



Canadian International School Bangladesh Language Policy



Mission Statement

Through the promotion of academic excellence, CISB strives to develop individuals for our society who, through understanding, tolerance, and respect, will help to create a safe place where children become lifelong learners, where excellence is tempered with compassion, and where success is moderated by spiritual understanding.

Name of the Document:	Language Policy
People Responsible for Language Policy:	
1.	Janice Smales (Principal)
2.	Dewan Mehtauddin (DPC)
Communication Channel and Availability:	1. Official Web Page 2. Teachers' Hand Book
Target Audience:	Any Internal and External Stakeholders of the school including but not limited to Students, Parents, Teacher.
Policy Effective Date:	September, 2023
Last Review Date:	July 15, 2023
Next Review Date:	July 6 ,2024
Policy Review Criteria:	Annually
Policy Review Team:	Principal, DPC, All IBDP teachers,

The Philosophy

At CISB, we believe that language is a tool for communication in all aspects of our lives including understanding differences in culture. To have a good command of a language requires lifelong learning that encompasses the various aspects of the Learner Profile.

English is the principal language of instruction and communication of the school. All students with suitable proficiency in English are offered instruction in a language/literature program in English

Purpose

The purpose of this policy is to establish:

- the framework for valuing language diversity in our school
- the supports for all language learners and their families, including those in which the primary language of instruction is not their mother tongue
- the structure for language learning at our school

Definitions

- **Mother-Tongue:** the language the student uses at home and/or outside of the classroom/school environment. This term encompasses other terms including: first language, home language, preferred language, native language, heritage language and sometimes best language. This could also include multiple languages since many second-language students are using more than two languages outside of the classroom.
- **Language B:** In this course, students further develop their ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understanding of how language works, as appropriate to the level of the course.
- **Language ab initio** is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.
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Common Practices and Philosophy for All Students

- We promote International-Mindedness and encourage multilingualism.
- We promote pathways to language acquisition for students in addition to supporting mother tongue languages.
- We provide support for students to be successful in language acquisition.
- We encourage students to take action and extend their language learning in ways that help their community.
- We ensure that every discipline includes support mechanisms for language learning, both written and spoken.
- We believe that language learning is vital for social, emotional and cognitive development.

Language Curriculum in the DP

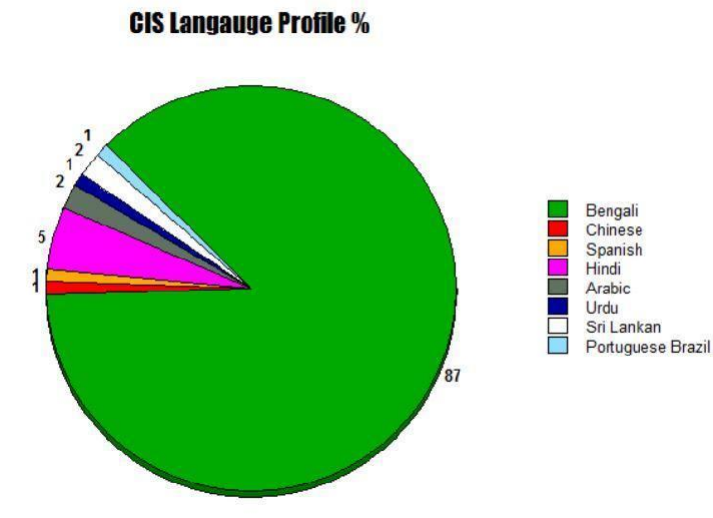
- Higher and Standard Level: Students will build acquisition of a language B, English. Students are encouraged to continue to build upon the proficiency of their language B from previous years. Students will learn to communicate effectively, analyze literary texts and develop fluent language skills.
- IB recommends a minimum of 50 hours to be devoted to language development (built in the ATL class). CISB students take an IB World Language class, IB French; this will give them two extra lessons during the ATL class.
- Language portfolio: The language portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural experiences. The language portfolio is a private document for the student to reflect on their learning.
 - LP is updated regularly over the two years of the IBDP program. The LP will contain activities, assessments, reflections on student learning experiences, notes on their understanding of other cultures and other samples of student work.
 - LP is not a formally assessed document, but IBO may request a copy

Multilingual Communication in the School Community

- The school library includes materials to support continued use of the mother tongue as well as offering diverse language selections: French and English
- If need be, the parent can contact the school to request an interpreter or translator – we have Bengali, Hindi, English, French

Language Profile

All students seeking admission to CISB are interviewed and assessed in English, second language or foreign language prior to joining CISB.



Language Profile from Grade 1 to 12

Student Ratio:

- Bangladeshis who followed the education system of the Ministry of Education of Bangladesh or IGCSE prior to joining CISB. In the system, the language of instruction is English.
- International students whose first language are not English and have been learning English as a second language.

All students are or expected to communicate with each other in the English Language. In classrooms and outside classrooms, apart from second language classes, English is used to communicate with teachers and students. Second language teachers (*Bengali,*) speak to students in the target language. All students communicate with administrative staff in English or Bengali or any other language if both the students and the administrative staff are comfortable in doing so.

Language Pathways

CISB is an English Medium school with English being taught from Early Years to Grade 12. The following lists the subjects taught for IB Diploma Program Group 1 and Group 2.

IBDP Group 1: Studies in Language and Literature A

Subject 1: English A-Language and Literature HL/SL

IBDP Group 2: Language Acquisition

Subject 2: French Ab Initio

For students wishing to explore other languages than those the school is offering they have the option to take either self-taught or online courses through Pamoja.

Special Populations

Placement of students and progress:

- ELL(English Language Learner) students, whose mother tongue is not English, take a test to assess their language proficiency before determining supports and placement
- ELL students are placed into most mainstream courses and language development courses throughout their progression in learning the English language.
- Course selection is a process involving teachers, parents, the Language teacher and IB Coordinator. The results could include a variety of course combinations including mainstream classes and/or ELL course.

Language Instruction

- Teachers select and provide access to literature from a variety of cultural backgrounds
- Students are encouraged to use their native language to help them build schema for the vocabulary in the new language
- Teachers provide differentiated instruction for students with special needs, including student with learning disabilities and students who are academically talented and gifted
- Teachers assess students using a combination of formative and summative assessments and incorporate the IB rubrics

Language Celebrations

To promote Mother Tongue of our students as well as the host country, CISB sets aside 2 weeks in February for students to explore and learn about language. The first week is Literacy week where students explore their own Mother Tongue, their culture and the literature that relates to them. They are then given time to develop their own “stories” and present these at the culmination exhibition. This exhibition is in conjunction with February 21st – International Mother Tongue Day. Parents are invited to come and share their stories and culture during these two weeks to the various classes in the school and then at the end when the exhibition of student work is displayed.

CISB is also involved in encouraging students to participate in the annual Francophonie Week with Alliance Francaise of Dhaka, French School of Dhaka and Canadian High Commission.

References:

1. Baker C. 2000. *A parents' and teachers' guide to bilingualism*. Clevedon, UK. Multilingual Matters. Corson D. 1999. *Language Policy in Schools: A Resource for Teachers and Administrators*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Inc.
2. *The following documents were used in the process of developing this policy:*
3. IBO. (2014), *Middle Years Program: Language acquisition guide*.
4. IBO. (2013), *Cardiff: International Baccalaureate Organization*.
5. *Diploma Program: Language B Guide*.