



## NES International School Mumbai

- IB Continuum World School

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SCHOOL CODE: 003810

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## Language Policy



**NURTURE**



**TRANSFORM**



**EMPOWER**

## **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 Mumbai, provides a holistic educational programme for students to become knowledgeable, open-minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace ambassadors and tomorrow's leaders in local as well as global context.

## **School Philosophy**

NES International School Mumbai (NESISM) follows the NES motto-Nurture, Transform and Empower - with the conviction that every individual is unique with specific potential and learning ability that can and should be tapped. Thus, the driving philosophy at NESISM is that with proper nurturing and care, every child can grow up to be a responsible global citizen with a positive attitude towards personal growth as well as well-being of all life on the planet.

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## **Purpose & Objective**

NESISM has a Language Policy, which aims to create a better understanding and learning of each and every language that is taught at school. This policy is for students and parents, the administration, staff and teachers, as well as for any accrediting or governmental authority.

This language policy document aims to consolidate ideas and beliefs at NESISM regarding language and language teaching and outlines systems and strategies in place to support the development of English as well as the development and maintenance of home and family languages in the school community.

This document also seeks to ensure that, as an authorized IB World School, compliance with IBO Standards and Practices is in place.

## **IB Learner Profile Attributes**

Our language policy fosters a culture of introspection and self-awareness, encouraging students to use language thoughtfully and critically, to solve complex problems. Students use language creatively and make reasoned ethical decisions. By promoting reflective communication, the policy helps students develop self awareness and become thoughtful individuals who take pride in the language spoken at home.

Our language policy encourages effective communication by promoting clear, respectful, and thoughtful dialogue. By engaging with different perspectives and practicing active listening, students develop the ability to express themselves confidently and appropriately in various contexts and to different audiences. This approach aims to prepare individuals who are articulate and considerate communicators, fostering meaningful collaboration and mutual understanding. They will also develop into open minded, principled communicators.

The Language policy provides the students with opportunities to be balanced learners, where they understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

The Language Policy facilitates reflection where they give thoughtful consideration to their own learning and evolve into risk takers where they approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They confidently express and defend their beliefs, demonstrating both conviction and the ability to engage thoughtfully in constructive dialogue

## **NESISM Values**

### **Nurture**

Nurture, as emphasized in our language policy, highlights the importance of supporting and encouraging every individual's linguistic development. The school is committed to creating a nurturing environment, where students feel valued and respected, promoting growth and confidence in their language abilities. By providing personalized support and recognizing the unique linguistic journeys of our community members, we aim to foster a love for language learning and communication.

### **Transform**

Transform, as a cornerstone of our language policy, reflects our dedication to the transformative power of language education. The school strives to create an environment, where students can transform their perspectives and understanding through diverse linguistic experiences. By embracing the richness of various languages, we aim to inspire students to broaden their horizons, fostering a deeper appreciation for cultural diversity and global interconnectedness.

### **Empower**

Empower, as a key principle of our language policy, underscores our commitment to equipping students with the skills and confidence to effectively communicate in multiple languages. The school believes in empowering students to become articulate and considerate communicators, capable of navigating different contexts and audiences. By fostering linguistic proficiency and celebrating diverse linguistic expressions, we aim to empower students to take pride in their language abilities and confidently express themselves in any setting.

## **Connection to IB Standards and Practices**

### **Standard: Purpose (0101)**

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

### **Standard: Leadership and governance (0201): Student support (0202)**

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

## **Standard: Culture through policy implementation (0301)**

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

## **Standard: Learning:(04)**

Standard: Students as lifelong learners (0402)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Standard: Approaches to teaching (0403)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

## **Policy Statement**

All students will be at least bilingual, while English will be the language of instruction (LOI). For students who cannot match up to the demands of English Language & Literature, learning support will be provided in their classes as part of regular teaching & learning, so that they are fluent in the LOI by Grade 8. As per the State of Maharashtra's regulation, Marathi will be taught as a regional language.

Using the students' language profile multilingualism will be supported through language acquisition, intercultural activities and library reading resources and allied activities.

Nevertheless, if there is a request from any student to take their 'native/home language' for their Language and Literature course the school will proactively explore avenues to make those provisions. In exceptional cases the school will make provisions for ESL, English Language and Literature self-taught option and Language Acquisition English at IBDP level especially for new admissions at DP level.

The school will however, from time to time review the need to have English as one of the options at the Language Acquisition level in MYP / DP regular programme, based on the changes in the students' language demographics. As per the IB Policy, the school will ensure that students are at least bilingual, thereby promoting Internationalism.

## **Multilingualism**

Multilingualism involves the ability to communicate proficiently and effectively in more than one language.

NESISM 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 LOI = MT. The second most preferred language/ will constitute generally the options offered under the Language Acquisition Course.

## **Cultural understanding-**

Further, considering the plurality of different languages spoken in India, Hindi is not the home language (best language) for 92% of Indian student population at NESISM. The Indian community has the most representation in the student population, some of these belong to NRI families (Non-Resident Indians) from USA, UK, Germany and very few representatives from different nationalities like China and Korea. 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, NESISM delivers an international programme to a predominantly Indian school population. NESISM has opted for English as the Language of Instruction, Hindi as second language and French/German as additional languages.

The school will, nevertheless, proactively provide home language 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 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.

At the IBDP Level, in an effort to accommodate a 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. Having said that, currently our students at IBDP pursuing Spanish ab initio and Spanish B under Language acquisition course are trained by educators of Pamoja online course provider.

## **Global Perspective-**

Multilingualism is seen as a means to cultivate a global perspective. Learning and using multiple languages enable students to engage with the diverse world, promoting intercultural understanding and empathy. This aligns with the IB's goal of creating globally minded individuals, who are well-prepared to tackle international issues and work in diverse cross-cultural environments.

**Enabler of International Mindedness:** Multilingualism as one of the essential components that underpin "international mindedness." This concept involves fostering an open-minded and inclusive outlook, recognizing the interconnectedness of the world, and valuing diversity. Proficiency in multiple languages is a practical manifestation of this mindset.

**Cognitive Development:** Learning and using multiple languages stimulate cognitive development, improving skills such as problem-solving, memory and critical thinking. Multilingual individuals often have a broader cognitive toolkit.

**Life-long Skill:** Multilingualism equips students with a valuable skill set that can benefit them academically, professionally, and personally throughout their lives.

In summary, Multilingualism is rooted in the belief that proficiency in multiple languages is essential for fostering global awareness, effective communication, and intercultural understanding among students. Multilingualism is considered a cornerstone to develop well-rounded, globally competent learners, who can contribute to a more interconnected and inclusive world.

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

### **Status of the Language Policy**

The language policy is a 'living document', which is continuously evolving and informed by research, best practices, and changes in the language profile of NES International School Mumbai-IB World Continuum School. The language policy is shared with the school community.

### **Guidelines**

The school will create a positive environment for:

- ❖ language proficiency in Language and literature in agreement with the curriculum plan.
- ❖ Language acquisition in addition to Language and literature through means such as library resources that include reading and listening aids, instructional hours, technology and realistic timetable.
- ❖ allocating funds to procure resources that cater to different kinds 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 the Language Acquisition course.
- ❖ communicating to the parent and student community the Language Policy and School Practices.
- ❖ 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 the career counsellor.
- ❖ amendment of Language policy after due consideration with the Head of School (overall), Head of School, Coordinators, Heads of Department, faculty members and other stakeholders.
- ❖ fully apprising the Admission Office about the amendment of the Language Policy.

## Languages taught at NESISM

English is taught as the primary language across all 3 programmes (PYP, MYP and DP). It has priority in the school's language programme because:

- The preferred language of teaching that parents expect at the school is English.
- English is the language of most scientific, business and official communication in India and is also the most widely spoken language across the world.
- It is the preferred language of communication in the school and is acceptable to all the stakeholders including parents.

English being the preferred language to access the Middle Years Programme and the Diploma Programme, there is a conscious attempt to develop English as the best language of the student, develop greater proficiency in it through sustained language learning and achieve their full linguistic potential in the same.

## Pathways of Language at NESISM

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

## **Language Policy in the Learning Continuum**

An inquiry-based curriculum forms the hallmark of all teaching and learning at school and hence language teaching follows the same philosophy, in conjunction with guidelines from PYP, MYP, and DP teaching philosophy, standards and practices.

- 1.** Oral communication is enhanced by providing opportunities through individual and group activities that help students express themselves.
- 2.** Further, reading assessments are also done, in order to track the progress of every student over time.
- 3.** Students use different media through a variety of sources: book reviews, speeches, debates, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays. Students are equipped with the necessary skills at all grade levels to ensure the strengthening of language skills.
- 4.** Language assessment is a continuous process, which is evident in the multiple teaching-learning styles and strategies.
- 5.** All teachers act as language facilitators at all times of interaction and communication.
- 6.** The library plays a central role in facilitating language teaching and learning.
- 7.** The ongoing language development is considered as a shared responsibility of all teachers, parents and students.

## **Language Learning across the school learning continuum**

- Data is collected at the time of admission through the student language profile in order to understand the language demographics at NESISM.
- The importance of multilingualism is stressed during admission interviews especially for PYP and MYP parents. If required, appropriate strategies are discussed.
- Language days, special assemblies, dramatic production in languages other than English is introduced.
- Students and parents share personal stories/experiences, traditions and likewise in their own language during school celebrations.
- The school library has a multilinguistic support resources section, hence reading material in regional languages in Hindi and foreign languages, which form the diversity of the students' profile are available for the students' community. The school library undertakes to include literature in a range of languages representative of the school's population. This includes picture dictionaries, bilingual dictionaries and literature of different genres.
- The school allows students to interact with one another in their respective languages during their leisure time and in classes which are not conducted specifically in English.

- Some students think through and talk in their language before certain complex concepts in some of the classes are made familiar through vocabulary in English.
- Students are encouraged to use translanguaging strategies.

### **Additional Support for the Development of Language Skills**

Students are supported through:

- their participation in school assemblies and events, which enable them to write, speak and present in English and other languages.
- they are encouraged to make use of the school library as reading for pleasure is a high priority.
- multilingual celebrations in English, Hindi & French/German and other language days are annual events
- enrichment so as to get him/her mainstreamed.
- in case the student has been diagnosed with learning difficulties, he or she will receive specific support from the Learning Support Team as per guidelines laid down in the School's Inclusion policy.

### **Translanguaging at NESISM**

Translanguaging is about communication, not about the language itself. There are times when we need to be language teachers, focusing on accuracy in English so that our learners can pass exams and be taken as proficient speakers in wider society. Much of the time, though, we are working with students to explore concepts, add to their knowledge, make connections between ideas and to help them make their voices heard by others. This is often about communicating, and this is where using all our language resources can be very valuable.

[EALJournal.org](http://EALJournal.org) 2016

#### **• Translanguaging in planning**

Teachers are encouraged to think of the following questions while planning to make a decision whether to incorporate translanguaging strategies or not.

What are the language backgrounds and needs of my students?

Do I want to scaffold content or language?

What content is not easily accessible to particular students?

What are the unit aspects which might best be approached through a home language? (for example, local or cultural knowledge).

In what ways can translanguaging strategies be incorporated into the engagements—pre-engagement, partner/collaborative and using home language resources?

Am I using home languages for input or output or both?

- **Ways in which teachers can use translanguageing in the classroom**

Some examples include:

Students share new information with each other in home language, they record it in home language/ English and share it with the class in target language (Target language could be English or Hindi or French or German or Marathi).

While brainstorming for a writing piece, students include visuals, words, seek teacher/peer support in translating these ideas in target language and construct a text in target language.

Students watch a movie/ documentary/ interview and share the understanding in target language with the class.

A buddy system in class, where student A helps student B with translating ideas in target language.

Students read or hear a text in the language of instruction and ask each other questions about it in their home language.

Students are given time to have face to face conversations with each other in home language to process content.

### **Language Acquisition**

#### ***Language acquisition learning across the school learning continuum***

#### ***PYP***

PYP students display considerable linguistic diversity. A wide range of languages are in use at home. In this context, the NESISM PYP acknowledges that development of the (≠LOI) is crucial for cognitive development and in maintaining cultural identity. Efforts will be made to engage trained teachers proficient in the respective languages to conduct special classes for such students. The PYP carries out a year-long programme, 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 sessions in school. Students are permitted to make presentations to parents in their preferred language. 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 their home. Recognition and celebration of festivals allows expression in the diverse languages of the school. Different language resources are available for the students to explore.

#### ***MYP & DP***

Students whose best language is not English will be supported in the development of their home language (≠ LOI) to ensure their cognitive and academic development, and preservation of their cultural identity. Efforts will be made to engage trained teachers or resource persons proficient in their respective languages to conduct special classes for such students. 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 preferred Language 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 preferred Language. The school library will make available reading material in languages other than English.

## **Language in the Primary Years Programme (PYP)**

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.
- 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 conceptually. Literature is an essential part of the curriculum that is considered as a 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***

NESISM 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 different 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

## **Language in the 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 the majority of students demonstrate the highest level of proficiency. Hindi is offered as a second language and the student also gets to choose between French and German as an additional second language under the Language acquisition course until MYP 3. In MYP 4 & 5, the students have the option to choose one of the languages under Language acquisition i.e., Hindi/ French or Hindi/German.

### ***The IB Language Continuum***

MYP Language and Literature and Language Acquisition courses build 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. Students not only in DP Group 1, but also in the core and in Groups 2-6 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, the teachers ensure that there is a balance of Language and literature in the MYP. There is a balance of genres in the MYP Language and literature course as well as a 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, which establishes benchmarks of achievement at each level of the PYP/MYP programme. This ensures a systematic progression of language development that leads up to the prescribed IB objectives and learning outcomes in PYP and MYP.

### ***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.

**Learning continuum for written language—writing**

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p><b>Conceptual understandings</b> 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><b>Conceptual understandings</b> 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><b>Conceptual understandings</b> 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><b>Conceptual understandings</b> 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><b>Conceptual understandings</b> 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>

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
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.	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.	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.	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.	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.	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.

## Language in the Diploma Programme

### *Language and Literature Course*

The Diploma Programme offers three curricula namely, Language A: literature, Language A: Language and literature, Literature and performance. NESISM offers Language A: Language and Literature course at Standard Level (SL) and Higher Level (HL). However, upon request for Language A: Literature or Literature and Performance course, NESISM will offer the course to cater to student requirements in future.

### **Language A: Literature**

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and literary textuality, and the relationship between literature and the world.

### **Language A: Language and Literature**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by different concepts.

Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

## **Distinction between SL and HL**

The model for Language A: Language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time. Both SL and HL have to do an oral component but with different weightages for SL and HL.

In paper 1, both SL and HL students are presented with two previously unseen non literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analysis of both non-literary extracts.

In addition, HL students will have a fourth assessment component, the Higher Level Essay (HLE), a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

## ***Links to the Middle Years Programme***

The MYP is designed for students aged 11 to 16 and, as an integral part of the IB Continuum, can directly lead into the DP. MYP Language and literature provides students with opportunities that prepare them for a DP studies in Language and Literature course.

The MYP ***Language and Literature guide*** indicates the following IB continuum pathway for MYP Language and literature students continuing their studies in the DP.

## ***IB Continuum Pathway to Diploma Programme Studies in Language and literature:***

The appropriate pathway for a student, who has studied an MYP Language and literature course is DP studies in Language and literature course, which would guarantee that the level of challenge is suitable to the student's linguistic proficiency and to their previous experience with Language and Literature. The choice of course among the three studies in Language and Literature courses would depend on matters of individual preference. The choice of level would be dictated by the students' previous performance in the MYP Language and Literature course and on their overall decisions about the distribution of SL and HL subjects across the six academic areas.

An MYP student, who has achieved a phase 5 or phase 6 in a Language acquisition course could also potentially proceed to take a DP studies in Language and Literature course and perform successfully, though as the MYP Language acquisition guide indicates, it is recommended they have at least one semester in MYP Language and literature before starting these DP courses. This will guarantee a smoother transition between the courses of both programmes. In these cases, decisions about the most appropriate studies in Language and literature course and level should be made in consultation with teachers.

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. Enrichment is provided as an acceleration program to support those students, who are not proficient in the language of instruction from Grade 4 to Grade 10, who need this as a transition to ensure that by Grade 10 they reach the objectives of the MYP Language and Literature Course.

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.

The DP studies in Language and literature courses build on the foundation provided by the MYP. They aim 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 Hindi, French and German. 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 (B) is intended for students with prior learning of the language.

### ***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 Learning Support Team as per guidelines laid down in the school's Access and Inclusion Policy. All students are encouraged to make use of the school library as 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 oral Language from Foundation (age group 5-6 years) and Hindi as Language with all the strands will be introduced from Grade 1 and German/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/German (Additional Second Language)
EY 2/Reception			
Foundation/Grade 1			
Grade 2 to 5			

	Offered
	Not Applicable

**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 (B)(HL/SL) if they have previous experience in any of the 3 languages offered at school, or will opt for ab initio if they want to start learning French or German. 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 additional languages to be taken from Grade 2 to Grade 5.
- In Grade 9/ MYP 4, students can choose Hindi/French/German.
- The need is to have five years of one of the above Language acquisition course starting from Grade 6 (MYP 1), in order to effectively reach the different phases, hence the students will not be allowed to change the second language till Grade 8 (MYP 3).
- In the IBDP, MYP Hindi students may choose to change their Language acquisition course to French/German ab initio and MYP French/German students may choose to change their Language acquisition course to Hindi (HL/SL) or German/French ab initio.

## **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 NESISM, the English as an Additional Language (EAL) programme 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 6 to Grade 10 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 the MYP Language and Literature Course.

In DP, the different language levels are continuously reviewed to ensure that each student is placed in the appropriate language course and level. These levels are determined by the teacher using performance, evidence of skill enhancement and assessment results.

### ***Hindi***

- Students at NESISM 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 three Language acquisition choices students can opt for.
- In Grades 11 and 12, Hindi is offered at Standard Level and Higher Level, taking into consideration students' previous experience with the language in MYP or similar programmes.

### ***French/German***

French/German is offered as an additional second language in PYP and Language acquisition in MYP and DP. In the PYP, French/German is offered to students from Grades 2-5. In the MYP, in Grades 6-8, French/German is one of the two Language acquisition choices students can opt for. In Grades 9-10, French/German is one of the three Language acquisition choices students can opt for. In IB DP, Grades 11 and 12, French/German is offered as ab initio, Standard Level or Higher Level taking into consideration students' previous experience with the language in MYP or other similar programmes.

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.

### **Language Provisions in the Diploma Programme**

The embedded philosophy of inter-cultural awareness and understanding is reflected through the Diploma Programme curriculum. In situations where support is required in the English A: Language and literature, NESISM will provide enrichment classes. Students may be offered Language A other than English in 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.

### **Second Language Policy**

The school offers a choice of languages like Hindi, French and German as illustrated in the Most Common Pathway chart from grades 1-12.

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 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 language skills of the learner.

The table below shows possible IB continuum pathways from MYP through DP studies in Language acquisition:

	MYP	DP
Phase 1		Ab Initio
Phase 2		Ab Initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

### 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 Heads of Department of Group 1 and 2 review/ revise the Language 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 and the school website.

### Cross referencing inclusion policy: Accommodations/Modifications for students with learning difficulties

Differentiation:

- Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval.

- Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor.
- If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Modification means giving an easily achievable test than the standard test. The goal of the Learning Support Team is to meet the standards with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan).
- Individual needs of students are taken into consideration while planning accommodations and modifications.

The list given below may be adapted to fit the requirements of individual students.

## References

1. IB Standards and Practices
2. IB Publication: Second - Language acquisition and Development guide
3. Language in the PYP, IB, February 2019
4. Reviewing a Language Policy (TSM), 2018
7. PORTIS Language Policy
8. Fountainhead School Language Policy



**Appendix – II**

***Language Placement Table***

<b>Option</b>	<b>Language A (or language A equivalent, approved programme)</b>	<b>Language B</b>	<b>Additional Second Language</b>
1	= LOI (English)	2 <sup>nd</sup> 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 <sup>nd</sup> 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	(on request)	LOI	Not applicable