

# Bali International School Language Policy

*It is through language that we access our own and others' culture.*<sup>1</sup>

## Philosophy

### **School Mission Statement**

We provide educational excellence in a supportive, secure environment, preparing our students to thrive and succeed as a responsible citizen in a changing world.

### **IB Learner Profile**

In line with the IB the school aims that students will develop the knowledge, skills and attitudes that will enable them to be:

**Inquirers:** They inquire into language use and language structures. They use language to acquire information and to make sense of the world around them.

**Thinkers:** They are able to express their thoughts and ideas clearly.

**Communicators:** They are competent users of oral and written language forms in a variety of situations. They listen attentively and pay attention to detail. They speak confidently and clearly. They read fluently with good comprehension. They write clearly, concisely, accurately in a style appropriate for the purpose.

**Risk takers:** They are willing to attempt to read, write or speak in situations where they may not feel totally confident.

**Knowledgeable:** They have acquired the vocabulary and understanding to discuss language structures, text forms and literary styles.

**Principled:** They are aware that language is powerful that it can have a profound effect and it must therefore be used responsibly.

**Caring:** They show care in their use of language and are aware of how the use of language can affect others.

**Open minded:** They respect differences and similarities between languages, dialects and personal communication styles. They understand that language can be used as an expression of bias.

**Balanced:** They can express themselves orally as well as in writing and find a balance between listening and speaking in communicating with others. They read a variety of written material and are able to write for different purposes and audiences.

**Reflective:** They reflect on their language development and consciously work at improving their language proficiency.

---

<sup>1</sup> IB Primary Years Monograph, 08.01

### **School Statement of Philosophy**

Bali International School values linguistic and cultural diversity and recognizes that language acquisition and proficiency are instrumental to the success of our students as scholars, as community members and eventually as independent adults who have been empowered to communicate in more than one language. Teaching and learning language at Bali International School is integrated within all subject areas. All teachers at Bali International School are language teachers. We recognize that language is fundamental to learning and is the foundation of learning throughout the curriculum. Language is used for a variety of purposes for which we must prepare our students. We recognize that learning and communicating in several languages enables our students to understand, value, share and learn about a range of cultures, including their own. The School recognises the challenge of language acquisition as well as the maintenance of the mother tongue.

### **Bali International School Language Profile**

**BIS Language Community:** BIS embraces students from around the globe with diverse linguistic and cultural background. Languages spoken by students include Cantonese, Mandarin, Creole, Hokkien, Hindi, Hindustani, Croatian, Danish, Swedish, Dutch, Frisian, French, German, Indonesian, Italian, Japanese, Korean, Mandarin, Portuguese, Punjabi, Romanian, Russian, Serbian, Slovenian, Spanish, Swahili, Swiss German, Tagalog, Taiwanese, Telugu , Urdu.

**Language of Instruction:** English is the language of instruction in Bali International School for all classes except some Language B classes. In Language B classes we maximise the use of target language as the language of instruction.

**Mother Tongue in PYP:** Mother Tongue development is supported directly for students whose first language is English. For students with other mother tongues, language development is encouraged when reading with parents, when discussing work at home, when reflecting on work at home etc. Bali International School works with such families to find appropriate resources, including teachers, literature and cultural experiences. At times it is important for students to access their mother tongue during classroom time to access the curricular content. For example, this might take the form of the student using electronic translating devices, the teacher buddying up students with students who speak the mother tongue and hold a good command of English, researching in the mother tongue etc. The Primary school provides workshops for its parents and staff on the importance of fostering the mother tongue, for both academic and social-emotional reasons. From 2015/16, the school will offer Mother Tongue classes to our Indonesian PYP students, as required by Indonesian law.

**Mother Tongue in MYP:** Mother Tongue development is supported directly for students whose first language is English. For students with other mother tongues, language development is encouraged and supported where possible. Bali International School works with such families to find appropriate resources, including teachers, literature and cultural experiences. If families arrange for mother tongue instruction with an outside tutor, the school is willing to facilitate a relationship and curriculum guidelines. For other needs, families are welcome to contact the school, which will consider each request on a

case-by-case basis. From 2015/16, the school will offer Mother Tongue classes to our Indonesian MYP students, as required by Indonesian law.

**Mother Tongue in DP:** At the DP level, students may opt to study their mother tongue as School-Supported Self-Taught Language A: Literature course. Students interested in this option should discuss it with the DP Coordinator as early as possible to make necessary arrangements, e.g. supervision, student and parent responsibilities.

**Other language needs at BIS:** The English as an Additional Language (EAL) program is designed to support English Language Learners (ELLs) and their needs in order to access the IB curriculum. The EAL teacher works with mainstream teachers to provide direct support to ELLs in the classroom through individual, sheltered and co-teaching models. Ongoing professional development for faculty further ensures that BIS staff is devoted to teaching basic and academic language across the curricular areas to ensure English language development achievements are made.

### **Current Practices relating to language teaching and learning at Bali International School**

It is essential students develop language and communication skills in order to be successful in a complex global society. The Language programme lies at the heart of Bali International School's vision, in which students become independent, critical thinkers, lifelong learners, and responsible citizens. The programme encourages students to appreciate literature and to understand that language is fundamental to learning. Languages are both an essential tool for learning and a medium for communicating meaning, intent, analysis and emotion.

### **Language Learning in PYP**

The programme of inquiry enables students to develop and use language through authentic contexts. Through the transdisciplinary units of inquiry and conceptual learning, learners are able to construct meaning using a variety of strategies. The PYP Language A scope and sequence document identifies the outcomes considered important in language learning and these are embedded in our curriculum. These skills can be further developed by challenging students level of understanding and providing good models of effective communication. Students progress through the different stages at their own pace, according to their developmental stage as well as their learning style in learning a language.

### **Language Learning in MYP and DP**

Language is fundamental to learning, thinking and communicating, therefore it permeates the whole MYP and DP curriculum. The study of language enables students to become highly proficient in their understanding and use of their language A and B. Students develop an appreciation of the nature of language, of the many influences on language, and of the power of language as a vehicle for thought, creativity and self-expression. Students will be encouraged to recognize that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal identity and reflection.

### **Language acquisition courses**

#### **Language B**

Language learning is a long and organized process. To sustain a cohesive and relevant Language B course, Bali International School encourages students commit to one language B for the duration of the PYP, MYP and DP Programme. Consequently, BIS offers three entry points to allow movement from one language class to another.

<b>PYP</b>			<b>MYP</b>			<b>DP</b>		
<b>Language B</b>								
Indonesian			Indonesian			Indonesian		
French			French			French		
						English		
						Spanish ( <i>on-line</i> )		
<b>Ab Initio</b>								
						Indonesian		
						Spanish		
						French		
						Mandarin ( <i>on-line</i> )		

### Summary Chart of Language Opportunities at BIS

<b>PYP</b>	<b>MYP</b>	<b>DP</b>
<b>Language A</b>	<b>Language A</b>	<b>Language A</b>
English Indonesian Mother Tongue support structured by teachers and integrated as appropriate	English Indonesian MYP Mother Tongue ( <i>school support</i> )	English Literature English Language and Literature Indonesian Language and Literature Self-Taught ( <i>school support</i> )
<b>Language B</b>	<b>Language B</b>	<b>Language B</b>
Indonesian French	Indonesian French	English Indonesian French Spanish ( <i>on-line</i> ) Mandarin ( <i>on-line</i> )

		<b>Language Ab initio</b>
		Indonesian Spanish French

### **Ab Initio**

During the two-year course, students will be taught to understand and produce a variety of texts. In the context of the Spanish ab initio course, a text can be spoken, written or visual. In the Spanish ab initio course we use and adapt authentic texts for use in the classroom, with particular attention given to variety, integration, whole-class projects, learning beyond the classroom, transparency and personal development. The ab initio students will:

- . develop language skills through a range of individual and group tasks
- . practise the language through a wide variety of pair and group activities
- . be introduced to the full range of types of texts appropriate to the course. □

The course will encourage students to practise receptive, interactive and productive skills, as well as interact in the target language through active participation in oral exchanges, by both listening and speaking, or responding to a piece of reading material in either a written or spoken way. No single part of the syllabus is an end in itself, but all parts should complement each other and be integrated. Language will be developed through the study of materials that reflect the culture(s) concerned. □

### **Access to the IB Programmes for English Language Learners - EAL Programme**

English as an Additional Language (EAL) support refers to English instruction given to assist students in gaining sufficient English language proficiency to cope within the English speaking school environment. The objectives of the EAL program are to enable students to participate and achieve academically in the mainstream classroom, use English in socially and culturally appropriate ways and to communicate in social settings.

All English language learners are assessed upon entrance into the school to determine their level of English language proficiency. Based on their proficiency, a program of support will be suggested. Language support services are also available to currently enrolled students requiring further support with academic English. If a teacher feels that a student needs further support, the SST referral process should be followed.

English language learners participate in regular classes during the day. Occasionally, these students will be pulled out of class for some specific instruction, but in general we are committed to students learning 'in class,' in the authentic contexts of their units. The use of the students' mother tongue in the classroom is allowed, where this enables learning and understanding. Additional academic and social support is offered to language support students through the BIS SST team as appropriate.

A student's EAL support teacher communicates with his or her regular education teacher/s to help each student be successful. EAL support teachers offer strategies and other assistance to parents and teachers. Enrolled students are supported through a wide variety of services which are listed below.

- In-class language support including team-teaching, offered by EAL teachers
- Individual or small group support by the teaching partner or classroom teacher.
- Pull out from regular lessons if deemed appropriate by the SST
- After-school secondary support classes offered 2 afternoons per week
- Academic and social support from the counselling team

**Spelling and referencing protocols:** Bali International School has no official preference for a specific variety of English, be it American, British, or any other form. Students may choose any variety of standard English which they prefer. Students are expected to use one variety of English consistently within each document they produce.

**Expectations about language use around the school:** As part of our ongoing commitment to developing international mindedness, we endeavour to recognise the diversity of our multilingual and multicultural school. We practice this through language displays, school brochures, learner profile posters and use of mother tongue to facilitate discussions in the classroom. We also encourage students to lead student-led conference in their mother tongue.

**Assessment:** Teachers regularly use diagnostic, formative and summative assessment to assist in the teaching and learning of languages. Assessment takes place in accordance with the Bali International School Assessment policy which is in accordance with PYP, MYP and DP guidelines.

**Professional Development staff :** BIS aims to build and shape understanding of best practice on a regular basis. The EAL teacher, Principals, Coordinators, peers with expertise, and consultants brought to campus will be utilized to support all staff to gain appropriate knowledge and skills for facilitating the language development of all learners.

**How the language of the host country is promoted at Bali International School:**

The School provides a mandatory Indonesian Course as part of the orientation to encourage expatriate teachers to learn the host country language. Indonesian is taught as one of the Language B options from K through to Grade 12. Moreover, the school celebrates Indonesian Independence Day annually. Students in the Primary School participate in Indonesian Studies classes weekly to learn aspects of the Indonesian culture, history and language among other things.

**Resources:** The school Library includes fiction and non-fiction sections in both English and Bahasa Indonesia. A wide range of literature in the school library extends and supplements classroom resources. The aim is to help students become independent and committed readers, through free interaction with a variety of texts, in order to develop literacy skills and the ability to engage critically with literature. The school Library includes English and Bahasa Indonesia fiction and nonfiction selections, as well as an expanding selection in

French. The Library also has a range of resources in German, Spanish, Italian, Dutch, Korean, Chinese and Japanese languages.

**Review of Language Policy**

The language profile will be updated every second year. The latest review was completed May 2015.