



# Language Policy

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## **Introduction**

Language is the vehicle for inquiry, for creative and critical thinking; so the purpose of this document is to inform teaching and learning in the classroom, to guide curriculum and to involve the whole school community in our goal to educate children in an internationally-minded environment and to develop them with a strong command of oral, visual and written English. This document outlines the philosophy and practice of language instruction at GMIS - Bali and demonstrates how GMIS- Bali supports students' acquisition of our language of instruction (English) and our host country Language (Bahasa Indonesia). It also shows how GMIS - Bali supports continued use of a student's mother tongue (the language spoken at home).

The School has provision to offer Intensive English Classes for new students who are new to English which is the medium of instruction.

## **Philosophy**

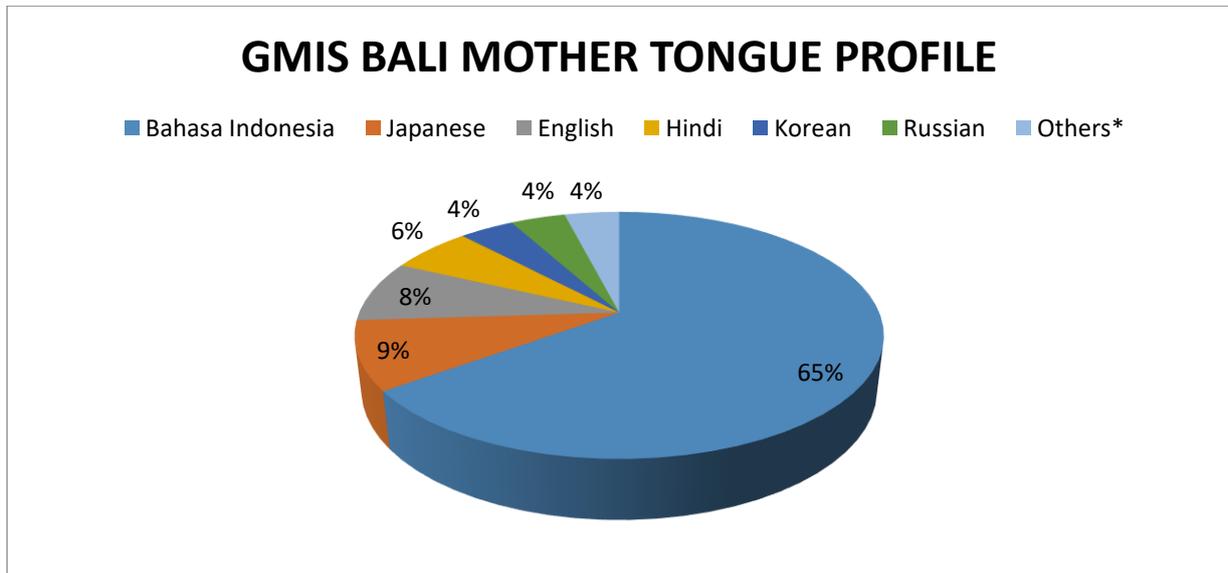
In GMIS – Bali we believe that

- All teachers are language teachers.
- The school should provide support to students who require developing a level of proficiency in the medium of Instruction through Intensive English Classes.
- Language is a primary means of learning and communicating.
- Language acquisition is to be promoted as a partnership between all members of our community including parents, students, teachers and non-teaching staff
- Mother tongue languages help form cultural and personal identity and should be respected and supported.
- The shared experience of learning a language creates cohesion among students from diverse backgrounds and promotes international-mindedness.
- Learning world languages is an integral part of becoming a global citizen.



## Mother Tongue Profile

In the 2018 – 2019 academic school year , GMIS -Bali has approximately 460 students. 60 % of the students are bilingual being well proficient in English and Bahasa Indonesia.



Language	Percentage
Bahasa Indonesia	65%
Japanese	9%
English	8%
Hindi	6%
Korean	4%
Russian	4%
Others*	4%

Other Mother Tongue Languages:

Belgian	Bengali	Dutch	French	German	Hungarian
Italian	Javanese	Marathi	Mandarin	Portuguese	Spanish
Tagalog	Tamil	Telugu	Timorese	Ukrainian	Vietnamese



## **Aims:**

All GMIS - Bali teachers, administrative staff, parents and students work to:

- Enable students to learn and use language confidently in a variety of contexts.
- Increase students' skill of written and oral communication and provide environment and opportunities for effective communication in the language of instruction.
- Promote student understanding and enjoyment of literature.
- Allow students to explore different perspectives through language.
- Encourage students to have fun and express themselves through language.

## **Support of Mother Tongue Languages**

- Both Expat and Local Teachers at GMIS are at least bilingual and provide a support for their Mother Tongues apart from the support to the medium of instruction
- The library and classrooms include materials that support continued use of the mother tongue.
- Teachers and students are free to use Mother Tongue as a means of expression for further support of teaching and learning.
- Formation of language clubs to support literary activities in a particular Mother Tongue Language.
- Diverse activities to support mother tongue language poem recital, singing and choir and different activities during morning assembly presentations and United Nation Day celebrations.
- Mother Tongue Day is observed and celebrated to highlight the importance of Mother Tongue and provide further support.
- Due to the nature of international education at GMIS Bali, learners are encouraged to express themselves through various languages.
- Students from Grade Nursery to 5 are encouraged to bring books to school written in their mother tongue and add them to the class mini-libraries.

## **Support of the Language of Instruction**

At GMIS – Bali the medium of instruction for all subjects is English except in Language acquisition classes and Language and Literature Bahasa Indonesian classes. At the time of admission all students are required to take a mandatory English language examination. If Basic English proficiency is found to be lacking, the student is given formal support through Intensive English Classes, as is outlined in the proceeding paragraphs of this document. These are part of a comprehensive program through which students acquire the skills and knowledge needed to access the regular curriculum.



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The standard of English is maintained at a consistently high level by following the following steps:-

- The students are required to read and develop good reading habits.
- They are also encouraged to use the library and to develop clear and articulate methods of communication.
- Students will be guided through various oral, visual, and written genres.
- Due to the trans disciplinary nature of the PYP curriculum, many of the English lessons will be integrated with the Unit of Inquiry, and during these classes, students may use mother tongue in the right context.

### **Intensive English Classes**

- The School offers Intensive English Classes for new students who are new to English which is the medium of instruction.
- For grades 6 to 12, students do not attend any classes in Science, Geography, History but instead attend the Intensive English, Physical & Health Education, Math, ICT, Music and Art classes for a complete 1 term (i.e. August to December or January to June).
- Whether the students have acquired the necessary understanding and proficiency of the target language to pursue other regular classes or will continue with Intensive classes English, will be judged based on a standardized English test after a complete one term.

### **Differentiated Language Teaching**

- From Nursery to grade 5 students are given support through differentiated English and Bahasa Indonesia teaching. After a certain level of proficiency has been attained they are promoted to the next level of English or Bahasa Indonesia.
- The school supports students whose level of English and Bahasa Indonesia is considered low. The concerned students are given peer support through reading and by sourcing relevant resources within the classroom.

### **Support for the Host Country Language**

GMIS -Bali provides support to our students and their parents to enable them to adapt to the new language and the new learning environment. Host country language (Bahasa Indonesia) also has a distinct role in the education of GMIS students. From age five upwards, Bahasa Indonesia will be taught via Units of Inquiry and stand alone classes by qualified Indonesian teachers who will follow the philosophy of teaching language, teaching through language, and teaching about language. GMIS Bali's local teachers not only strive to promote the host country language, but also its cultural awareness amidst the school community.

- Bahasa Indonesia support classes offered to teachers.
- Newsletters in Bahasa Indonesia for language learning.
- Info-sessions and orientation sessions for parents and students are conducted bilingually

Bahasa Indonesia is offered in the following Programmes.

- Diploma Programme ( Grade 11 – 12) – Group 1 and Group 2 subject options



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- Career Related Programme (Grade 11-12) – Group 2 subject options for Language Development. [Will be in place]
- Middle Years Programme (Grades 6 – 10) – Language & Literature (Advanced) , Language Acquisition
- Primary Years Programme - Bahasa Indonesia (levels 1 ,2 and 3)

## **School Responsibility**

- Implementing reading and writing strategies across the curriculum.
- Selecting and providing access to literature from a variety of cultural backgrounds from all over the world.
- Providing multiple opportunities at all levels of instruction for students to write in a variety of genres.
- Allowing students ample choice in their reading materials and encouraging reading for enjoyment.
- Providing the curriculum requirements for the development of the languages in the four IB Continuum:-

### **[1] Tenets of the DP Language requirements in GMIS**

- The Schedule provides for the recommended hours for the standard and higher levels of the DP Language Courses.
- All the requirements of the Language on offer at GMIS is strictly adhered to based on the IB published subject guides for these subjects.
- The structure of Group 1 Language subjects offered to the students are:-
  - English A Literature .....[SL/HL]
  - English A Lang. & Lit.....[SL/HL]
  - Bahasa Indonesia A Lang. & Lit.....[SL/HL]
  - Self-Taught Literature .....[SL]
- The structure of Group 2 Language subjects offered to the students are:-
  - English B.....[SL/HL]
  - Bahasa Indonesia B.....[Abinitio/SL/HL]
  - Mandarin B.....[Abinitio/SL/HL]
  - Spanish B.....[Abinitio/SL/HL]
- The students are oriented about the subject courses on offer by the school and helped in making choices that benefits them optimally.
- Assessment of students' learning in these subjects is based on the objectives and assessment criteria specific for each subject/subject group.



## **[2] Tenets of IBCP Language requirements in GMIS**

- GMIS –Bali endeavors to prepare the course outline for Language Development that plays an important role in nurturing holistic development and international-mindedness in students who would document their learning experiences through various strategies that GMIS provides , in the Language Development profile which the students have to complete.
- GMIS Bali provides further opportunities to students to become proficient in a language other than their best language through completing the Language Development requirements which happens to be one of the mandatory requirements of the IBCP core.
- Through Language Development Students of IBCP at GMIS –Bali will be encouraged to understand and use the language in context, become aware and appreciate perspectives of people from other cultures, form a basis for further study, work and leisure through proficiency in the additional language.
- GMIS-Bali is committed to providing appropriate number of hours which are more than 50 hours the minimum required to complete the language development requirements of the IBCP.
- The IBCP students of GMIS while completing the Language Development requirements will be trained to become proficient in the four communicative processes of the language i.e. Oral Communication, Visual interpretation, Reading comprehension and Writing.
- GMIS will develop assessment procedures to assess the Language Development of IBCP students and monitor the development of their Language Portfolios that fulfill all requirements as outlined in the language portfolio guide.
- The school aims to deliver the Language Development to its IBCP students fulfilling all requirements of the IBCP through a course designed which is an extension to a DP language acquisition course.
- The language Development course is designed, evaluated on a regular basis and amended to keep it aligned with the latest CP requirements by the collaborative work of the DP language B teachers.
- The Language Development Course will be outlined in which takes into consideration one/more of remaining options for the language B core topics that has not been included in the language B (DP course) of the school.



### **[3] Tenets of IB MYP curriculum Language requirements in GMIS**

- The Schedule provides for at least 50 hours of teaching the language acquisition and Language & Literature subject groups
- All the requirements of the Languages offered in MYP at GMIS is strictly based on the IB published MYP subject guides for these subject Groups.
- The structure of Language Acquisition offered to the MYP students is as follows:-
  - Bahasa Indonesia .....[to the students of Year 1 to Year 5]
  - English Acquisition.. ...[to the students of Year 1 to Year 3]
  - Spanish Acquisition... [to the students of Year 4 & Year 5]
  - Mandarin Acquisition..[to the students of Year 4 & Year 5]
- The structure Language & Literature offered to the MYP students at GMIS is as follows:-
  - English Language & Literature.....[to the students of Year 1 to Year 5]
  - Bahasa Indonesia Language & Literature [to the students of Year 1 to Year 5]
- The students are oriented about the subject courses on offer by the school and helped in making choices that benefits them optimally.
- Assessment of students' learning in these subjects is based on the objectives and assessment criteria specific for each subject/subject group published in the IB MYP guides for these subjects.

### **[4] Tenets of IB PYP curriculum Language requirements in GMIS**

- All the requirements of the Languages offered in PYP at GMIS is strictly based on the IB published PYP Language scope and sequence.
- The structure of Languages offered to the PYP students at GMIS is as follows:-
  - English Language [to the students of Grades Nursery to Grade 5]
  - Bahasa Indonesia Language [to the students of Grades Nursery to Grade 5]
- In the PYP, language is to be taught through the relevant, authentic context of the unit of inquiry (UOI), and to give fuel to its application throughout a trans disciplinary programme of inquiry (POI), stand-alone classes will also be taught to cater for more specific lexis, grammar, and literature that may not be covered during the POI.
- The planning, teaching, and assessing of language will be seen as an interconnected process and assessment will consist of both formative



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assessments (continuous throughout the UOI), and a final summative assessment that directly tackles the central idea of the UOI and will be used to provide feedback to students.

### **Teachers' Responsibilities (Common Practice for all Teachers)**

- All teachers in GMIS are language teachers who collaborate, plan and reflect to meet the differing needs of language learning by students
- **Support of Language of Instruction:**
  - Awareness about the language profile of their students and the steps that are required to support them according to the School's language policy.
  - GMIS supports the development of language of instruction of students through a range and variety of strategies that benefit students optimally.
- **Support of Mother Tongue:**
  - Awareness & implementation of school's Language Policy to support Mother Tongue.
  - GMIS supports the nurturing of mother tongue through collaborative planning to explore and enlist strategies that benefit students optimally.
- **Support of Host Country Language:**
  - Awareness and implementation of the school's Language Policy to promote Host Country Language.
  - GMIS supports the nurturing of host country language and other languages through collaborative planning to explore and enlist strategies that benefit students optimally

### **Students' Responsibilities**

- **Support of Language of Instruction:**
  - Use School support to maintain and improve their proficiency in the language of instruction.
- **Support of Mother Tongue:**
  - Be respectful to languages spoken by other fellow students and teachers.
- **Support of Host Country Language:**
  - Use different school resources to strive and achieve a level of familiarity with the host country language.
  - Most students formally study the host country language at various phases of study.



## **Parents Responsibility**

- **Support of Language of Instruction:**
  - Aware of their child’s language of instruction level and supports what the school offers to enhance that level.
  - Provide a conducive environment at home to enhance fluency in the language of instruction in all the spoken, reading and written forms of communications based on the advice given by the school
  
- **Support of Mother Tongue:**
  - To provide conducive environment at home to foster continued communication in the Mother Tongue.
  
- **Support of Host Country Language:**
  - Seek support from the school to foster growth of host country language.

## **Ongoing Review of the Language Policy**

This policy will be formally reviewed yearly by GMIS -Bali by the 4 IB program continuum coordinators at the end of each academic year and after seeking advice from the Principal and respective supervisors will be revised as needed to adapt to changing best practices and the needs of our learning community.

This policy is available to all stakeholders in the GMIS- Bali School Community, via the school official website, on the local school network as soft copy and as hard copies in the offices of the Principal, Supervisors, the 4 program coordinators and at the school reception. The school leadership welcomes comments and recommendations at any time.