightened by the process of effective

brainstorming and arranging writing workshops in a scaffolded manner (e.g., voice, ideas, presentation, conventions, organisation, word choice and sentence).

B. Collaborative Planning Sessions: Teachers conduct weekly collaborative meetings (**GSCM:** Grade level teachers and Specialists Coordination Meeting) to plan lessons that integrate language learning across the curriculum. For instance, homeroom teachers work with the Bangla language teachers to design a unit where students learn unit related vocabulary in Bengali through their learning experiences. Pedagogical leaders have weekly meetings (**MWC:** Meeting with Coordinator) with grade-specific teachers to provide feedback on the implementation of the plans and discuss the upcoming action plan. A grade level teacher's meeting (**GLM**) is scheduled weekly to foster collaboration and plan an inclusive learning experience based on the scope and sequence, focusing on the varied needs of the language learners.

- **Cross-disciplinary Collaboration:** Language teachers collaborate with teachers from other disciplines, such as art, and physical education, to create cross-disciplinary projects. While grasping the subject specific conceptual understanding widens the path to deepen a learner's language skill.
- **Peer Observation and Feedback:** Teachers participate in a peer observation program where the Homeroom teachers observe each other's classrooms to observe language teaching strategies in action. Afterward, they provide constructive feedback and discuss how they might adapt those strategies in their own classrooms.
- **Action Research Projects:** Teachers are formed into groups to lead language based action research and to set the horizontal and vertical alignment of the learning outcomes. They pilot projects based on learning such as, 'Writing Block' and document their findings, share them during professional development days, and discuss potential adjustments with their colleagues.

C. Workshops on Technology Integration: Teachers attend workshops on using digital tools like language learning apps, for instance, Literacy Planet, online

platforms for collaborative writing, Blogger.com and Wakelet, the session on using the Britanica rules effectively, that enable them to provide students with inclusive language environments. Afterward, they share how they have implemented these tools in their lessons during team meetings.

IX. COLLABORATION WITH THE SCHOOL COMMUNITY

Collaboration with the school community is essential for enriching language education. Effective communication strategies and inclusivity efforts ensure engagement with parents and the wider community. Meanwhile, the community's role in supporting language learning is pivotal, fostering cultural understanding, resource accessibility, and student empowerment.

A. Engaging parents and the wider community in language education:

Collaboration with the School Community engages parents, such as through regular communication in multiple languages, and invites them to participate in cultural and language-focused events. School encourages parental involvement through regular multilingual newsletters, parent-teacher conferences, and participation in events like International Mother Language Day. This includes utilising diverse communication channels such as email, text messages, app notifications, newsletters, and social media to ensure that important information reaches all stakeholders effectively. Furthermore, the school conducts Parent Orientation Programmes to address queries and establish connections, providing parents with opportunities to express themselves in their preferred language. Maintaining open lines of communication between parents and teachers is facilitated through structured interactions such as the Three Way Conference and the Student Led Conference serve as effective mechanisms for maintaining open lines of communication.

B. Communication Strategies to Ensure Inclusivity and Understanding: In terms of communication strategies to ensure inclusivity and understanding, the school emphasises the importance of clear and accessible communication channels such

as newsletters, emails, and online platforms. Information is provided in multiple languages, and meetings are scheduled at different times to accommodate diverse needs, promoting inclusivity within the school community. Regular Teacher Parents Conferences are arranged to discuss student progress and strengths in a welcoming environment, encouraging open communication and collaboration among stakeholders. Parents are involved in the goal-setting process for the learners, and their reflection is considered integral data to design the language policy.

- C. Role of the Community in Supporting Language Learning:** Regarding the role of the community in supporting language learning, the school focuses on promoting cultural and social learning through events such as International Mother Language Day, French Language Day and Arabic Language Day. These events provide opportunities for students to engage with diverse perspectives and enhance their understanding of different cultures. The community also facilitates collaboration and exchange among its members, offering access to resources and information through online forums, and mentorship programmes. Furthermore, peer support and motivation are provided to students, along with opportunities for real-world application of their language skills. The school emphasises supporting learners as agents of their own learning and partners in the learning process, aligning with the IB curriculum's focus on inquiry, action, and reflection. Finally, the community celebrates students' achievements and supports them through programmes like the PYP Exhibition, showcasing their language proficiency and overall growth.

X. POLICY REVIEW AND DEVELOPMENT

At Abdul Kadir Molla International School, we understand that our language policy serves as a compass guiding our journey towards excellence in education. Adhering to the framework of International Baccalaureate Primary Years Programme (IB PYP), our commitment to language development is dynamic, responsive, and deeply rooted in collaboration.

A. Process for Regular Review and Update of the Language Policy

The policy review process is informed by the voices and perspectives of stakeholders, including teachers, students, parents, and community members. Inclusive decision-making is believed to lead to more robust and sustainable policy outcomes. The language policy is reviewed every two years by a committee including teachers, parents, and students to ensure it meets the evolving needs of our community. This process begins with a comprehensive assessment of current practices and emerging research in language education, ensuring that the policy remains aligned with best practices and the latest developments in the field. Engaging with IB guidelines and standards, as well as relevant research literature, informs the understanding of effective language instruction. Following this assessment, a diverse team of educators and pedagogical leaders is assigned to lead the policy review process. The existing language policy is collaboratively evaluated by this team, identifying areas for enhancement and innovation.

B. Involvement of stakeholders in policy development and review

At Abdul Kadir Molla International School, the pedagogical leaders and steering teachers team actively engage in the policy development and review process. Through collaborative efforts, they work together to create policies that reflect the school's values, mission, and educational objectives aligned with IB framework. Pedagogical leaders provide expertise in curriculum design and pedagogy, while the steering teachers team represents the interests and perspectives of classroom educators. By fostering open communication and collaboration, Abdul Kadir Molla International School ensures that policies are comprehensive, responsive to the needs of students and staff, and aligned with best practices in education.

XI. CONCLUSION

Language development and cross-cultural understanding are areas in which Abdul Kadir Molla International School excels in today's connected world, where individuals from different backgrounds come together. Language acquisition isn't just a task students undertake at Abdul Kadir Molla International School; it's a passion embedded in every aspect of the curriculum, reflecting the school's dedication to nurturing a community of global citizens. Throughout students' journey at the School, students have the opportunity to explore a multitude of languages, expanding their horizons to embrace new cultures and perspectives. The school's language programme is tailored to meet the unique needs and interests of each student, offering a broad spectrum of options.

Recognising the importance of technology, Abdul Kadir Molla International School employs cutting-edge tools and resources to facilitate language learning, providing interactive platforms, authentic materials, and online programmes to enrich the learning journey. Yet, Abdul Kadir Molla International School's commitment extends beyond language proficiency; it aims to cultivate compassionate and culturally aware individuals equipped to navigate a diverse world.

In essence, Abdul Kadir Molla International School is not just a place to learn languages; it's a hub for fostering understanding, respect, and global citizenship, making it an ideal environment for students to thrive linguistically and culturally.

Review Committee

- Asnaha Farheen, Head of PYP and PYP Coordinator
- Saiful Islam, Asst. PYP Coordinator
- Villa Esban (Homeroom teacher)
- Jannatul Ferdous (Homeroom teacher)
- Farhana Nasrin Laboni (Homeroom teacher)
- Faisal Amin Rabbi (Homeroom teacher)
- Khaleda Yeasmin (Assistant Teacher, Bengali Language)
- Abu Hena Mostofa Kamal (Subject Teacher, French Language)

Next Review Date: 11 Jul 2025

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