



**Bali Island School**  
for a World-Class Education

# Language Policy & Procedures



IB CONTINUUM



# Table of Contents

<b>BIS School Statement of Philosophy</b>	<b>2</b>
<b>Definition of Language Terminology</b>	<b>3</b>
<b>Language Pathways &amp; Practices at BIS</b>	<b>3</b>
<b>Primary Division</b>	<b>5</b>
<b>Secondary Division</b>	<b>5</b>
<b>Special Circumstances</b>	<b>6</b>
<b>BIS MYP Language Learning</b>	<b>6</b>
<b>IB Diploma</b>	<b>6</b>
<b>English as an Additional Language</b>	<b>8</b>
<b>Promotion of Students Through the Language Program</b>	<b>9</b>
<b>Professional Development</b>	<b>10</b>
<b>Resources</b>	<b>12</b>

*“Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom.”*  
(Ritchhart 2002: 141)

## **BIS 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 globally minded learners, as community members and eventually as independent adults who will be empowered to communicate in more than one language.

As a multicultural school situated in Indonesia, we are strongly committed to providing students with access to Bahasa Indonesia learning, utilising the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student should have the opportunity to maintain and develop their mother tongue(s). The acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives. English is the language of instruction at BIS; as such, we aim to ensure English access to the three IB programmes offered by the school for all students.

Language is seen as an essential tool for teaching and learning; therefore, BIS’s language philosophy is based on 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 teaching is a natural vehicle for inquiry.
- 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 with appropriate support. The learning of any language is developmental, building constructively on knowledge to help move forward.
- 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 and therefore should be taught on a regular basis.
- Language skills are acquired most effectively from using language in meaningful and realistic contexts. These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. Through the IB language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners.
- 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. For BIS, multilingualism and the development of critical literacy are considered

important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

As an IB World School, we are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

### **Definition of Language Terminology**

- Language A - Mother tongue instruction to include analysis and critical thinking of important texts and poetry, essay writing and instruction.
- Language B - Language acquisition classes to include speaking, reading, writing, listening, presentation skill improvement.
- Language B ab initio - A DP course offering for students new to a language (phase 1 or 2)
- Language of Instruction - The language employed by teachers and students. English is the BIS language of instruction in all classes except for Bahasa Indonesia, Spanish and French.
- English as an Additional Language (EAL) - EAL defines our EAL Program and the students who are learning English in our language acquisition program.
- Mother Tongue - The language a student is most comfortable using, typically the primary language used at home.

### **Language Pathways & Practices at BIS**

The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).

The language pathways at BIS collectively give an overview of the practices that are in place and being implemented to bring our philosophy statement to life and exemplify how the school brings about excellence in language learning. Each language programme has specific learning outcomes for the strands of speaking and listening, reading and writing, viewing and presenting

appropriate to the students' level. We promote inquiry-based authentic learning through an investigative approach of different genres.

The School invests in qualified, professional language teachers for the language of instruction, host language and other languages.

Students are allowed and encouraged to use their mother tongue to access the curriculum. For instance, they may translate tasks and their responses to the tasks between English and their mother tongues, and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue.

## **Primary Division**

In the Primary School the language of instruction (English) is integrated into the units of inquiry or organised into stand-alone language sessions. Bahasa Indonesia is taught to students from Kindergarten to Grade 5. Nursery, Pre-K and Kindergarten students are grouped into three Bahasa Indonesia classes: A, B, and C based on their performance after being evaluated at the end of the previous academic year. In addition to the language of Bahasa, all students also learn about Indonesia each week in Indonesian Studies.

BIS students speak over a wide range of languages. However, it is not possible to offer classes in all these languages. Educational research states that those students who maintain their mother tongue will have better access to learning when working in a second or third language, it is important that (we provide the opportunity for students to access and develop mother-tongue languages).

We greatly value children continuing to learn in their mother tongue. The faculty and coordinators make efforts to help build connections between children who speak the same languages whenever possible, such as through language lunch buddies, etc. We encourage parents to talk, read and write with their children in their mother tongue.

We prioritize language learning for those children who are new to learning English.

## **Secondary Division**

### **Language A (Language and literature)**

In the Language and literature course, students 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 from Grade 6 onward. As per the IBDP guidelines, students at BIS must take at least one subject from studies in Language & Literature. Taking two courses in Language A subjects in different languages allows students to obtain a bilingual diploma (*IBO.org*).

### **Language B (Language acquisition)**

Language acquisition provides a linguistic approach for students who are studying a language. At BIS Language acquisition courses are offered in French, Indonesian and, in the DP, Spanish ab initio.

- 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.
- Language B courses are intended for students who have had some previous experience of learning the language (*IBO.org*).

## **Special Circumstances**

In special circumstances students may have the option of taking a different Language acquisition course in the Diploma Programme. If the School does not offer the student's mother tongue or strongest language (Language A) in its regular program, then the School strongly recommends that parents opt to have this language be taught as an IB DP self-taught course with the assistance of external, private tuition and the DP Coordinator. When the Secondary School receives a request for a mother tongue course, the DP Coordinator will manage the following process:

- BIS commits to identifying a tutor, and will provide that tutor with the materials and training to deliver a suitable course which will appear on student transcripts.
- Lessons will be scheduled during the regular school day (whenever possible)
- Parent/Guardian will commit to paying the tutor for his/her services.
- The DP Coordinator will place families with common language goals in contact with each other, so that costs can be shared. This is a private arrangement between the tutor and the families for which the School has no responsibility.
- When external tuition is organized as a replacement of one of the Language A or B course requirements for the IB DP, tutors are required to provide evidence of student learning for the IB DP language requirements and IB DP in Grades 11 and 12.

## **BIS MYP Language Learning**

As per IB requirements, BIS provides sustained language learning in at least two languages for each year of the MYP. In the MYP, students will take Language & Literature in English and Language acquisition in Bahasa Indonesia or French. Students whose first language is neither English or Indonesian will join Language & Literature classes in English. If students are not fluent in the language of instruction, their assessments may be modified to make the language more accessible under the direction of the MYP Coordinator. Any specific modifications to MYP Criterion will be noted in grading and reports. Students can choose either French or Indonesian as their Language acquisition class or, in some cases, temporarily be provided with additional EAL lessons during Language acquisition class time. The conditions concerning EAL support are outlined in the EAL Policy and Procedures - Appendix 2.

## **IB Diploma**

To earn an IB Diploma, a candidate must take two language courses. A second Group 1 Language A course may be taken instead of studying a language as a Group 2 Language acquisition course ([IBO.org](http://IBO.org)).

BIS offers the following languages at DP level:

- Language A - English, Indonesian, School Supported Self-Taught
- Language B - Indonesian, French
- Ab Initio - Spanish and Indones

Diploma Programme: In the Diploma Programme, students may opt to study their Mother-Tongue as a 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. supervisor, student and parent responsibilities.

## **English as an Additional Language**

The English as an Additional Language (EAL) Program is designed for non-native English speaking students to acquire cognitive academic language proficiency, to enable students to participate and achieve academically in the mainstream classroom, and to use English in socially and culturally appropriate ways.

Bali Island School employs WIDA, an EAL Program, from Wisconsin. It is well recognized internationally with over 500 member schools. WIDA has created language testing which defines a learner's EAL abilities as;

Entering	0-1.9
Beginning	2.0-2.9
Developing	3.0-3.9
Expanding	4.0-4.9
Bridging	5.0-5.9
Reaching	6.0

For students whose skills fall into the WIDA levels of 1.0-4.8 (Entering, Beginning and Developing), they will receive a pull-out class in lieu of a Language B class. These students may also receive direct or indirect support in content heavy classes such as English, I & S and Science as needed. These students may require a modified curriculum in certain subjects and grades/reports will reflect these modifications. Any modifications to an MYP course will be noted in grading and reports. In addition, a new student deemed to need EAL support based on WIDA scores lower than a 4.8 may not be exempted from being summatively assessed if they are accepted after the start of a semester. This exemption from summative assessments is on an individual basis depending on time of acceptance and is subject to the discretion of the MYP Coordinator and/or Head of School.

For students whose English levels fall into the WIDA levels of 5.0-6.0 (Expanding, Bridging, Reaching) they will be eligible to join a Language B class and receive 'push-in' support in their mainstream English class. The EAL teacher(s) collaborates with mainstream teachers to provide direct and indirect support to students in the classroom through a variety of pedagogical approaches from Grade 2 onwards. Comprehensive procedures regarding the admission, ongoing support, and successful exiting of EAL students are fully detailed within the Student Support Handbook.

Ongoing EAL and EAL in the Mainstream professional development for faculty further ensures that BIS staff are teaching language across all curricular areas.

## Promotion of Students Through the Language Program

Language learning occurs along a continuum. Students progress along this continuum at different speeds. Students gain language confidence as they progress. At BIS, teachers assess students often in the core skills of reading, writing, speaking and listening. Students are promoted to the next phase of their language learning, whenever it has been determined that they are ready for further language challenges. In the MYP, students who receive a final grade of above 5 will be promoted to the next phase of Language acquisition for the following semester (if available) or challenged to continue to grow as a language learner within the same phase (if not available). Students may be moved prior to this should the teacher deem, through the evidence of recent assessment, tasks that the student is ready to progress.

Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7). Differentiation in language lessons is based on best practice according to the standards and practices of the IB. All BIS teachers respond to students' needs and therefore provide individualised instruction guided in some cases by specific EAL learning goals. Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. Students may also have differentiated choices created for their required language level.

The School also follows the IB recommendations on student placement. In addition to this, the School provides a range of specialist support including profiling, individual support, speech and language specialists, etc., which is outlined in the Learning Support Policy.

All students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways. The school has a flexible placement policy that allows student movement throughout the school year in relation to students' progression along their language continuum.

In Grades 6 to 9, beginners in English may leave Humanities lessons for further English language classes where possible. These students may also leave an additional subject so that they can focus on acquiring the language skills necessary for success in Secondary School. In Primary, beginner English language learners attend an EAL class instead of Language B for 4 periods per week, and remain in their homeroom classes for the remainder of the day.

Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).

BIS focuses on the transdisciplinary nature of language learning by recognising and modelling the role of language in each subject as well as in the language of instruction, host country language and in other languages. BIS develops student understanding of the IB objectives and pedagogical language of the programmes. The basic skills for all types of communication - oral,

written and visual - are explicitly planned for using our scope and sequence. When students are acquiring a language, our teaching is informed by incorporating four concepts: context, culture, reflection and fluency. Students are encouraged to think for themselves, recognize patterns, develop theories and construct meaning as they investigate language. As students progress, teachers enable them to see language as a means of self-expression, exploration of self and others, as context driven, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of academic language.

Throughout the school there is an expectation that in order to foster an enjoyment and love of reading, students will be encouraged to read at home and will read a wide range of genres in school to understand their features. In the Primary School teachers are encouraged to read to and with students. Parents are encouraged to read to and with their child at home--this may be done in a student's mother tongue. A variety of reading strategies will be introduced to support students in the mechanics of reading and comprehending the meaning of what they read. These include phonemic awareness, recognising patterns in text, decoding, making inferences, recognising a bank of sight words and etymological understanding. Teachers also make use of guided reading and literature circles to develop students' reading skills.

The writing process of drafting, revising and finalising will be modelled and explored in all languages. The use of literature, games, role-play and multimedia will support students' understanding of different genres as well as developing their vocabulary, sentence construction, use of tense and punctuation. Using the text as a model, students and teachers begin to analyse the features of different genres before jointly and individually constructing written or presented pieces. During the revision process, students are encouraged to develop their knowledge of grammatical and spelling conventions by self correcting. Finalising writing may involve students sharing writing with others, keeping it for themselves or publishing it for a chosen audience.

In order to enable students to develop accurate language use and self-correct errors, they will be introduced to different strategies to investigate words and groups of words. These include spelling strategies such as syllabification, saying the word as it looks and mnemonics, to a deeper understanding of language in context, such as collocation. Teachers encourage students to make connections between words in different languages.

The secondary EAL specialist and the languages teachers work with the other Secondary School departments and with the Secondary School librarian to:

- collaborate on vocabulary and concepts across the curriculum,
- spread use of a common language about language

## **Professional Development**

BIS provides relevant professional development both on and off campus to assist our faculty in meeting our language policy objectives. BIS is committed to promoting the idea that all

teachers are teachers of language through professional development opportunities.

Assessment at the school aligns with the requirements of the programme(s).  
(IB Standard C4, Practice 1).

Assessment is integral to teaching and learning at BIS. Using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language.

At the Primary School, students are regularly assessed using the expectations from the School's language scope and sequence.

Assessment in the Secondary School is in line with the requirements of the IB programmes and is comprehensively outlined in the BIS Assessment Policy. In the MYP, specific criteria are used based on each phase of acquisition as outlined by the IB for students in Language acquisition and Language and literature classes.

Several components are internally and externally assessed in each language course offered at DP level.

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students

(IB Standard C1, Practice 8).

Since students learn about language and through language, we understand that all teachers are responsible for the language development of students in the school.

In the Primary School, all teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively, during meetings with the PYP coordinator and with EAL and learning support staff.

In the Secondary School, collaboration takes place in whole staff or department groups, language groups or interdisciplinary groups. During these meetings, teachers plan what will be taught, reflect on best practice and consider the language needs of individual students.

We as a school also discuss articulation, transitions and progression between all three IB programmes and ensure that delivery of the programmes is consistent and current with developments in the IB.

External mother tongue tutors are encouraged to collaborate with their students' subject teachers in order to develop strategies to help students to better access the curriculum.

The school utilizes the resources and expertise of the community to enhance learning within the programmes

(IB Standard B2, Practice 11).

All language teachers are responsible for sourcing a range of quality texts so that students can explore different genres such as recounts, stories, explanations or persuasive writing in different languages and at different levels. Students also have access to a variety of dictionaries to assist them including picture dictionaries and mother tongue dictionaries.

The Coordinators (PYP, MYP, DP) collaborate with the librarian in ordering and cataloguing books in different mother tongue languages for the library and as classroom resources. Students have access to other resources in a variety of languages, which help them to be aware of current affairs, to foster an interest in reading, and to develop confidence, fluency and comprehension.

The use of IT is an integral language learning tool. Students are encouraged to use tools to support their language learning such as Google Translate or voice-activated applications. Lastly, games, art, music, maps and artefacts are used to help students make connections in their language learning.

The community is considered a valuable resource to aid language learning. Students go on field trips to use the host country language in context and gain an insight into the host country's culture. Guest speakers such as storytellers or representatives from different organisations are invited into school, and they may speak in English, in Bahasa or in other students' mother tongue languages.

In order to source qualified external tutors for mother tongue and self-taught languages, the Secondary school actively uses local resources as well as through liaising with parents.

The involvement of parents is important in our school. They are able to expose students to different mother tongue languages through visits to the library and classrooms and International Day.

Presentation and communication skills in all languages are showcased to parents and other members of the community through projects such as the Grade 5 Exhibition, the Grade 10 Personal Project, and school productions using local venues and associations.

## **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 courses.

### [Review of Language Policy](#)

The language policy will be updated every second year.

Review cycle originally was completed in May 2015.

October 2017

January 2019

November 2020

November 2025

Resources used to assist in review:

International School of Paris Language Policy, 2018