



## **CANDIIDUS INTERNATIONAL SCHOOL**

### **LANGUAGE POLICY**

#### **1. Mission Statement**

##### **CIS Mission & Vision**

##### **Vision**

Candiidus International School strives to nurture an environment where every student experiences a positive, supportive, and enriching learning journey. Our vision is to inspire and empower each learner to develop life skills, creativity, compassion, and resilience so they can contribute to building a remarkable and sustainable world.

##### **Mission**

At Candiidus International School, each student is valued as the centre of learning. We create diverse and meaningful opportunities that enable students to learn, reflect, adapt, and grow. Through this continuous process of exploration and inquiry, we guide students to become confident, responsible individuals who take ownership of their learning and actively shape their future.

##### **Connection to the Language Policy**

This mission and vision form the foundation of the CIS Language Policy. Because language is central to cognitive, social, and personal development, the school places strong emphasis on:

- Developing each student's linguistic potential
- Supporting multilingualism and cultural identity
- Ensuring equitable access to learning for all language backgrounds
- Promoting respectful, confident, and effective communication

## 2. Language Profiles

### 2.1 Language Profile of Students & Staff

CIS students come from multilingual backgrounds, predominantly speaking Indian languages such as Hindi, Telugu, Tamil, Kannada, and Malayalam as home languages. English is the main language of instruction across all programmes. Staff members are proficient in English and represent a diverse mix of Indian languages. Students enter with varied levels of English proficiency; assessments determine required support.

### 2.2 Admissions Policy

Admissions are inclusive and open to all linguistic backgrounds. Students are not required to meet a set English proficiency level for entry. Language profiles are documented at admission, and EAL support is provided where necessary. For IBDP, students may pursue Self-Taught Language A in their mother tongue where feasible.

## 3. Language Philosophy

Aligned with IB language tenets, CIS believes:

- Language is dynamic and culturally embedded.
- Multilingualism is a right, resource, and cognitive strength.
- Language is both an object of study and a means of meaning-making.
- Language learning is non-linear and unique for each learner.
- Language and identity are inseparable.

### **BICS and CALPS**

BICS (Basic Interpersonal Communication Skills):

BICS refers to the everyday language skills used for social interaction and basic communication in informal contexts. These include conversational language needed for greetings, simple discussions, and routine exchanges, often supported by gestures, tone, and situational cues. BICS typically develops relatively quickly and enables learners to communicate comfortably in familiar, face-to-face situations.

CALP (Cognitive Academic Language Proficiency):

CALP refers to the advanced language skills required for academic learning and formal contexts. It involves understanding and using complex language structures, subject-specific vocabulary, critical thinking, and analytical skills necessary for reading, writing, and discussing academic concepts. Unlike BICS, CALP takes longer to develop and is essential for success in classroom learning and academic achievement.

The school integrates the principles of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) as a foundation for delivering effective language support, incorporating the International Baccalaureate's Approaches to Teaching and Learning (ATL), which serves as a framework for ensuring consistent support for all language learners. These approaches are guided by six core pedagogical principles that underpin all programmes.

We follow Approaches to Teaching:

1. inquiry-based
2. centred on conceptual understanding
3. rooted in both local and global contexts
4. focused on teamwork and collaboration
5. differentiated to address diverse learner needs
6. informed by both formative and summative assessment

Within the CIS language policy, these pedagogical principles are closely aligned with BICS and CALP to create coherence, continuity, and practical strategies for implementing language learning across all programmes. This framework is further strengthened through alignment with the Approaches to Learning (ATL) learning goals, supporting both educators and students in the language development process.

<b>ATLs</b>	<b>Description</b>	<b>BICS in practice</b>	<b>CALP in Practice</b>
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Communication skills	ability to communicate in written and oral comprehension (both productive and reproductive).	✓	✓
	ability to listen to, understand various spoken messages in a variety of circumstances and to speak concisely and clearly.	✓	✓
	the ability to read and understand different texts, adopting strategies to access various reading and writing purposes.		✓
	ability to write different types of texts for various purposes enhancing expression of concepts and critical thinking.		✓
	ability to formulate arguments (reproductive and productive) and be able to process other viewpoints whether orally or written.		✓
	ability to use technology ethically	✓	✓
Thinking Skills	developing student metacognition, reflection, and critical thinking skills		✓
Research Skills	Encourage students to become responsible for their own learning and involved in the planning and evaluation of their instruction.		✓
	Use their life experiences as resources for learning; focus on problem centered rather than content-oriented research.		✓
	Understand the importance of their learning.		✓

Social skills	A fundamentally active social process with a focus on collaboration as a crucial way of constructing understanding meaning.	✓	✓
	Promote appreciation and respect of individual differences, cultural and language diversity	✓	✓
Self management Skills	Affective skills in terms of managing motivation, resilience, mindfulness.	✓	✓
	Organization skills, managing time and tasks, goal setting.	✓	✓
	Enable students to gain some control over their motivation and ability to deal effectively with setbacks and difficulties which are prevalent with language acquisition.		✓

**Scaffolding for language learners**

CIS firmly believes in the theory based upon the assumption that language development involves a continuing process of meaning making. While, to a great extent, our students are comfortable expressing themselves in English in an informal situation, many require dedicated scaffolding in academic language. While the more formal and traditional aspects of language learning, such as grammar and vocabulary, cannot—and should not—be ignored, we assume, as assisted by the extrapolations in the booklet *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons, that “these aspects of language are best focused on in the context of authentic meaning making, and that learning about language is most meaningful when it occurs in the context of actual language use”.

For that, we have the following courses of action:

1. The mainstream English classes consist of dedicated lessons **once a week** in sentence composition method as postulated by Donald Killgallon.

2. Mainstream core subjects have dedicated classes **once in two weeks** explaining various command terms and responding to them, based on dynamic task specific clarifications prepared by the subject teachers.

3. Students with specialized requirements are assisted with additional resources, one of which is encouragement to speak through **weekly in-class discussions** on the topic being studied. Once the child engages in external, social dialogue it leads to independent and confident “inner speech.”

4. Students are encouraged to practice spoken and written expression in the language lab, with the language lab coordinator initiating audio, visual and textual stimuli to aid learning.

5. Scaffolding strategies include; Pre-teaching vocabulary , visual organizers, guided writing, small-group instruction, multimodal learning, gradual release of responsibility .

#### 4. Language Pathways at CIS

Grades	Language of instruction and learning/ Language A	Language B /Language acquisition	Language B /Language acquisition/ Foreign Language/ Third Language	State language / Third Language
Early Years [EY1, EY2, EY3]	English Cambridge SLE	Fun with Hindi/Telugu		
CIE primary years Grade 1-5	English Cambridge FLE	Hindi or French		Telugu
CIE Lower Secondary Grade (6-8)	English Cambridge FLE	Hindi or French		Telugu
CBSE Middle School Grade [6-10]	English	Hindi or French		Telugu

CBSE [11-12]	English	Non-language Elective subject	
IGCSE [9-10]	English Cambridge FLE <b>**Learners may be offered English as a Second Language based on their linguistic abilities</b>	Hindi or French	Telugu
IBDP [11-12]	DP English A - Language and Literature	Hindi B (SL/HL) French ( Abinitio/ SL) Spanish Ab initio (Online- Pamoja Education)	NA

#### 4.1 Primary

English is the language of instruction. Students learn English, French and Hindi from EY3. Language learning is integrated into Units of Inquiry. Support for English language learners is provided through co-teaching and pull-out support.

#### 4.2 Lower Secondary and Upper Secondary

Language is reinforced across subjects. Learners receive differentiated instruction, scaffolding, and support through co-teaching.

#### 4.3 DP

#### **LANGUAGE INSTRUCTION AT IBDP**

English A: Language and Literature at HL or SL, Hindi B at HL or SL and French B at SL, further Spanish ab initio (preferring online for 26-28 batch) is also offered. Every student must take one subject from Group 1 and one subject from Group 2. Choice of language level depends upon the student's preference and level of proficiency in that language.

The school encourages IBDP learners at the admissions level to possess a competent command of English. Diagnostic tests are administered when learners begin high school to assess their proficiency in English to facilitate their selection of levels. The school can also provide partial support through enrichment classes to IBDP learners (in case required) along with the regular scheduled English classes.

### **Group 1: English A: Language & Literature HL/SL**

DP English language courses develop all four key language skills (reading, writing, speaking and listening) with comprehensive assessment. All courses have at least one grade that can be considered comparable to Common European Framework of reference for Languages (CEFR) B2, the level most commonly required by university admissions departments.

### **Group 2: Language Acquisition**

As per the language policy, all learners need to undertake a syllabus from Language B as per the pathways identified by the school. Accommodation is provided to the learners through enrichment classes to make their learning meaningful and encouraging. The language ab initio in Group 2 is offered to beginners who have little or no experience in the language.

- 1) Learners joining the school in Grade 9 will be offered the options of French and Hindi. The offering of Hindi is dependent on their prior engagement with the subject up to Grade 8.
- 2) Learners joining in Grade 11 will have the option of pursuing French B SL/HL or Hindi B SL/HL.
- 3) Learners joining in Grade 11 with little or no knowledge of French/ Spanish may opt for Ab initio. IGCSE learners with a grade of D or lower in Spanish/French as a Foreign Language may be offered French/ Spanish ab initio.

Group 2: Hindi B HL/SL, French Ab Initio/SL (as available) , Spanish Ab Initio

Assessments follow IB criteria, with emphasis on academic reading, writing, oral communication, and TOK integration.

### **Placement of students in DP Language courses:**

School will follow the entry level expectations suggested by IB for language ab initio, language B, language A, and literature. A copy of that is attached in the appendix. These

proficiencies are not prerequisites, and it is not necessary to meet all descriptors for each skill in order to be appropriately placed in the subject or level.

## **5. Mother Tongue Support**

CIS encourages maintenance and development of home languages. Support includes access to mother tongue books, encouragement of home language use for thinking, and provision for Self-Taught Language A in DP after the first batch.

Parents are encouraged to read, write, and speak with their children, especially in their native language, as these skills will transfer over to the development of English literacy. Parents are encouraged to support language initiatives, and participate in storytelling and cultural events.

## **6. Role of the Library**

The library provides multilingual resources, digital literacy lessons, research workshops, and Extended Essay support. It promotes reading culture through events and clubs. They also run reading and writing circles and conduct various literary activities to enhance language learning and acquisition. The library enrolls the students for external benchmarking competitions such as IEO (International English Olympiad) and IDA (International Dimension in School).

The library offers sessions on information literacy, referencing and citation – MLA format (Modern Language Association) and research skills.

## **7. Professional Development**

Teaching and learning address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (“Section C: Curriculum”—standard C3, 7).

Teaching and learning demonstrate that all teachers are responsible for language development of students. (“Section C: Curriculum”—standard C3, 8)

Teachers undergo regular PD sessions to handle the varied language profiles of the students. The in-house professional development is a continuous process. However, the school registers the teachers for external professional training in batches. There are scheduled collaborative sessions for planning and reflection to initiate guided inquiry and to bring differentiation in language teaching and learning.

They will use consistent pedagogical methodologies and terminology which link to the ATLS.

## **8. Communication of Policy**

The Language Policy is shared during teacher onboarding, student/parent orientation, and posted on the school website.

## **9. Review & Implementation**

Reviewed every year. Led by IB coordinators, language teachers, leadership team, and EAL staff.

## **10. References**

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Guidelines for developing a school language policy. IBO. Cardiff. Apr. 2008 Baccalaureate  
Organisation 2010.

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Learning in a language other than mother language in IB programmes. IBO. Cardiff.  
Apr 2008.

Cambridge Assessment International Education “Language policy and strategy”, UNCLES  
2018

Cambridge Assessment International Education “Practical guide to languages for  
Cambridge schools”, 2019

IB Language Tenets in Practice

**Appendix:**

Sample Language Profile

Name of the Student: Grade :

Mother Language:

Places I had stayed and languages spoken over there: Languages that I picked up:

Places I may wish/head to in the future:

What languages are required to stay and interact people there:

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	Language 1	Language 2	Language3	Other	
I can recognise the although not completely understand the meaning					Basic skills
I can talk, shop, greet and do simple activities					BICS
I can read newspaper, and understand TV news					BICS
I can read and write					Threshold

simple stories, poetry , newspaper articles					Literacy
I can read,write and study subjects like science, Geography and Mathematics					CALP
I can read and write about a range of literature in this language					Literary Analysis
I can critique diversity of texts in this language, identify bias and social location					Critical Literacy

## DP Language : entry level proficiency expectations

	Language ab initio	Language B SL	Language B HL	Language A courses, and literature and performance
<b>Receptive</b>	<p>Students can recognize words and simple basic phrases.</p> <p><b>or</b></p> <p>Students can grasp the general idea of basic messages.</p>	<p>Students can understand the meaning of simple authentic texts, and some of the meaning of more complex texts.</p> <p>They can understand explicit information and interpret some implicit meaning in texts regarding familiar topics.</p>	<p>Students can understand the meaning of simple authentic texts and the basic meaning of more complex authentic texts.</p> <p>They can analyse and comment on the language used and information presented in those texts.</p>	<p>Students understand the literal meaning of a range of texts, both simple and complex.</p> <p>They show the ability to think critically about and interpret implicit meanings, and to analyse and comment on how the language used in those texts constructs meaning and contributes to creating an effect.</p>
<b>Productive</b>	<p>Students can only produce fragments of language, sometimes inaccurately.</p> <p><b>or</b></p> <p>Students can produce basic or rehearsed phrases, with a very limited range of language resources.</p>	<p>Students can produce texts on familiar topics using simple language (and some elements of complex language) generally accurately.</p> <p>Messages produced are generally comprehensible, despite errors.</p>	<p>Students can produce texts on a variety of topics using both simple and complex language generally accurately.</p> <p>Messages produced are comprehensible, despite minor errors.</p>	<p>Students have a wide range of linguistic resources, including complex structures and vocabulary, and can express basic and complex ideas clearly in speech and in writing.</p> <p>Language is accurate, and there is an awareness of register and style.</p>
<b>Interactive</b>	<p>Students cannot maintain a coherent conversation.</p> <p><b>or</b></p> <p>Students can engage in very simple or rehearsed exchanges to convey basic information in a very limited range of familiar interpersonal situations.</p>	<p>Students can engage with some confidence and sense of audience and purpose in rehearsed and in simple, unrehearsed exchanges to communicate their understanding and opinions on familiar topics.</p> <p>They can engage in more complex exchanges, but with limitations and difficulties.</p>	<p>Students can engage confidently in spontaneous exchanges to communicate and discuss their understanding of, and opinions on, familiar and some unfamiliar topics, demonstrating an understanding of the codes and conventions of conversations.</p> <p>Limitations or difficulties rarely impede the conversation.</p>	<p>Students can engage easily and confidently in authentic and spontaneous conversation to communicate and discuss their understanding and opinions on a range of topics, both familiar and unfamiliar, and simple and complex.</p> <p>They demonstrate a clear understanding of the codes and conventions of conversations.</p>
<b>Mediation</b>	<p>Students can only convey very simple, predictable information.</p>	<p>Students can grasp and convey essential information on familiar topics generally clearly.</p>	<p>Students can grasp and convey essential information on familiar topics and topics of personal interest</p>	<p>Students are capable of fully grasping complex ideas, organizing them with clarity, and then</p>