

Lancers International School

Language Policy 2020



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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

The LIS mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

LIS Objectives

1. To develop healthy, sensible, well rounded, and complete human beings through academic, aesthetic, and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop, through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect, among children and adults, is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents, and children evolve together to create a new social awakening.

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 organisations to develop challenging programmes of international education and rigorous assessment.

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

IB Learner Profile

Inquirer - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

Risk-Takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Language Philosophy at Lancers International School

At Lancers International School, we believe that a Language is an essential tool for communication and the development of social, emotional, and cognitive skills. It is a major factor in the development of international understanding and it is fundamental to learning, central to the curriculum, and a medium of inquiry.

English is the language of instruction in Lancers International School and our language curriculum is embedded in the whole school curriculum. Teaching and learning language in our school is integrated within all subject areas and our language activities are meaningful and relevant.

We recognise the fact that in any meaningful language, learners have the opportunity to learn a language, learn about language, and learn through language. Our learning engagements across the school provide opportunities for language events that are cognitively demanding for our students.

The school understands that all teachers are in effect language teachers with responsibilities for facilitating effective communication. By integrating language into every aspect of the curriculum students will learn the importance of culture, diversity, and sensitivity towards others, which in turn will enhance personal growth, cognitive development, and facilitate international understanding.

The school seeks to enable students to function as international citizens, developing the ability to function capably and comfortably within and between languages and cultures. The capacity to speak more than one language is an integral part of this preparation and all students at LIS will be provided with opportunities to learn an additional language.

Language Profile

LIS is a multicultural school, the population of which is made up of students and staff who represent a wide range of linguistic and cultural affiliations. The school recognizes this as both a resource and a responsibility and thereby offers a range of levels in English courses to support students who may not have a high proficiency level in English while encouraging those who do to excel.

The language of instruction at LIS is English. The school recognizes that language is central to learning and that all its students will not be comfortable in the language of instruction, therefore the school will assist students in improving their understanding and usage through suitable support programmes. The school will also encourage students to develop their own mother tongues and provide opportunities for this to happen.

LIS will actively promote Hindi, the regional/official language of the region of India in which the school is located, whilst recognizing that this may not be the mother tongue of many of its national students.

Language framework at LIS

The Language of instruction at Lancers International School is English and Hindi will be taught as a second language and be treated as the “Host Country” language for the purposes of this policy.

India has a multilingual language policy based upon the concept of a regional language. LIS is located in a region where Hindi is the regional/official language.

There will be differentiation in instruction at all levels depending upon the student’s prior knowledge of the language. It is hoped that many students will become bilingual. Foreign students who enter the school with little or no English will be supported through the English as Additional Language (EAL) programme.

Currently, the school is offering three additional languages which are French, Spanish, and German from Grades 1 to 12.

Rich Language Programme

The key facilitator of the growing bond amongst students at Lancers International School is language. Although the main language of instruction is English language, everyone has the opportunity to expand their linguistic skills in the multi-languages offered at the school.

Benefits of the Rich Languages Program

- Enriches and develops skills for engaging at a global platform
- Having an additional language from a young age brings fluency and expertise level in learning new languages by middle school that gives learners a wider and more resilient background to explore interesting topics that influence the world and its people
- Researches and surveys proved that children who learn more than one language are more creative and have better cognitive development.

At LIS, we make a connection with other cultures easier through our rich language approach. The inclusion of Spanish, Japanese, and Korean in our existing programme of German,

French, English, and Hindi languages will bring the world closer for our students to explore.

Mother Tongue Development

Lancers International School strongly encourages the use of the mother tongue. We actively support the development of the mother tongue language of our students, as it is important for maintaining cultural identity and emotional stability.

The following measures are in place to support mother tongue development:

- Our school library undertakes to include literature in a range of languages representative of the school population.
- Opportunities are provided for students to make presentations, including story-telling and singing in their own language. One of the aims of such activities is to reinforce awareness that although these students may have difficulties using English, they are fluent in their native language. It is also a way of sharing culture and of making explicit the fact that language is a part of the culture.
- Parents are actively involved in enriching mother-tongue development at home
- Parents will be asked to suggest suitable additions to the school library in these languages. Parents are also invited to share in the parent involvement programme of the school to enhance our student's mother tongue language.

Ways we strengthen the mother tongue in our classrooms:

- Students are encouraged to do projects on similar themes in their own languages.
- Opportunities are given to students to read books and engage in some oral work within the same language circles or read dual language books on their own.
- When new vocabulary and elements of grammar are introduced in English, links between it and other languages are explored.
- Students are allowed to speak their own language during informal class time.
- Students are given an opportunity to teach other classmates simple greetings and frequently used expressions.
- Mother tongue corners are created in the PYP classrooms.

Enrichment initiatives

The school recognizes the importance of language as central to all aspects of interaction and uses a variety of different ways to develop language skills and cultural awareness in students.

- Debates
- Public Speaking club
- Editorial club
- Ambassador day
- Presentations
- Theatre club (Annual Play and Street play)
- Model United Nations
- Newspapers and Magazines
- Notice Boards
- Cultural events
- Language Portrait
- Subject-specific tutor discussions
- Library resources
- Events: Languages week, Mother tongue week, Global Forum discussions
- Intra and inter-school competitions
- Celebrating various occasions & festivals.
- All of the above in different languages

We endorse in-house language culture that is representative of our community where English, German, Spanish, Hindi, and French are part of the school décor, morning assemblies, Library, and our communication. We celebrate world languages and cultures at LIS by respecting festivals, holidays, and world cuisine.

The curriculum is so planned that opportunities arise for students to discuss and explore various issues and cultures, and for students to think critically and confidently express their views both orally as well as in writing.

Learner Profile and International Mindedness

LIS language teaching goes beyond the academic empowerment of the students to develop the learner profile attributes for all students. The IB learner profile attributes are incorporated in the units through various class activities, assessment tasks, and reflection exercises. Students are also exposed to context-related authentic texts for a better understanding of local and global concepts. Through specific activities students are also encouraged to explore the culture of the countries, supporting the language being learned, to develop international-mindedness, and create connections to their own culture for better understanding.

Approaches to Learning (ATL Skills) promotion

We believe ATL skills are vital to facilitate inquiry and lay the foundation for lifelong learning, so it is essential to approach their development through a whole school collaborative effort. To develop standards for each ATL category (Thinking, Research, Communication, Social and Self- Management) we incorporate these in our teaching and learning, planning, and assessment. Other extracurricular activities such as the ABLE program, Service Learning, and Inter-House activities also explore and develop these skills. Through our language program, we plan learning experiences that authentically develop the learning goals, identify ATL and sub-skills, and Learner Profile Attributes.

Language teachers follow the design cycle to actively plan and deploy all critical ATL skills through their lessons around the year. Approaches to learning and teaching are used at the core of unit planning to ensure a structured and impactful language learning experience for all students. Opportunities are created in class for the students to practice the ATL skills irrespective of their phases. ATL skills are explicitly referred to in class and students are engaged in ATL skills reflection quarterly.

Role of the LIS-LRC

LIS-LRC plays a key role in promoting the LIS-Language Policy by providing the physical and digital content for student's first language and their preferred languages. The LIS-LRC provides a comfortable environment for its students to encourage their love for reading and completing their research.

The LIS-LRC is equipped with physical and digital resources of fiction, non-fiction, picture books, multilingual books, bilingual books and dictionaries, chapter books, board books, big books, multicultural books, world classics, autobiographies, reference books, and encyclopedias which are accessible through open access system to all our students and teachers. The library team always incorporates bilingual and multilingual books for the school community; however most of the books are in English. There are several series of books available to cater to student's year level specifications.

The LIS-LRC is fundamental to the language programme at Lancers International School. It facilitates the PYP Homerooms, second language rooms, co-curricular activity rooms, etc. to maintain their individual class libraries. LIS-LRC also supports the "Mother Tongue Development" by adding recommended and relevant books to this section. The resources are available to all students and as per the school policy, a language teacher always accompanies the students of K-10 during their mandatory once a week library lessons. Students are also encouraged to visit the learning resource centre during their free lessons. The LIS-LRC-staff as well as homeroom teachers organise different activities like book discussions, read aloud, magazine making, book reviews, author's birthday celebration, storytelling sessions.

The library is also crucial for the teacher community of the school for horizontal and vertical planning in the context of language learning, as prescribed by IB. In addition to our school library resources, the staff has access to guided reading collections for classroom instructions and methodologies.

Resources are added as per the recommendations of students, teachers, and parents. Books in Hindi, English, French, German, Spanish, Arabic, Korean, and books on global perspectives, international mindedness, the culture around the world and other resources, text references, and many other book categories are available in LIS-LRC for the students and the teachers to use.

Language Framework in the Primary School

The main language for the medium of instruction is English. However, the school does not expect all students to have prior knowledge of English, and teachers provide needed support especially during the early stages for students who may require help in understanding. If required, translations can be done by the teacher, if s/he knows the language, or through the help of a parent. Additional Language is offered from Grade 1 and the students have to choose between 3 additional languages (French, German, and Spanish). The Home language i.e. Hindi is mandatory for all students except for EAL students.

The teaching and learning of additional languages revolve around the planning, which in turn is based on the Language IB Scope and Sequence. The strands for teaching the language curriculum include listening, speaking, reading, writing, viewing, and presenting. LIS teachers model respect for all cultures and teach students to do likewise. Teachers support students in their learning of the language of instruction whilst ensuring that they develop their mother tongue as well.

All LIS teachers are language teachers, the class teachers constantly engage students in language experiences whatever subject content they may be teaching.

We at the PYP believe:

- Promoting inquiry-based authentic language learning
- Focus on the transdisciplinary nature of language learning.
- Incorporate the teaching and learning of language into the programme of inquiry.
- Provide for the teaching of additional languages at least from Grade 1.
- Provides feedback to support learning

Home Languages

The home language taught at LIS is Hindi. All students from ages 5 ½ learn Hindi, classes for which are timetabled each week. Two specialist teachers are available in the PYP to teach those students who are already fluent in the language (Hindi Advanced) and a teacher who is fluent in the language teaches the beginners group (Hindi Basic). Students who have

yet to develop proficiency in the language of instruction are excused from Hindi and are required to attend lessons in EAL.

Additional Languages

A third language is introduced for the students from Grades 1. Currently, students may choose between French, German, and Spanish. Other choices will be added as the school grows. Students attend this lesson twice a week. Specialist teachers teach this class demonstrating proficiency in areas of reading, writing, and speaking the language that they teach.

EAL Programme

English is offered in the mainstream for all students. We believe that students are better off academically and socially when they are not separated from others. Our mainstream programme provides our students with the maximum opportunities to use language in meaningful contexts, particularly in their daily interactions with fellow students.

Students who have not reached a level of English language proficiency are provided support. The EAL programme is offered to Grades 1 – 5 students as a pull-out programme. The students receive the EAL lessons during Hindi classes. EAL staff provides support for these children so they can attain the language proficiency necessary for learning.

Language Framework in the Middle School (MYP)

The language of instruction in Secondary School is English. Admission to the school does not depend upon the level of prior knowledge of English though the school will consider its own position in providing adequate support to the student before admitting a student who has very limited knowledge. Admission tests are so designed so as to fit a new student into a level most suited to his/her level of proficiency.

MYP Language A (Language & Literature)

The English course for MYP 1-5 will include elements of both language and literature. The aim of the course is to develop the student's skills in reading, writing, listening and speaking in the language so that he/she will be able to communicate effectively in English in a variety of different ways to different audiences. They will enjoy reading both for facts and for pleasure and communicate their thoughts and opinions in clear terms. Students will develop the ability to analyse literary and non-literary texts from different periods and cultures. They will also be able to apply the learnt literary skills and concepts to create authentic texts.

MYP Language Acquisition

Language Acquisition in MYP refers to languages offered, other than the mother tongue and the school language of instruction.

At the time of this policy's publication, Hindi, French, German and Spanish languages are offered through formal instruction within the MYP programme at Lancers.

Classes consist of mixed ability levels, where teachers differentiate instruction to meet the needs of the various language acquisition levels and learning styles in each class.

Hindi is currently offered from phase one to four, with possible extensions up to phase six. In French, German and Spanish students can be placed in phase one to four. All students are required to study Hindi and one additional foreign language until Grade 8. In Grade 9 and Grade 10 students can opt for one language. In order to fulfil the certification requirements

of Grade 10, all students must study one language and literature course and one language acquisition course.

A student's previous knowledge and/or exposure to the target language is indicated by parents on the school admission forms at the time of enrollment. Placement tests are designed to ensure students are placed in the appropriate class and/or phase within the languages chosen.

Languages Framework in IGCSE

English Language

Students currently in Grades 9 and 10 follow either the IGCSE First Language English or Second Language English course.

English as First Language

Learners will develop their speaking, listening, reading and writing skills throughout the course. Students will engage in different genres of literature to study how facts, ideas, opinions and biases can be used to influence readers while analysing the language and styles of writing. They will also engage in creating authentic text for a variety of purposes and audiences. Learners will also practice conversation and presentation skills in regards to organisation of the content and use of language devices.

English as Second Language

Students may choose from the core and the extended curriculum to develop practical communication skills in listening, speaking, reading and writing. They will practice to identify relevant details and comprehend ideas from a variety of text types through reading and listening activities. They will also develop the ability to speak and write according to the stated purpose and for the intended audience with a degree of accuracy and fluency.

Other Second Languages - German, French, Hindi and Spanish

Students will explore context based vocabulary, grammar and sentence structures for the prescribed topic areas to gain understanding of the countries and communities that speak the target language. They will develop and demonstrate their understanding of a variety of written and spoken texts to identify main ideas, opinions and attitudes. They will also practice writing and speaking in the target language on the prescribed topics.

Self-taught Languages - Korean, Russian, Portugese and Turkish

Mother tongue may be chosen by students as a self taught first or second language which are other than the ones taught by school. Students will be supported through library resources.

Language Framework in Diploma Programme

Group 1

A variety of English courses will be available for students in Grades 11 and 12. Most IBDP students will study English and Hindi as their Group 1 language. In addition, students, whose mother tongue is not one of the languages formally offered, can select to study their Language A as a self-taught literature, adhering to the stipulated guidelines established by the IB and detailed in the Handbook of Procedures for the Diploma Programme 2020: Group 1 Language A: Literature.

Group 2

The school intends to offer students a variety of taught languages in Group 2 IBDP at different levels. To begin with French and German will be offered at Ab initio and Language B SL/HL and Hindi and English at SL/HL level. Additional languages will be added as appropriate as the school grows and needs are addressed.

EAL Programme in Senior Secondary School

Students in Middle and Senior School who are speakers of other languages and need extra support to attain a proficient level of understanding for English language, will be offered EAL support in lieu of Hindi and second language. Students will be assessed to determine the level of support required and then classes will be offered accordingly for phases 1- 4.

In support of the EAL and ESL programmes, the school undertakes to provide ongoing professional development for teachers in the field of EAL and ESL strategies and techniques appropriate for mainstream classroom settings.

Language Pathways

Language Taught	IB PYP	IB MYP	IGCSE	IBDP
English A	Start Up to Grade 5	Grades 6-10	Grades 9-10	Optional as Language A
Hindi A	Grades 1 to 5	Grades 6-8 Mandatory Grades 9 & 10 Optional	(Optional as second Language)	Optional as Language A
English B	Grades 1 to 5 (Additional language)	Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language)		Second Language
Hindi B	Grades 1 to 5 (Additional language)	Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language)		Second Language
French B	Grades 1 to 5 (Additional language)	Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language)		Second Language
German B	Grades 1 to 5 (Additional language)	Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language)		
Spanish B	Grade 1-5 (Additional language)	Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language)		
Language A Self-Taught				School Supported Self-Taught

Connecting language learning and beliefs to other policies

Admission policy: LIS will accept students at different learning levels in the English Language. All students will complete background information about their language profile while joining LIS. The admissions department needs to share with the Coordinator of the programme, the details of the student and his / her language requirements at the time of joining. This information is then taken up with the faculty in charge of providing support to language learning in each grade level.

Assessment policy: Language learning follows the phases from the IB scope and sequence. Teachers will assess language skills - reading, speaking, writing, listening, viewing and presenting regularly and differentiating throughout. Assessments will provide information on language development and areas to work on. The teachers in each grade level along with the Language teachers will provide this support. The students are given various opportunities to express their understanding of a concept dealt within the classroom in their mother tongue/additional language. They will be assessed using different strategies and tools of their choice.

Inclusion Policy: A Student must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language of the school. A Special Needs Educator undertakes responsibilities such as identifying the needs of a student, planning a programme that suits the child, communicating the student's requirements with the regular classroom teacher and having a follow-up programme for students with their individual needs.

Language policy alignment with IB practices

Language policy at school is aligned with the following IB Practices:

Standard A7:

The school places importance on language learning, including mother tongue, host country language, and other languages.

Standard A9:

The school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

The school strongly encourages participation for all students.

Standard B1.5a:

The school has developed and implements a language policy that is consistent with IB expectations.

Standard B2, 11:

The school utilizes the resources and expertise of the community to enhance learning within the programmes.

Standard C1:8

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students

Standard C3:7

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.

Standard C3:8

Teaching and learning demonstrates that all teachers are responsible for language development of students.

Standard C4:1

Assessment at the school aligns with the requirements of the programme(s).

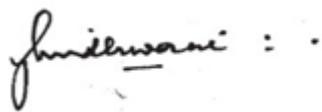
Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session. Policy is reviewed by the Language Policy Steering Committee. The Steering committees have representation from all programs along with the Head of School and Program Coordinators.

First annual review	August 2009
Second annual review	August 2010
Third annual review	August 2011
Fourth annual review	August 2012
Fifth annual review	August 2013
Sixth annual review	August 2014
Seventh annual review	August 2015
Eighth annual review	August 2016
Ninth annual review	August 2017
Tenth annual review	August 2018
Eleventh annual review	August 2019
Twelfth annual review	August 2020
Thirteenth midterm review	December 2020

Language Policy Steering Committee

S. No.	Name of the Staff	Designation	Role
1.	Mr Yogesh Sindhvani	Head of School	Facilitator
2.	Ms Annabelle Villamarin	Primary Principal & Coordinator	Contributor
3.	Mr Arpit Sharma	DP Coordinator	Contributor
4.	Ms Lilit Harutyunyan	MYP Coordinator	Contributor
5.	Ms. Olga Isaak	German Teacher	Contributor
6.	Ms Nidhi Bhardwaj	EAL Teacher	Contributor
7.	Ms Debducti Ray	English Teacher	Contributor
8.	Ms Kirti Johri	Hindi Teacher	Contributor
9.	Ms Preeti Verma	Hindi A & B DP Teacher	Contributor
10.	Ms Prapti Parasher	PYP Teacher	Contributor



Mr Yogesh Kumar Sindhvani
Head of School

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Appendix

Language Profile Form

Language Profile

Name of Student: _____

Class: _____

Nationality: _____

Gender: _____

Name of Person Completing the Form: _____

Relationship to Child: _____

Telephone: _____

Tick (✓) the correct response for each of the following questions and indicate other languages if appropriate:

Questions	English	Hindi	Other Languages
1. What was the first language your child learned to speak?			
2. What is your child's second language?			
3. What language does the family speak most of the time?			
4. What language does the mother speak to her child most of the time?			
5. What language does the father speak to his child most of the time?			
6. What language does your child often hear and understand in your home?			
7. What language does your child speak to her/his brothers/sisters most of the time?			
8. What language does your child speak to her/his grandparents most of the time?			
9. What language does your child prefer when writing creative texts such as poems and stories?			
10. If your child is cared for by another person on a regular basis, what language is most often used?			

*Please complete this form and submit it to your child's Homeroom Tutor. It will be retained by school and kept with your child's record.