



Bali Island School Language Policy

School Mission Statement

Engaging and empowering globally minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

School Statement of Philosophy

Bali Island School (BIS) values linguistic and cultural diversity and recognizes that language acquisition and proficiency are instrumental to the success of our students as learners. As community members and eventually as independent adults who will be empowered to communicate in more than one language.

Language is seen as an essential tool for teaching and learning, therefore BIS's philosophy is based around a core set of values and beliefs, which include:

- ◆ Teaching and learning language at BIS is integrated within all subject areas and all teachers are responsible for teaching language.
- ◆ Language is best acquired in a positive and supportive, yet challenging and motivating environment.
- ◆ Language acquisition occurs along a continuum and each individual should be allowed to progress at their own rate.
- ◆ Languages are both an essential tool for learning and a medium for communicating meaning, intent, analysis and emotion.
- ◆ Language develops holistically rather than in parts. Speaking and listening, reading and writing, viewing and presenting are interrelated and interdependent.
- ◆ Language skills are acquired most effectively from using language in meaningful, realistic contexts, for real reasons and from experiencing real literature.
- ◆ 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.

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 publications, Learner Profile posters and use of Mother-Tongue to facilitate discussions in the classroom. We also encourage students to lead student-led conferences in their Mother-Tongue.

There are essential practices defined for each program, please refer to the these documents which are available through the program coordinators.

Bali Island School Language Profile

Bali Island School is an international school that serves the diverse needs of all our students. BIS embraces students from around the globe and there are approximately 30 different Mother-Tongue languages.

Our primary language of instruction is English. Indonesian is also offered as Language A for Indonesian nationals and others who have obtained fluency. Self-taught languages are offered in the DP. In the PYP, language acquisition students learn Indonesian from Grade 1. In the MYP, language acquisition courses consist of Indonesian and French. In the DP, language acquisition courses consist of Indonesian B, French B and Spanish Ab Initio.

BIS PYP, MYP Language learning

As per IB requirements, BIS provides sustained language learning in at least two languages for each year of the MYP.

Language A (language & literature)

In language & literature, courses develop skills in six areas; listening, speaking, reading, writing, viewing, presenting (*IBO.org*). This course is aimed towards students working in their Mother-Tongue or language of instruction. At BIS language & literature is offered in English and Indonesian.

Language B (Language acquisition)

Language acquisition provides a linguistic approach for students who are studying a language. At BIS language acquisition is provided in French (MYP only) and Indonesian.

BIS language program

- Students at BIS are required to take 1 language A and 1 language B *OR* 2 language A classes. For example, students whose first language is Indonesian will take language & literature in Indonesian and language & literature in English. They will not be required to take a language acquisition class.
- In the MYP, students whose first language is French will take Language & literature in English and language acquisition in Indonesian (unless there is a learning need that has been identified, in which case we follow their IEP.)
- Students whose first language is neither English or Bahasa Indonesian will join language & literature classes in English. If students are not fluent in the language of instruction, their assessments may be modified on a needs basis and under the direction of the coordinator and principal. Students can choose either French (MYP only) or Indonesian as their language acquisition class.

IB Diploma

To earn an IB Diploma, a candidate must study an additional language, though a second Language A may be taken instead of studying that language as a Group 2 subject (*IBO.org*).

Language and literature

As per the IBDP guidelines, students at BIS must take at least one subject from studies in language and literature. Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma (*IBO.org*).

Language B

- Language ab initio courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level (MYP phase 1) (Phase 2 in rare cases).
- Language B courses are intended for students who have had some previous experience of learning the language. (Phase 3 SL only. Phase 5 or more SL or HL) (*IBO.org*).

BIS offers the following languages at DP level:

Language A- English, Bahasa Indonesian, Self-Taught

Language B- Bahasa Indonesian, French, Spanish

Ab Initio - Spanish

Promotion of Indonesian at BIS

Indonesian is taught as one of the Language A and B options from Grade 1 through to 12. The school celebrates Indonesian culture throughout the academic year. Students in primary school participate in Indonesian studies classes weekly to learn aspects of the Indonesian culture, history and language. In the secondary school the students have one class of civics incorporated into Indonesian classes. BIS offers religion classes to our Indonesian students as required by Indonesian law.

EAL Programme

English Language needs at BIS

The English as an Additional Language (EAL) Program is designed to support students and their needs in order to access the IB curriculum. EAL assists students to gain sufficient English language proficiency to provide equity of access within the English speaking school environment.

The objectives of the EAL program:

- to enable students to participate and achieve academically in the mainstream classroom
- to use English in socially and culturally appropriate ways

The EAL teacher works with mainstream teachers to provide direct support to students in the classroom through a variety of pedagogical approaches.

Ongoing professional development for faculty further ensures that BIS staff are teaching language across all curricular areas (See Professional Development below).

The use of the students' Mother-Tongue in the classroom is encouraged, where this enables learning and understanding. Additional academic and social support is offered to students through the BIS Student Support Team (SST) as appropriate.

Student Support Team (SST)

Objective: address students with English language needs and make decisions regarding the necessary language support students may require.

SST members: Primary and Secondary principals, EAL teacher, learning support teacher, early intervention teacher, math enrichment teacher and counsellor.

Process: The SST provides support to rostered students according to the individual learning needs including language.

Procedures: The SST follows the SST handbook, refer to the SST handbook for more information.

Admissions to BIS:

BIS typically admits all students with language needs up until grade 8. From grade 9 students' language is assessed to ensure that they would be able to access the Diploma Programme in grade 11. Refer to the BIS admissions policy for further information.

Mother-Tongue at BIS

Mother-Tongue development is supported directly for students whose first language is English and Indonesian.

Those students whose Mother-Tongue is not English are supported through appropriate resources, including tutors, after school clubs, library books, and sharing cultural experiences where possible.

The school provides workshops for its parents and staff on the importance of fostering the Mother-Tongue, for both academic, social and emotional reasons. If families arrange for Mother-Tongue instruction with an outside tutor, the school is willing to facilitate a relationship and curriculum guidelines.

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.

Spelling and referencing

BIS has no official preference for a specific variety of English so long as there is consistency within each document. MLA reference style is used throughout the secondary school.

Professional Development

BIS provides relevant professional development both on and off campus to meet our language policy.

All teachers have to complete the 'ESL in the Mainstream' course as part of their professional development and BIS expectations.

Resources

The school library includes English and Indonesian fiction and nonfiction selections, as well as an expanding selection of other Mother-Tongue books. The librarian is a trained IB teacher librarian. The librarian supports literature and language acquisition.

As all teachers are teachers of language, all school resources are resources for language teaching. BIS is committed to ongoing review of resources.

Assessment

Assessment takes place in accordance with the Bali Island School's Assessment policy which is in accordance with PYP, MYP and DP guidelines.

Review of Language Policy

The language profile will be updated every second year.

Review cycle originally was completed in May 2015.

The latest review was completed in October 2017.

It will be reviewed again in October 2019.