



BLISS INTERNATIONAL SCHOOL

A family of learning

BIS LANGUAGE POLICY



Wisdom



Integrity



Positivity



Respect



Empathy



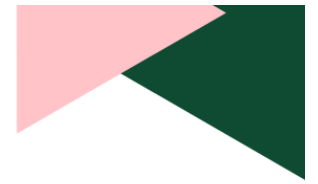
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***BIS is an authorised school for IB PYP & IB MYP**



BIS Vision

To be the school for learners, parents and educators who seek excellence in the field of education through intercultural understanding within an active, creative and respectful learning community.

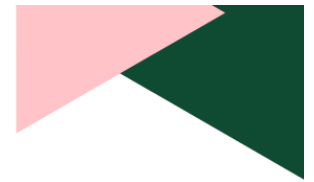
BIS Mission

- We are committed to supporting a compassionate, diverse and inclusive cultural community of lifelong learners.
- We aim to encourage them & ourselves to be respectful, tolerant, caring & peaceful global citizens leading to a better world to live in.
- To empower the learners to be knowledgeable through concept-driven & inquiry-based learning with a rigorous assessment which enables them to become independent learners.

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 organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





BIS - Philosophy of Education

Learning Process at BLISS

In today's interconnected global world, one of the greatest gifts we can give to our students is to prepare them to thrive in the new world. We follow the motto – “Raising a global child” – with the conviction that every individual on earth is a unique star with immense potential and learning ability that can and should be nurtured. Our purpose of education is to prepare children to step into tomorrow with confidence and competence and think globally.

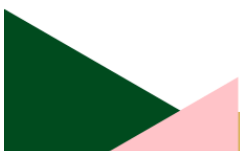
The driving philosophy at BLISS is that with proper care and development, every child can grow up to be a respectable and responsible global citizen with a positive attitude towards personal growth as well as the well-being of all life on the planet.

At BIS , teaching and learning practices are oriented towards stimulating intellectual curiosity, encouraging them to examine their own and alternative perspectives. The various curricular and co-curricular activities are designed such that every student gets an opportunity to learn, develop and voice their point of view while accepting others’ opinions. We also believe children need to learn about themselves and the value of “knowing thyself” is fundamental to healthy self-respect and self esteem as well as respect for other individuals.

As a community, it is essential that the children understand the value of

- Healthy relationships and social behaviour
- Resilience- fundamental to overcoming difficulties, facing challenges
- Meaningfulness and flexible pacing
- Respect for other cultures and individuals

Our school’s viewpoint on student behaviour is to reward positive behaviour. A word of praise to a student who is displaying positive behaviour and is doing what is expected of him / her, rather than reprimanding someone for inappropriate behaviour, this we think will encourage all students to behave in a positive manner. We strive to make the school a positive holistic learning environment of varied cultures and countries. Our Facilitators are guided to keep abreast with these philosophies and focus on developing students as lifelong learners.





Embedding the Attributes of Learner Profile

We at BLISS promote these attributes across the school community by instilling them in our school culture.

As Inquirers

- Learn with enthusiasm
- Be independent
- Be a Lifelong learner

As Knowledgeable

- Develop and use conceptual understanding
- Explore and engage issues of local and global significance

As Thinkers

- Analysing and taking responsible action
- Exercise critical and creative thinking to analyse the problem

As Communicators

- Express yourself confidently
- Collaborate effectively
- Listen carefully to the perspectives

As Principled

- Uphold Integrity
- Demonstrate honesty
- Act with sense of justice

As Open-Minded

- Willingness to grow from the experience
- Seek and evaluate point of views
- Appreciate all. cultures & values

As Caring

- Empathise & respect others
- Make a positive difference to the environment

As Risk-Takers

- Approach uncertainty with prudence and perseverance
- Explore new ideas and strategies

As Balanced

- Balancing intellectual, physical and emotional well being
- Recognise your interdependence with others

As Reflective

- Identify your strength and weakness
- Consider your own ideas and experience thoughtfully

Objective and Overview of Language Policy at BIS

5A. Objective of the Language Policy

The primary objective of the BIS language policy is to foster multilingualism, cultural awareness, and effective communication skills among students

This language policy is a working document developed by all stakeholders from each programme. The policy is consistent with the set forth principles and practices of the IB.

The language policy document endeavours to consolidate philosophy and beliefs at BIS , regarding language and its implementation in language teaching. It also aims to outline systems and strategies to support the development of languages as well as uphold mother tongues in the school community. This policy is intended to provide an overview and guiding principles for language learning at BIS which permeates the entire school language learning process through authentic contexts in a culturally rich and diverse environment.

5B. Overview of the Language learning

At BIS we are committed to providing an inclusive and equitable learning environment. The school realises that language is fundamental for thinking and communicating, is also very important to learning, underpinning and permeating the whole curriculum. It is not only 'learning a language', but also learning about language and learning through language.

We believe language contributes to the development of international understanding and has a major role in the school. The school recognizes and supports language development and ensures that all students are provided with the environment and the necessary language support to enable them to participate in the academic programme as well as in the social life of the school. The relationship between mother tongue development and academic achievement, including acquisition of other languages is acknowledged. The school strives to ensure that each student feels proud of his/her own language and develops the ability to use more than one language.

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8). Hence, all stakeholders of the school are expected to understand the skills of speaking, listening, comprehending, presenting and writing which are required for oral and written communication. Aligning with the IB Learner Profile, Students will be trained to be open-minded communicators. We emphasise that our students understand and appreciate their own linguistic and cultural identities. They should respect different perspectives, values and traditions of others. We yearn to create a dynamic multilingual learning community.

Learning a language is a complex and developmental process. Different students may be at different levels of language development in each class. To support the language learning process, a range of classroom activities are conducted. The school also provides many opportunities to meet the diversity of language needs by offering many avenues for further proficiency in the language. The school hosts activities such as debates, extempore, creative writing competitions, spell bee program and a very unique language value addition program which includes D.E.A.R time , show and tell, spell check, public speaking and vocabulary building scheduled weekly.

Language Learning across all Programmes

6A. Language of Instruction

At BIS, the medium of instruction is English across programmes. English is the language of both, communication within the school and communication with the stakeholders of the school. It has precedence in the school's language programme. It is also the preferred and acceptable language of communication in the school. English is used in school publications, on its website, on signage, in communication between school and parents, and between members of staff. We are committed to providing an inclusive and impartial learning environment.

6B. Languages offered in PYP:

Language teaching and learning in PYP is informed by the latest IB publications. The language learning happens as per the developmental phases mentioned in 'PYP Language Scope and Sequence'.

The language of instruction (English) is integrated with the units of inquiry and/or organised into stand alone language units. Language learning at BIS is spread across all disciplines and through the programme of inquiry. English is the primary language taught at the Primary years and also the language through which the students connect to the PYP curriculum. Learning languages in Primary Years extends beyond the classroom, and has close connections to the school library and to other classrooms. Teachers plan learning engagements in language with meaningful and enjoyable contexts and learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning. The school also acknowledges that learning to comprehend language through listening, reading and viewing and to express through speaking; writing and presenting go hand in hand and hence, promotes integrated language development. The three strands of communication: oral, written and visual are interwoven and interrelated and not taught in isolation.

Following languages are offered from Nursery to Grade 5

- First language :English
- Second language :Hindi
- Club Language :Marathi
- Foreign language :French/German

6C. Languages offered in MYP:

English is taught as Language and Literature and Hindi is taught as Language acquisition in the MYP.

In the Middle Years Programme, students are expected to engage in the study of at least two languages. To facilitate this, the school offers Language and literature, English as a Support Language and Language Acquisition courses. The medium of instruction and interaction is English throughout, thereby supporting the development of language. The school has also put in place a vertical- horizontal planning for all language instructions. Also, all MYP Facilitators are language facilitators, thus every facilitator is responsible to help the students develop language skills. In the MYP, a vast variety of resources are used to meet the language needs. Resources include audio visual aids and books that prove adequate for the attainment of language skills. As the school acknowledges that learning to interpret language through listening, reading and viewing and to articulate the same through speaking, writing and presenting are closely knitted, macro skills are developed explicitly through a plethora of activities inside and outside the classroom.

- Oral Communication (listening & speaking) is supported through extempores, debates, poetry recitals, seminars, discussions, role-plays, interviews etc.
- Written Communication (Reading & Writing) is explored through fiction in a variety of genres – advertisements, biographies, autobiographies, short stories, dramas, brochures, magazine articles, novels, etc
- Visual Communication (Viewing & Presenting) is explored through documentaries, short films, commercials, performance art, dramatic interpretations, video clips, posters, pamphlets, etc.

Language and Literature:

The school has designed a timetable that segregates 5 academic sessions in a week for Language and literature for each grade. Students get exposure to language through various literary works such as poetry, prose, mythology and drama. This includes world literature and a variety of cultures that facilitate the development of international mindedness. The Language and literature course is designed such that it helps the students to build content knowledge as well as enhance their conceptual understanding. The skills as described in the MYP subject guide and in the MYP unit development guide are also developed and enhanced through the language and literature curriculum. In addition, differentiated instructions are employed wherever possible to support and help with enrichment requirements.

Language Acquisition:

Language learning is a developmental process across all IB programmes. We follow the pathways continuum mentioned in the Language Acquisition guide issues by the IB.

Source :Language Acquisition Guide (2020-21)

Language Acquisition in MYP at BIS offers Hindi, French and German. The aims of the teaching and learning of MYP language acquisition are to gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage and to develop a respect for, and understanding of diverse linguistic and cultural heritages to develop the student's communication skills necessary for further language learning. The language acquisition course offers insight into the cultural characteristics of the communities where the language is spoken, encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities.

Placement:

Placement is informed by knowledge of the student's language profile. The school asks for the language profile of the students at the time of admission. This helps language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student. The Academic Team conducts a prior knowledge assessment test to determine the phase and/or the language courses the student will follow at the school.

Phases:

Teaching and learning in the language acquisition subject group is organised in six phases. The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers will need to decide the most suitable phase in which to place individual students or a group of students, based on their prior knowledge assessment/achievement level of all criteria of the previous phase. The language acquisition continuum and the MYP language acquisition global proficiency table (referred from the updated subject guide) are two useful tools for grouping students in their appropriate language courses.

Progression:

Once students are grouped in phases, teachers will need to plan and articulate the course vertically to ensure units of work will enable students to:

- realise the aims of learning the target language
- reach the objectives for the phase
- achieve the proficiency levels required by the phase at the point of exit from the MYP

The progression to the next phase of learning will require a minimum achievement level 3 in all the four criteria of language acquisition.

Note:

Given the child is new to both the offered languages, he/she is given the opportunity to explore and move from one Language Acquisition course to another within the first two weeks upon starting that course.

6D. Languages offered in DP:

At the Diploma Level we offer a Language and Literature Course for Group 1 in English and is compulsory for all DP candidates. This course is for those students who are either native speakers of English or have done this language course right from PYP and MYP to be at par with the native speakers. Learners are exposed to various genres, writers and cultures through the study of literature from distinct time periods and geographical locations, hence engaging them in world literature.

Language A, whether studied at Standard or Higher Levels, centres on the examination of an extensive array of literary and non-literary texts across various media. By scrutinising communicative acts within literary forms and textual types, along with relevant secondary readings, students delve into the intrinsic nature of language. This exploration extends to understanding how language both shapes and is influenced by identity and culture. The course encompasses diverse approaches to study, including literary theory, sociolinguistics, media studies, and critical discourse analysis, providing students with a broad perspective (Language A: Language and Literature Guide, 2019, p. 7).

Considering the demographic of our school we will be offering French and German as in Group 2 Language B in the Diploma programme. Both French and German are offered as Ab initio (course for students with no prior experience of the target language, or for those students with very limited previous experience) and as standard level for students. Approval of the language chosen depends on the background check, prior knowledge assessment and proficiency of the student in the language, which will be decided by the DP Coordinator in consultation with the candidate and parents during the DP induction program.

Students may also choose Language B SL/HL if they have experience in any of the languages offered by the school. In any other case they will opt for the Ab Initio (French or German), Hindi SL if they want to start learning a new language. The language offerings may vary year to year.

Bilingual Diploma:

BIS also has the provision for bi-lingual diploma programme. The first language, designated as Language A or Group-1, serves as the primary linguistic foundation. The second language can either be another from Language A or Group-1, excluding Language B of Group-2. This composition results in candidates achieving the esteemed title of "Masters in Double Languages" with a Bilingual Diploma. Having two advanced languages from Group-1 distinguishes candidates as Masters in Double Languages, while the reverse, involving two different languages from Group-2, is not permissible. However, a candidate may choose three languages, with the third being in place of a subject of Group 6, provided that at least one language is from Group-1.

For eligibility in receiving a Bilingual Diploma and the Masters in Double Languages designation, candidates must attain a minimum score or GPA of 3 in both Group-1 languages. This criterion applies even when opting for three languages, ensuring proficiency and balance across the linguistic spectrum.

Alternatively, candidates can pursue the Bilingual Diploma through another route. By answering papers in a language different from their Mother Tongue or the Language A chosen from Group-1, candidates must meet specific conditions. These include achieving a minimum score or GPA of 3 in the chosen Group-1 language and excelling in any one subject from Group 3 or 4. This pathway provides flexibility while upholding the standards of language proficiency and academic performance.

Language of Assessment

The assessment language at BIS is predominantly English for all subjects, unless the subject itself is a language other than English, such as French, German, or Hindi. This approach ensures a consistent and comprehensive evaluation process while accommodating linguistic diversity when necessary.

Language value Addition Programmes at BIS

In EYP: The students have D.E.A.R. (Drop Everything And Read) Time and Show and Tell session scheduled weekly .

In PYP: The students have D.E.A.R. (Drop Everything And Read) Time , Vocabulary Building and Public Speaking sessions once a week.

In MYP: The students have public speaking once a week.

The focus of Language value addition programme at BIS across programmes:

- Fluent reading of text
- Developing interest in reading
- Building confidence in communication skills through public speaking sessions
- Comprehension and analysis of literary texts
- Written expression- Fluency in understanding of the use of language at different level
- Motivating and generating enthusiasm and appreciation for the language to become skilled readers and communicators.

English as a Support Language (ESL)

BIS caters to the needs of students whose first language is not English, through English as a Support Language (ESL) programme. The ESL Department supports the needs of students from vernacular backgrounds or students who have limited skills in English. For the students who are not familiar with English due to the lack of exposure, support is provided through the English as a Support Language (ESL) programme. Here students receive formal training until survival language skills in English are attained. Post training, the ESL teacher and the parents may decide that ESL support is not required and the child may then move into the core language class.

Students are assessed at the time of admission for their English proficiency. Also, in the beginning of the academic year, teachers assess the English Language skills of the existing students with prior knowledge tests. This includes reinforcement in grammar, vocabulary, writing and reading.

Support for Mother Tongue and Host Country Language

We at BIS believe that language plays a significant role in developing the intellectual and conceptual skills in children. Mother tongue is of utmost importance as it is a part of one's identity; it is one of the most essential tools used to preserve and convey culture and cultural ties. We appreciate and encourage parents to support their child as much as possible in this endeavour of preserving their mother tongue.

We believe that this helps our students to enhance their language skills while instilling a sense of importance about his/her culture. In order to maintain our cultural development and cognitive skills, it is essential to nurture our mother tongue. Our intellectual and social growth is enriched by learning additional languages, hence, boosting children's confidence and self-respect.

The school offers Hindi as a host country language from the age of 3 (Grade Nursery). Hindi is a language which is well known by Indian students. We teach Hindi as a second language from Nursery to Grade 5.

Special events such as Hindi Divas, International Mother Tongue Day etc are celebrated in order to promote languages. We plan events where we invite guest speakers who take a session in their mother tongue ,who also bring in cultural elements into their presentations, thus facilitating cultural awareness and enrichment in addition to one of its important offshoots – language. However, all this is not at the cost of losing one's proficiency in English, which needs to develop constantly and consistently.

Library-The Resource Centre

Library at BIS contributes to a positive learning space and an environment that helps students grow their love for reading; it is also a place for research. Our library is resourced with various fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff at all times. The library is central to the language programme at our school.

The school considers the library to be an important asset to advance international mindedness as part of the IB programs. The library likewise gives resources for collaborative planning and educator proficient advancement. It is accessible to the students and educators to advance language learning such as: Listening CDs, Speaking Samples, Movies, Documentaries, Books - fiction and non-fiction, language books, Journals, Magazines etc. The library has a Mother Tongue Corner where books in different languages are kept to support learning their mother tongue.

Role and Responsibilities

Role & Responsibilities of Founding Head of School

- in collaboration with the relevant stakeholders such as language teachers, administrators, and parents, leads the development of language policy that outline the school's approach to language education, including which languages are taught, the curriculum structure, and proficiency goals.
- ensure that language policies align with the school's broader educational goals and mission.
- oversee the development of language curricula that are aligned with language policies and IB standards.
- to allocate resources to support language education initiatives.
- promote multilingualism and celebrate linguistic diversity within the school community.
- continuously review and revise language policies to improve their effectiveness and relevance to the school's context.
- ensuring the policy is transparent and easily accessible to all stakeholders, including prospective students, parents, and staff.

Role & Responsibilities of Dean of Academics

- collaborating closely with the Founding Head of School, in putting in place, developing, and implementing all policies that govern the educational environment of BIS.
- work alongside the Founding Head of School to oversee the implementation of these policies, ensuring that they are effectively communicated to all stakeholders and integrated into the daily operations of the school.
- collaborate with teachers to ensure that language teaching and learning practices are consistent with the established policies and meet the needs of all students.
- monitor the effectiveness of the language policies through ongoing assessment and evaluation.
- collect data on student language proficiency, monitor language acquisition progress, and evaluate the impact of language instruction on student learning outcomes.
- adapt policies to meet the changing needs of students and ensure alignment with best practices in language education.
- track the progress of ESL students over time through ongoing assessment and evaluation.

Role & Responsibilities of Programme Coordinators

- work with school leadership and language teachers to develop language policies that adhere to the IB's language requirements and guidelines.
- ensure that the language policies of the school align with the IB standards and expectations outlined in the IB programme guides for PYP, MYP, and DP.
- organize professional development opportunities for language teachers to enhance their skills and knowledge in language instruction and assessment.
- foster communication and collaboration among language teachers, other faculty members, students, and parents to ensure a shared understanding of the language policies and goals.
- promote cultural sensitivity and awareness among students and teachers to foster a supportive and inclusive learning environment for ESL learners.

Role & Responsibilities of ESL facilitator

- assess the language proficiency levels of students whose first language is not English.
- involves identifying their strengths and areas for improvement in listening, speaking, reading, and writing skills.
- collaborate with classroom teachers to differentiate instruction and adapt curriculum materials to meet the language needs of ESL students.

- modify assignments, assessments, and instructional strategies to make content more accessible and comprehensible for English language learners.
- teach ESL students effective language learning strategies and techniques to improve their language proficiency independently
- collaborate with parents, guardians, and community members to support the language development of ESL students outside of the classroom.

Role & Responsibilities of Parents/Guardians

- Actively participate in PFSC & orientations to voice their opinions and concerns.
- Engage in open dialogue with teachers and administrators to stay informed about policies and provide feedback or suggestions for improvement.
- demonstrating the importance of following rules and respecting school policies.
- Building a strong partnership that fosters a supportive environment for implementing and enforcing school policies.
- Provide valuable feedback on existing policies, highlighting areas that may need adjustment or improvement.

Integrating Language Policy with other School Policies

This policy is a working document and is actively linked with the other policies of the school which include assessment, admission, inclusion and academic integrity policy.

14A. Assessment policy:

Assessment is integral to teaching and learning at BIS . Assessment at the school aligns with the requirements of the programme(s).Using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language.

Assessments are reported to parents using the language of Instruction(English). Students receive written report cards for their language learning. Parents are also invited to attend parent-teacher, three-way and student-led conferences to gauge their progress in language development.

Students are regularly assessed using the expectations from the school's language scope and sequence. Achievement of different learning outcomes will be recorded and passed on throughout their schooling to facilitate each student's learning. At the beginning of tasks, criteria is shared or created by the students so that learning goals are clear.

14B. Admission Policy:

Teaching and learning of languages is integrated with all subject areas. However, English is the Language of instruction. Prior Knowledge Assessments for new admissions are conducted in English to ensure that a student can access the curriculum delivered in English. At the time of admission, the language profile of the student is procured by the admission team and is communicated to the academics team. We view the ongoing language development of our students as the shared responsibility of all teachers, parents and students.

EYP/PYP - Students of these programmes learn three languages- English, Hindi and French/German.

MYP- Students of this programme learn two languages- English, Hindi/German /French. DP - Students of this programme learn two languages- English, German /French. Hindi will be offered if requested by the student.

14C. Academic Integrity:

We aim at building students' critical and analytical skills and therefore it is mandatory for the students to support their articles, written assignments and essays with references and bibliography. All teachers may help students with the subject specific language support as they all are language teachers. All assignments submitted for grade marks have to be authentic and students' original work. Keeping in mind the school's policy on Academic Integrity, students are encouraged to adopt the Modern Language Association (MLA 8) format of bibliographic citations for the languages chosen and in all disciplines. This must be observed in all written assignments, examinations and activities, in addition to its conventions on oral citations, unless otherwise specified by a subject facilitator. The expectations of the conventions are shared by the Facilitators and the School librarian. The school uses Turnitin to scrutinise student submissions including assessments to detect cases of plagiarism.

14D. Inclusion Policy:

The medium of instruction is in English language even for students with special education needs. However as a school and at the discretion of the Inclusion Coordinator/ Program Coordinator and Dean of Academics, in case of PYP ,second and third language exemption may be provided depending on the child's ability to cope. This particular exemption has been highlighted in the Inclusion Policy as well.

Steering Committee

The policy committee comprises Facilitators, Coordinators across programmes, Dean of Academics and Founding Head of school/Board Advisor and the Board. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involved. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

Communicating the Policy

This policy is available for viewing on the school website. All stakeholders are welcome to send any suggestions for the policy at bisfeedback@bkfbliss.org.

Reviewing the Policy

The school shall review the policy once a year in the month of May to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

Frequently Asked Questions

Q:How many languages do you offer at BIS International School?

A:We at BIS International School give our students exposure to three languages. English is taught as the mainstream language and is compulsory for all the students. We teach Hindi as a second language, being the native language of the country. To give exposure to the foreign languages we offer a choice between French and German as a third language.

Q:How often do you review the policy?

A:We review our policy once in an academic session to keep up with changes in the requirements of students and the perceived effectiveness of the policy.

Q:Can a student change her/his second language in between the session?

A:No, the student can not change the third language in between the academic sessions. He/she will be given exposure to both languages at the start of the academic session. With the joint suggestion of parent and child the student can go for any of the foreign languages.

Q:Can a student change the third language in the next academic session?

A:No,the student can not change the third language in the next academic session as language learning is a slow process and we need more time to strengthen the base of the language . If students change their language frequently, it won't be possible to see growth in language learning.

Q:How do you cater to the need for a child who doesn't know English?

A:For the students who are not familiar with English due to the lack of exposure, support is provided through the English as a Support Language (ESL) programme. Here students receive formal training until survival language skills in English are attained. Post training, the ESL teacher and the parents may decide that ESL support is not required and the child may then move into mainstream language class.

Q: Is the host country language compulsory as a second language for the students of other nationalities?

A: No, it is not compulsory to learn the host country language for students of other nationalities as a second language. The sessions can be utilised for learning English (support language or as a second language).

Q: How do you decide the phase of language proficiency for language acquisition?

A: We decide the phase of language proficiency for language acquisition through prior knowledge assessment.

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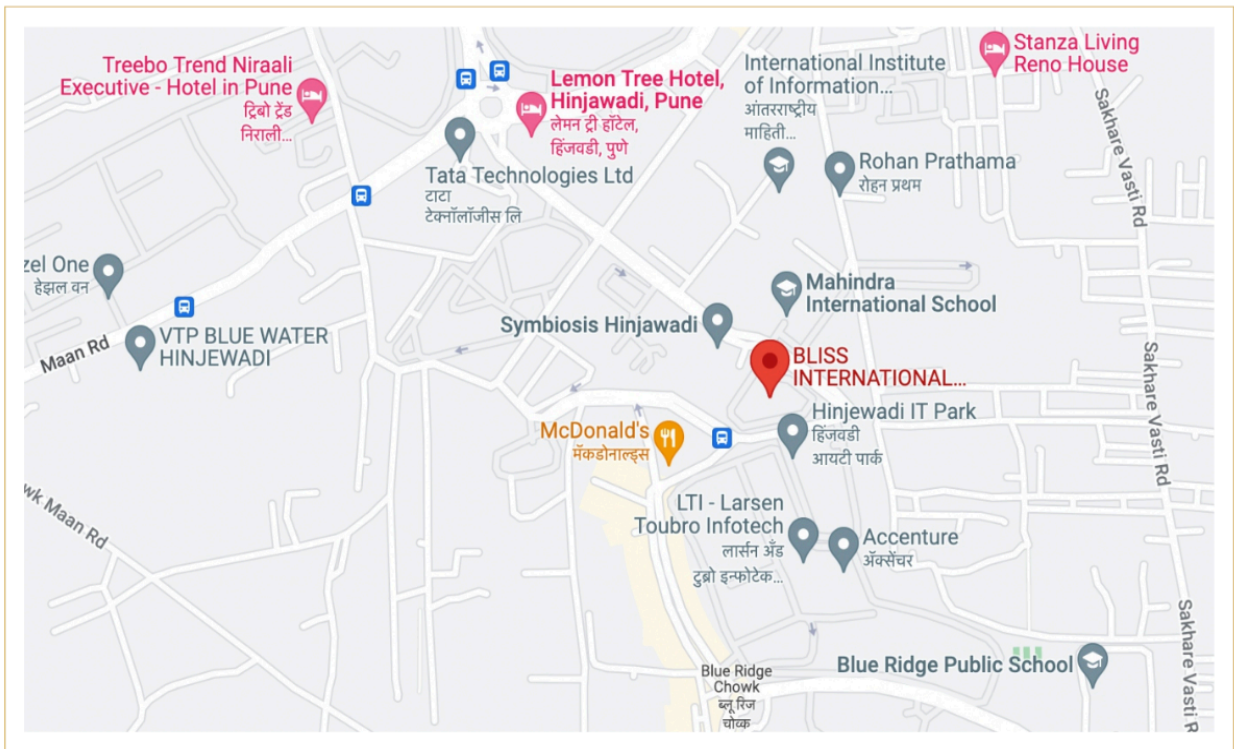


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