

**NES INTERNATIONAL SCHOOL MUMBAI -IB
CONTINUUM WORLD SCHOOL**

SCHOOL CODE: 003810

LANGUAGE POLICY

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LANGUAGE POLICY

Purpose

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

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 = National

language

Language Acquisition Course – additional second language = Foreign languages

General Information

Language is the plinth on which the teaching and learning process is dependent and therefore

at NES International School Mumbai throughout the curriculum we endeavor to foster the

development of language of instruction, world language and mother tongue.

Language learning plays a vital role in NES International School Mumbai where English more often than not is not 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 where by the learner feels at ease and learn 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, 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 the language development as a dynamic process, whereby the language development is a collective responsibility of the parents, teachers and learners. The school is

committed to developing the Language of Instruction (LOI) namely, English for the learners'

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, and figurative, 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, periodic competitions, 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

NESISM aims to develop bilingual 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. Nevertheless, to make learning more

meaningful to the less competent learners, enrichment classes are offered to bring them to the

mainstream by the time they reach Grade-10. The second most preferred language/mother

tongue will constitute generally the options offered under Language Acquisition course.

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” that falls beyond the scope of the school.

However, if English which is 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/IGCSE.

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At the IBDP Level, in an effort to accommodate the wide range of learners, NESISM

will explore the **self-taught** option under Language and Literature course which could lead to

the possibility of bilingual IB Diploma or otherwise make provision for English under

Language Acquisition course. Furthermore, it would explore the possibility of providing those

Language Acquisition courses offered by IB endorsed online providers which are not catered

to, by the school.

Accordingly, NESISM 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, listening and speaking

aids, instructional hours, technology, realistic timetable, and exercises.
- ❖ Allocating funds to procure resources that cater to a range of learners
- ❖ Provision of Language Profile and a suitable pathway to achieve the goal of

developing a Language and Literature course and at least a Language Acquisition.
- ❖ 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 audiovisual, 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 school counselor.
- ❖ Amendment of Language policy after due consideration with the Head of School, Coordinators, Heads of department, faculty members and other stakeholders.
- ❖ Fully apprising the Admission Office about the amendment of the Language Policy

Mother Tongue Support across IB Continuum at NESISM

PYP

PYP students display considerable linguistic diversity. Although English is the preferred language for academic purposes, at least 30% of the students are engaging with the PYP curriculum in a language other than their 'best' language. A wide range of languages is 5 in use

at home. In this context, the NESISM PYP acknowledges that development of mother-tongue

language (≠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. Students are permitted to make

presentations to parents in the mother-tongue. The school library has reading material in

languages other than English.

MYP

Students whose 'best' language is not English will be supported in the development of their

mother tongue (≠ LOI) to ensure their cognitive and academic development, and preservation of

their cultural identity. Trained teachers, proficient in the respective mother tongues, conduct

timetabled mother tongue classes. 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.

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DP Students whose 'best' language is not English will be supported in the development of their

mother tongue to ensure their cognitive and academic development, and preservation of their

cultural identity. Trained teachers, proficient in the respective mother tongues, conduct timetabled mother tongue classes. 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. The school library has reading material in languages other than English.

Primary Years Programme

The language of instruction (LOI) is English, which is the language that is 'known best'

and 'used most' by 70% of the PYP student population.

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 trans disciplinary 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.

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.

Other Languages

In the PYP all students have the opportunity to learn more than one language (SL) from

at least the age of 7. 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. Apart from

English, students of grades 1-5 learn 2 more languages, Hindi and French/German. The basic

philosophy is that in primary years, students need to learn as Second Language Hindi which is

the National Language and one foreign language between French/German.

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Middle Years Programme

The language of instruction is English, which is the language that is 'known best' and

'used most' by close to 90% of the MYP student population.

Language and Literature and Language Acquisition

Students of the MYP receive an opportunity to learn a language and its literature and at

least one other language (SL). Language and Literature is taught in English, the language of

instruction in the school and the language in which the majority of students demonstrate the highest level of proficiency. Students may choose between Hindi or French in Language acquisition (SL).

THE IB LANGUAGE CONTINUUM

MYP language and literature and language acquisition builds on experiences in language

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. Students continuing on to the

Diploma Programme (DP) will have a grounding in at least one language that will enable them to

undertake the DP course options, not only those in DP group 1 but also in the core and in groups

2–6, and will have developed an inquiring, reflective approach to the study of language and literature.

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 teachers will ensure that there is a balance of language and literature in MYP language A. There will also be a balance of genres in an MYP

language and literature course and there will be a world literature component in each year of the

programme.

Language Acquisition curriculum will be devised on the basis of a SCOPE AND SEQUENCE

matrix drawn up by the teachers of the language and will expose students to a wide range

of

literary and non-literary texts with a view to developing in them the skills of oral, written and visual communication. Teachers will devise a set of interim objectives that establishes benchmarks of achievement at each level of the MYP programme so as to ensure a systematic

progression of language development that leads up to the prescribed IB objectives and learning

outcomes in the final year of the MYP course.

MYP Phases

In the MYP, students are placed in classes according to the IB's continuum of language learning phases (MYP Language Acquisition Guide January 2014):

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. LITERACY WEEK is an annual event that focuses on the development of the reading habit among students across the

school. Students whose 'best' language is not English and who display a deficiency in the basic

skills will be also receiving enrichment so as to get him/her mainstreamed by Grade 8. In case the

student has been diagnosed with learning difficulties, he or she will receive specific support from

the special education teacher as per guidelines laid down in the school's Inclusion policy.

The Diploma Programme

Language and Literature Course

The Diploma Programme offers three syllabuses. NESISM has opted for 'Language A: language and literature', a new course, taught at the Standard Level and at the Higher Level. The

course consists of four parts, two devoted directly to language development and two to literature.

Students are exposed to a range of literary genres (originally written in English and works in translation) and non-literary text types that include media texts in order to develop in them an

understanding of how language, culture and context determine the ways in which meaning is

constructed in texts. The course will also encourage students to think creatively and critically

about the different interactions between text, audience and purpose.

Links to the MYP

Language and Literature courses in the IB Middle Years Programme (MYP) develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context. The Diploma Programme course builds on this foundation. While it is not simply a language acquisition course, it aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

Language Acquisition Course

Students may also study a Language in Group 2, amongst French, Hindi and German HL/SL or French and German Ab Initio SL. 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'. The AB Initio course is designed for students who have little or no experience of the language, whilst Language Acquisition is intended for students with prior learning of the language.

Additional Support

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 whose 'best' language is not English and who display a deficiency in the basic skills will receive remedial attention from teachers of the subject. In case the student has been diagnosed with learning difficulties, he or she will receive specific support from the special

education teacher as per guidelines laid down in the school's Inclusion policy. All students are

encouraged to make use of the school library; reading for pleasure is a high priority.

LITERACY

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WEEK is an annual event that focuses on the development of the reading habit among students

across the school.

Entry and exit points for the different phases of Language Acquisition

In the **PYP**, students will undergo a French/Hindi Language placement test from grade 2.

In the

case that a child has no French/Hindi Language background, support will be provided when appropriate.

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

DP candidates, on the other hand, will have to choose Language Acquisition SL if they have

previous experience in any of the 2 languages offered at school, or will opt for Ab Initio if they

want to start learning a new language. Thus, candidates are advised on the school's offerings

accordingly.

Criteria for students to transfer from one Language

Acquisition course to another [?] In PYP, Hindi and French/German are the compulsory Language acquisition courses to be

taken from Grade 1 to Grade V.

[?] In Grade VI, they can choose between Hindi or

French/German.

□ 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.

□ In the IBDP, MYP Hindi students may choose to change their Language Acquisition

course to French/German Ab Initio and MYP French students may choose to change their

Language Acquisition course to German Ab Initio.

Support for existing students across the curriculum who are not proficient in the language of instruction

The enrichment programme will continue from Grade IV to Grade X 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.

English For PYP students, placement in homeroom classes will be according to age and grade level.

Where English is a Second Language, ESL will be offered when needed; whilst in MYP and DP

in such instances, English will be offered as ESL, in a Language B format. Ongoing diagnostic

testing will be conducted to ensure that placement is appropriate. In MYP and DP, throughout the

academic year, the different language levels will be continuously reviewed to ensure that each

student is placed in the appropriate language course and level. These levels are determined by the

teacher, using as evidence; successful performance, evidence of skill enhancement and assessment results.

Hindi Students at NESISM can study Hindi

as language B.

Hindi is offered from grade 1 to grade 5 as an introduction; as per the IB guidelines, and

from grade 6 as language B.

From Grades 6 to 10, Hindi is one of the three Language B choices students can opt for.

However, in

Grades 11 and 12 Hindi is only offered at Standard Level and Higher Level, taking into

consideration students' previous experience with the language in MYP or similar programs.

French/German:

French/German is offered as a Language Acquisition in PYP, MYP and DP. In the PYP,

French/German is offered to grades 1 -5 pupils. In the MYP, at Grades 6-10, French/German is

one of the two language B choices students can opt for. In Grades 11 and 12 French/German is

offered at Ab Initio and Standard Levels, taking into consideration students' previous experience

with the language in MYP or other similar programs.

On occasion, a student or students may be offered Language and Literature, other than

English in MYP / DP. 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.

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Language Provisions in the Diploma Programme

The embedded philosophy of inter-cultural awareness and understanding is reflected through the rich diploma programme curriculum. In situations where support is required in the

Language and Literature for English, NESISM will provide enrichment. On occasion a student or

students may be offered Language A other than English in MYP / DP. 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. However, in cases where there is a request to take their “native/home

language” as their First Language because it is the MT, then the following provisions will be explored:

□ School-supported self-taught literature SL course in Studies in Language and Literature

Group

☐ Special request language course

☐ Hindi Literature SL from Studies in Language and Literature Group

☐ Bilingual Diploma: Two languages may be taken from Language and Literature

☐ Second Language options of Pamoja Education from Language Acquisition Group

☐ English from Language Acquisition group for those taking school supported self-taught

literature course option in Studies Language and Literature.

NESISM Language Policy has been designed according to the situations most often

encountered. However, NESISM 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 NESISM will assess each situation on a case-by-case basis, and

attempt to find a solution which will meet those needs within the constraints of the school.

The school offers a choice of languages like Hindi, French, and German as illustrated in the

Most Common Pathway chart from grade 1-12 on pages 7 and 8.

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 to find an experienced

tutor who will be responsible for assessment planning too.

The school is committed to ensure progressive learning of the second language taken that

culminates in IBDP.

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.

The table below shows possible IB continuum pathways from MYP through to DP studies in

language (MYP Language Acquisition Guide January 2014):

Language Policy Review and Communication Process

□ The Language policy is reviewed every 3 years or as and when there are changes in the IB

policy/stipulations or as and when required.

□ The SPLT/ the Heads of Department of Group 1 and 2 with Inclusion team review/ revise

the assessment policy. The Heads of department in turn take it to their respective

departments for discussion and feedback.

□ 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 NESISM community

through the school intranet.

References

1. IB Standards and Practices
2. IB Publication: Second - Language Acquisition and mother tongue Development guide
3. RBKIA Language Policy
4. MYP Language Acquisition Guide January 2014
5. NESISM Inclusion Policy

APPENDIX - I: STUDENT LANGUAGE PROFILE
(FOR ALL STUDENTS)

Nationality

English is the language of instruction. Is this your preferred language and hence needs to be considered as the Language A. Can you read and write your preferred language?

How would you rate your proficiency in your preferred language?

What is your native language or language spoken at home?

Can you read and write your native language or home language?

How would you rate your proficiency in your native language?

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

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Language Placement Table

Option **Language A**

(or language A equivalent, approved programme) **Language B Additional second language**

1 Mother tongue = LOI (English) 2nd preference/ Native or Home language
Native or home language, if facilities are available. If facilities are not available then provide outside help on request.

2 Less proficiency in LOI (English) in the main stream class

with additional support 2nd preference/ Native or Home language

Native or home language, if facilities are available. If facilities are not available then provide outside help on request.

3 LOI and MT – Two language A None, unless requested Not applicable

4 Mother tongue (on request) LOI Not applicable

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