



NES International School Dombivli
- IB World School



SCHOOL CODE:060150

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 programmes of international education and rigorous assessment.

These programmes encourage students to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.



School Mission Statement

NES International School Dombivli, provides a holistic educational programme for students to become knowledgeable and caring young leaders, who help to create better and more peaceful world with intercultural perspective. Towards this, NESISD will instill in their students a strong urge for international mindedness to become lifelong learners and peace ambassadors.



School Philosophy

At NES International School Dombivli we strongly believe in enhancing the teaching-learning experience of our students, by delivering a challenging and high quality programme.

We consider it our responsibility to foster self-discipline, treating others with respect, empathy, concern, open mindedness and moral conviction. We know that activity of learning is an expression of positive energies, fulfilling natural curiosity and enriching life. At the same time, authentic learning is purposeful when it helps students grow morally, spiritually and emotionally as well physically and intellectually within a diverse community.

Quality education is supported by a collaborative effort between home and school. Parents are encouraged to become active participants in all school activities.

Our school is committed in igniting the young minds to develop curious, knowledgeable, reflective and principled global citizens who will work together to create a sustainable and peaceful world.

LANGUAGE POLICY

(Reviewed on 24th May 2022)

School Context

NES International School Dombivli is an independent co-educational day school serving students from Kindergarten through to Grade 10. We strive to support the Language of Instruction (English), Second language/Official language (Hindi), Foreign Languages/Additional Second Languages (French), home languages (Mother tongue support) and cultural development of all students. We seek teachers, parents (as Guest Speakers) and wider community support within the school hours and encourage our students to engage with culture and languages.

Compliance with IBO Standards

Language committee of the school reviewed all the documents from MY IB PRC and drew all the connected literature and statements to the Language Policy.

Purpose

To meet the objectives of teaching and learning Language of Instruction (LOI), second languages, mother tongue support and multilingualism

Rationale

For effective implementation of the IB requirements as reflected in Programme Standards and Practices

IB Terminology

Language and literature Course - LOI = Most Preferred language

Language acquisition Course-second language = Official language (India)

Language acquisition Course-additional second language = Foreign languages (French)

General Information

Language learning includes the development of home & family languages and languages of the school. Language is the plinth on which the teaching and learning process is dependent and therefore at NES International School Dombivli throughout the curriculum we endeavor to foster the development of Language of Instruction, Foreign language and Mother Tongue.

Language learning plays a vital role at NES International School Dombivli where English is the language of the learners. Therefore, following the IB maxim, all teachers are considered language teachers and all teachers strive to develop a congenial language community whereby the learner feels at ease and learns the language. An effort is made to make the learner understand the importance of



language as a potent tool—a medium for communication as well as introspection.

Language learning extends beyond the classroom walls and is intrinsically related to the library and the IT lab. The teachers work in collaboration with Homeroom teachers and subject teachers in order to provide the pupils with this lifelong skill of expressing themselves logically and coherently in varied situations.

Language Philosophy

We view language development as a dynamic process, where by language development is a collective responsibility of the parents, teachers and learners. The school is committed to develop the Language of Instruction (LOI) namely, English, for the learner's individual development and effective written and oral communication in a social context. Varieties of English Language that range from formal, informal, colloquial, objective, subjective, literal, figurative, and archaic and jargon are introduced to learners to adapt to various contexts.

Contextual learning, therefore, is promoted in and outside the school through espousal of subject teachers and parents. For consistent language opportunities, library resources, stage performances, oral and written activities play a major role. Besides, Language acquisition courses provide the learners with scope to understand the ethos of other cultures and develop empathy for other cultures thereby sensitizing them to cultural diversity across the world.

Policy Statement

NESISD aims to develop multilingual learners through active participation of learners, teachers and home environment. Since English is the most preferred language/ best language it can be termed as the mother tongue, hence LOI = MT. The second most preferred language/ mother tongue will constitute generally the options offered under Language acquisition Course.

Further, considering the plurality of different languages spoken in India, Hindi is not the mother tongue (best language) for 98% of Indian student population at NESISD. The Indian community has the most representation in the student population, some of these belong to NRI families (Non-Resident Indians) from USA, UK. The student language profile survey shows that English is the most preferred/ best language followed by the other major language groups including Hindi, Marathi, Gujarati, Marwari, Punjabi, Tamil and Malayalam. With all the nationalities in mind, NESISD delivers an international program to a predominantly Indian school population. NESISD has opted for English as the Language of Instruction, Hindi as second language and French as additional languages. The mother tongue support programme is embedded in the language programme.

The school will, nevertheless, proactively provide mother tongue support to its

students. Learning resources and celebrations observed serve as additional support to promote home/ native language/ state language that falls beyond the scope of the school.

However, if English which is the LOI is not the student's best or preferred language, the school will proactively explore the possibilities of giving the student his/her most preferred/best language and provide for English as a Second language under Language acquisition in IB.

Accordingly, NESISD strives to provide an enriching environment that is at least a bilingual experience to sustain in a dynamic world.

Guidelines

The school will create a positive environment for:

- ❖ Language proficiency in Language and literature in agreement with the curriculum plan.
- ❖ Language acquisition, Mother Tongue support in addition to Language and literature through means such as library resources that include reading and listening aids, instructional hours, technology, realistic timetable, and exercises.
- ❖ Allocating funds to procure resources that cater to arrange of learners.
- ❖ Provision of Language Profile and a suitable pathway to achieve the goal of developing a Language and literature course and at least one language under Language acquisition course.
- ❖ Imparting to the parent and student community the Language Policy and School Practices.
- ❖ Developing a deeper understanding and appreciation for supporting the mother tongue by the school amongst its parents, student and teacher community.
- ❖ Arrangement of Language teaching materials namely, paper-based, audio-visual, electronic, print and visual media.
- ❖ Professional development of all teachers directly/ indirectly involved in the language development of the learners of the school.
- ❖ Assisting learners in the selection of Language acquisition course offerings by the school with the aid of teaching faculty, coordinators, parents and career counsellor.
- ❖ Amendment of Language policy after due consideration with the Head of School, Coordinators, faculty members and other stakeholders.
- ❖ Fully apprising the Admission Office about the amendment of the Language Policy.

Mother Tongue Support at NESISD

PYP

PYP students display considerable linguistic diversity. A wide range of languages are in use at home. In this context, the NESISD PYP acknowledges that development of mother tongue language (\neq LOI) is crucial for cognitive development, and in maintaining cultural identity. Efforts will be made to engage trained teachers proficient in the respective mother tongues to conduct special classes for such students.

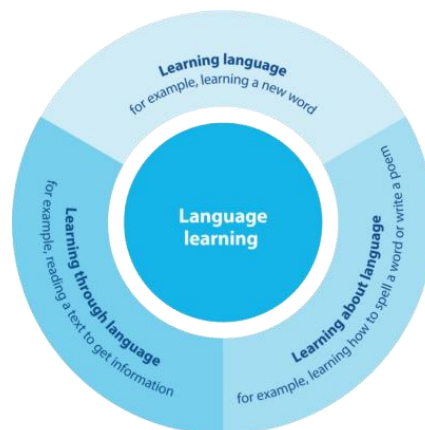
The PYP carries out a year-long programme of mother-tongue support which includes language days and special assemblies to highlight the various languages other than English being used by the students. Parents of students are invited to conduct special mother tongue development sessions in school. The school library has reading material in languages other than English. Active participation of the parents is encouraged in helping their children read books in different mother tongues at home. Recognition and celebration of festivals allows expressing in the diverse languages of the school. Different language resources are available for the students to explore.

MYP

Students whose best language is not English will be supported in the development of their mother tongue (\neq LOI) to ensure their cognitive and academic development, and preservation of their cultural identity. Efforts will be made to engage trained teachers proficient in the respective mother tongues to conduct special classes for such students. Mother tongue support is provided through various programmes in the school such as language days, special assemblies, dramatic productions in languages other than English. The school will permit such students to interact with one another in their respective mother tongues during their leisure time and in classes which are not conducted, specifically in English. Such students have the option to engage in student-led conferences in their mother tongue. The school library will make available reading material in languages other than English.

Primary Years Programme

The Language of Instruction (LOI) is English, which is the language that is best-known and most used by the entire PYP section.



Inquiry-Based

Language provides a vehicle for inquiry. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP. The units of inquiry provide an authentic context for learners to develop and use language.

Transdisciplinary Nature

Since language is involved in all learning that goes on in the PYP, in both the affective

and effective domains, learners listen, talk, read and write across the curriculum to grasp new meanings and understand new concepts. This contributes to the transdisciplinary nature of language learning in the PYP.

Stand alone Curriculum

While most of the language development takes place in the authentic context of trans-disciplinary and inquiry-based learning, some of the language skills are also given a special focus outside the units of inquiry. Specific aspects of reading, listening, grammar and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential part of the curriculum that is considered as bedrock for development of LOI.

Scope and Sequence

The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IB. The complex processes involved in language learning are represented in a series of developmental continuums in which all the strands of oral, written and visual language are covered. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade. All three of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning. Each strand has been considered from both the receptive aspect-receiving and constructing meaning, and expressive aspect- creating and sharing meaning.

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ←	→ Speaking
Visual language	Viewing ←	→ Presenting
Written language	Reading	Writing

Other Languages

In the PYP, all students have the opportunity to learn more than one language from at least the age of 5. Every learner benefits from having access to different languages, and through that access to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international mindedness.

Multilingualism

NESISD is committed to multilingualism as a means of affirming cultural identity and developing international mindedness. So, to provide multiple opportunities to explore languages and to stimulate curiosity, we provide experiences including-seeing, hearing and sharing language –

- Spoken and sung

- Displayed on differential alphabet and number charts, posters, labels
- Used in learning spaces, games, poetry and performances
- Used in learning displays
- Used within identity texts, and bilingual texts(oral, written, digital, poetic, musical, and so on)
- Chosen for the exhibition
- Through technology
- In explorations of the similarities and differences between languages
- Through learning experiences within a unit of inquiry
- From other members of the learning community
- Within the context of action.

Middle Years Programme

The Language of Instruction is English, which is the language that is best-known and used by almost the entire MYP section.

Language & literature and Language acquisition

Students of the MYP get an opportunity to learn Language and literature and at least one other language. Language and literature is taught in English, the Language of Instruction in the school and the language in which them majority of students demonstrate the highest level of proficiency. Hindi is offered as a second language and French as an additional second language under Language acquisition courses until MYP 3. In IGCSE1 and 2, the students have the option to choose one of the languages under Language acquisition i.e., Hindi/ French.

The IB Language Continuum

MYPLanguageandliteratureandLanguageacquisitionbuildonexperiencesinlanguage learning that students have gained during their time in the IB Primary Years Programme(PYP). Knowledge, conceptual, contextual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry.

Interdisciplinary Learning

Language is fundamental to learning, thinking and communicating, therefore, in the MYP, it permeates the whole curriculum in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both Language and literature.

Language and literature curriculum plays an important role in the study of language in the MYP. In developing the language curriculum, the teachers ensure that there is a balance of Language and literature in the MYP. There is a balance of genres in MYP

Language and literature course as well as World Literature component in each year of the programme.

Language acquisition curriculum is devised based on **scope and sequence** matrix drawn up by the teachers of the language and will expose students to a wide range of texts with a view to developing in them the skills of oral, written, and visual communication. Teachers abide by the Phase Specific Language acquisition objectives provided by the IB that establishes benchmarks of achievement at each level of the PYP/MYP programme to ensure a systematic progression of language development that leads up to the prescribed IB objectives and learning outcomes in PYP and MYP.

Language Phases in PYP

Learning continuum for oral language—listening and speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p>	<p>Conceptual understandings The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>	<p>Conceptual understandings Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Conceptual understandings Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Conceptual understandings Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.</p>

Learning continuum for written language—reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.</p>	<p>Conceptual understandings The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Conceptual understandings Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>Conceptual understandings Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Conceptual understandings Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>

Learning continuum for visual language—viewing and presenting

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</p>	<p>Conceptual understandings People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Conceptual understandings Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Conceptual understandings Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual understandings The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>

Learning continuum for written language—writing

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.</p>	<p>Conceptual understandings People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.</p>	<p>Conceptual understandings We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>	<p>Conceptual understandings Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>	<p>Conceptual understandings Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>

Language acquisition Phases in MYP

In the MYP, students are placed in classes according to the IB's continuum of Phase Specific Language acquisition objectives.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.</p>	<p>Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.</p>	<p>Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.</p>	<p>Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.</p>	<p>Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.</p>	<p>Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.</p>

To place students in appropriate phases for a language acquisition course in the following procedures will be used:

Pre-Assessment: A pre-assessment is conducted to gather information about students' language proficiency levels. This assessment includes listening, speaking, reading, and writing tasks specifically designed to evaluate their language skills.



Evaluate Pre-Assessment Results: Analyze the results of the pre-assessment to determine students' language proficiency levels and their corresponding IBMYP phase. Consider their performance in various language skills and their ability to comprehend and produce the target language.

Continuous Monitoring: Students' progress is continuously monitored throughout the course. Use formative assessments, class observations, and ongoing feedback to assess their language development and identify any necessary adjustments to their placement.

Collaboration and Communication: Collaboration and open communication between language teachers, coordinators, and other relevant stakeholders help in the placement of students in different phases. Regularly sharing of updates on students' progress and addressing any concerns or questions related to their language acquisition placement is made to further understand the

Additional Support for the development of language skills is available to all students through their participation in school assemblies and events which enable them to write speak and present in English and other languages. Students are also encouraged to participate in events outside the school-Interschool Debate & Elocution, Spelling Bee etc. All students are encouraged to make use of the school library; reading for pleasure is a high priority. Students whose best language is not English and who display incompetence in basic skills will also be receiving additional support. In case the student has been diagnosed with learning difficulty, he or she will receive specific support from the special educator and school counsellor as per guidelines laid down in the school's Access and Inclusion policy.

Language and Literature in MYP

The MYP Language and literature course allows students to develop an appreciation and understanding of Language and literature through key concepts such as communication, connections, creativity and perspective, and through the more discipline-specific related concepts.

The conceptual focus is maintained in studies in Language and literature courses, which build on the foundations established by the four key concepts chosen by the MYP Language and literature course by studying them in greater depth, redefining them in more specific ways and complementing them with others which are suitable for study at this stage in the students' academic development. It is to be noted that enrichment would be provided to those who are less proficient from Grades 6 to 8 in order to effectively mainstream in the Language and literature courses.

Having gained an understanding of Language and literature through oral, written and visual communication, students develop analytical and organizational skills in creative, personal and imaginative ways. The six skill areas in the MYP Language and literature subject group—listening, speaking, reading, writing, viewing and presenting—are developed as both independent and interdependent skills.

The studies in Language and literature courses continue to encourage the cultivation of these skills, along with intercultural understanding and engagement, from local, national and global communities. The courses further develop linguistic and literary understanding through the study of a broad range of texts, as well as through learning language in context in order to promote international mindedness.

Language acquisition Course

Students may also study a Language in Group 2, amongst French and Hindi. These courses are designed to provide students with the necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken.

Additional Support

Language development opportunities are provided to all students through participation in school assemblies and events which enable them to write, speak and present in English and other languages. Students whose best language is not English and who display a deficiency in the basic skills will receive remedial attention/enrichment. In case the student has been diagnosed with learning difficulty, he or she will receive specific support from the Access and Inclusion Educator and School Counsellor as per guidelines laid down in the school's Access and Inclusion Policy. All students are encouraged to make use of the school library; reading for pleasure is a high priority.

Entry and exit points for the different phases of Language acquisition

In the PYP, students will be introduced to Hindi as Language from Foundation (age group 5-6 years) and Hindi as Language with all the strands will be introduced from Foundation Grade and French from Grade 2.

As the official language of our country is Hindi, students who see and hear their own language within the learning environment and who are encouraged to actively make links to their prior linguistic experiences, connect more quickly to the community and their whole learning. Therefore, in the PYP, all students have the opportunity to learn more than one language.

Grades	English (LOI)	Hindi(Second Language)	French(Additional Second Language)
EY2/Reception			
Foundation/Grade1			
Grade2to5			

	Offered
	Not Applicable

MYP phases-

In the MYP, students are placed in classes according to the IB's continuum of language learning phases.

Criteria for students to transfer from one Language acquisition course to another

In PYP, Hindi and French are the compulsory additional languages to be taken from Grade 2 to Grade 5.

In Grade 9, students can choose Hindi/French.

The need is to have five years of one of the above Language acquisition Course starting from Grade VI, in order to effectively reach the different phases, hence the students will not be allowed to change the second language till Grade IX.

Support for existing students across the curriculum who are not proficient in the Language of Instruction

EAL Support:

The school offers an EAL programme (English as an Additional Language) to support students with little, some or no previous exposure to English thereby increasing access to and engagement in their learning. All teachers are language teachers and with the additional support from the EAL programme (push-in and in some cases pull-out) aims at helping the students cope with the demands of the mainstream curriculum and the school environment. In order to support students and increase their chances of success, there are specific procedures in place.



With English as the Language of Instruction at NESISD, the English as an Additional Language (EAL) program is designed to support the language needs of our multilingual learners, to be able to access grade-level content, and build confidence by participating in social and academic conversations in English. The EAL program uses varied resources to support its multilingual learners.

Language and literature

In MYP, the enrichment programme will continue from Grade VI to Grade VIII to support students who are not proficient in the Language of Instruction in order to finally make an effective transition to meet the requirements of MYP Language and literature Course and EFL and ESL IGCSE course.

Hindi

Students at NESISD can study Hindi as Language acquisition

Hindi is offered from Foundation (age group 5-6 years) to Grade 5 as a second language as per the IB guidelines, and from Grade 6 as Language acquisition.

From Grade 9, Hindi is one of the two Language acquisition choices students can opt for.

French

French is offered as an additional second language in PYP and Language acquisition in MYP and IGCSE. In the PYP & MYP, French is offered to students from Grades 2-8. In Grades 9-10, French is one of the two Language acquisition choices students can opt for.

At IGCSE, the choice remains the same. Nonetheless, the learners are encouraged to follow the same second language to attain proficiency level. In cases of languages other than those offered in school, the learners will be provided with considerable support of Indian experienced tutor who will be responsible for the assessment planning too.

The school is committed to ensure progressive learning of these second language taken.

The language profile of the learner will aid in the selection and enrichment of second language in addition to practical guidance given by Heads of Department and Coordinators.

All the school programmes – educational as well as cultural aim towards reinforcing the mother tongue of the learner.

A student or students may be offered Language and literature, other than English in MYP/IGCSE. This, however, will be offered as a self-taught language and will be

determined by the ability of the student to meet the demands of the course.

NESISD Language Policy has been designed according to the situations most often encountered. However, NESISD recognizes that every student is unique, and it is possible that a student will enter the school with a language background very different from the usual profiles. For such students, NESISD will assess each situation on a case-by-case basis, and attempt to find a solution which will meet those needs.

Second Language Policy

The school offers a choice of languages like Hindi and French as illustrated in the Most Common Pathway chart from grades 1-10 on Pg.18.

The school is committed to ensure progressive learning of the second language that culminates in IGCSE .

The language profile of the learner will aid in the selection and enrichment of a second language in addition to practical guidance given by Heads of Department and Coordinators.

All the school programmes - educational as well as cultural aim towards reinforcing the mother tongue of the learner.

The table below shows possible IB continuum pathways from MYP through IGCSE studies in Language acquisition.

Language Policy Review and Communication Process

Role of teachers - The school believes that every teacher is a language teacher and has a responsibility in the development of language in the school. In light of this, all teachers are actively encouraged to continuously upskill by pursuing professional development opportunities within or outside school.

The Language Policy is reviewed every 2 years or as and when there are changes in the IB policy/stipulations or as and when required.

The School Pedagogical Leadership Team (SPLT) and the language teachers review/revisetheLanguagePolicy.Co-

ordinatorsinturntakeittotheteamfordiscussionandfeedback.The revised All School Language Policy (which is in line with the IB guidelines) is approved and finalized by the SPLT and then distributed to the NESISD community through the school intranet and the school website.

References

1. IB Standards and Practices
2. IB Publication: Second-Language acquisition and mother tongue Development guide
3. LanguageinthePYP,IB,February2019
4. Reviewing a Language Policy(TSM),2018
5. NESISM Access and Inclusion Policy
6. NESISM Admission Policy

Appendix-I



NES International School Dombivli
- IB World School



Student Language Profile

(For All Students)

Nationality

Indian

Others : _____

English is the Language of Instruction. This is your Preferred Language and hence, considered as the Language A.

Yes

No

Can you read and write your Preferred Language?

Yes

No

How would you rate your proficiency in your Preferred Language?

Excellent

Good

Satisfactory

Needs Assistance

What is your Native Language or language spoken at home?

Hindi

English

Tamil

Marathi

Gujarati/
Kutchi

Sindhi

Malayalam

Telugu

Tulu

Punjabi

Marwari

Bengali

Others _____

Can you read and write your Native Language or home language?

Yes

No

How would you rate your proficiency in your Native Language?

Excellent

Good

Satisfactory

Needs Assistance

List all the other language of which you have some knowledge and complete the boxes.
For example, refer 1st row.

BEGINNERS - 01, INTERMEDIATE - 02, ADVANCED - 03, FLUENT/NATIVE - 04

Language	Speaking				Reading				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
e.g., English				✓			✓			✓		

Most Common Pathways

Languages	PYP	MYP	IGCSE
		6-8	9-10
Best/Preferred language = Language of Instruction	Language (Nursery-Grade 5)	English Language and Literature	English as First Language / English as Second Language
Language acquisition - Second Language	Hindi (compulsory) (Foundation-Grade 5)	Hindi (compulsory)	Hindi (optional)
Language acquisition - Additional Second Language (French)	Any one additional Second Language is compulsory - French (Grades 2-5)	Any one additional Second Language is compulsory - French	Any one additional Second Language is compulsory - Hindi/French

Language Placement Table

Option	Language A (or language A equivalent, approved programme)	Language B	Additional Second Language
1	Mother tongue = LOI (English)	2 nd preference / Native or Home language	Native or home language if facilities are available. If facilities are not available, external help will be provided on request.
2	Less proficiency in LOI (English) in the mainstream class with additional support	2 nd preference / Native or Home language	Native or home language if facilities are available. If facilities are not available, external help will be provided on request.
3	LOI and MT - Two language A	None, unless requested	Not applicable
4	Mother tongue (on request)	LOI	Not applicable

Students who progress beyond phase 5 in their Language B course, may choose to enroll for Language A in their proficient language.

In such cases, the school will offer Language B options for Language A as well, however, only in case of more than 5 students opting for the same.