

Language Policy

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This policy outlines guidance for Language placement, instruction and assessment procedures at Global Jaya School.

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1. Philosophy

At Global Jaya School, we believe that acquiring more than one language and maintaining the home and family language (mother tongue) enriches a student's personal growth and international mindedness. Therefore, our language programmes aim to nurture an appreciation of the richness and diversity of languages and cultures to connect with local and global communities. With this in mind, teaching and learning are driven by the opportunity to learn more than one language to encourage new perspectives, curiosity, intercultural awareness and an appreciation of diversity. Our learning community enhances the learning of languages through inclusion and collaboration to provide the foundation for lifelong learning.

2. Rationale

Global Jaya School strives to create a diverse language environment that empowers our students to achieve the highest levels of literacy possible, which our community can support. Indonesian is the official language of Indonesia, which reflects one of our languages of instruction in Primary school. Within Secondary school, the emphasis is on English instruction and development. Our language programme is developed through three key components: learning a language, learning through language and learning about language. Our goal is to develop global citizenship; we seek to embrace cultural and linguistic responsive practices by learning cultures and literature within this context.

3. Indonesian Government Regulations

Minister Decree number 31 2014 article number 11, states that the curriculum applied to Indonesian citizens must contain the subjects of Religious Education, Pancasila and Civic Education, and Indonesian in accordance with the provisions of laws and regulations.

Peraturan Dirjen Dikdasmen No. 407/D/PP/2015 Chapter II also states that Indonesian students are required to take Pancasila and Civic Education, Indonesian and Religious Education.

[Minister Decree No. 31 2014](#)

[Perdirjen No 407 2015](#)

4. Definition of Terms

Dual Language: Where two languages (Indonesian and English) are used separately as languages of instruction.

Diverse language environment: Students and teachers use two or more languages to support learning outcomes.

Multilingual student outcomes: Students are academically proficient (speaking, listening, reading, writing) in two or more languages.

Home and Family Language (mother-tongue): A student's first language or native language learnt from birth.

Host country language: Indonesian is the host country language in the school

Language Acquisition Phases: These phases are established by the IB to build a continuum of language learning from MYP to DP.

Language Continuum: In PYP, students enter the programme at different ages and with varying levels of language experience. This continuum is established by the IB framework.

5. Aims

The GJS Language Policy has five key aims :

1. Students will develop strong language skills in both English and Indonesian as well as second or third language options.
2. GJS students are able to attain and apply the highest levels of literacy possible in their required and chosen languages, including their Home and Family Language (mother tongue) where possible.
3. GJS students can apply their language and literacy skills to achieve the school curriculum's IB learning outcomes and achieve and follow the IB Learner Profile attributes and the National curriculum.
4. GJS students have exposure to, and awareness of different cultural perspectives through the languages learnt.
5. GJS teachers are, in practice, language teachers with responsibilities in facilitating communication in all programmes.

6. Community

- There is an understanding that language learning is an ongoing process that begins at birth and continues through life. The school community is a key component in supporting this process.
- The GJS Community involves; teachers, parents/legal guardians, students, leadership, school administration and the wider community. All taking an active role in supporting language learning in the school.

- An understanding of the structure of language being learnt at home as a continuation of learning.
- Because parental support is imperative in the language development of a child, the school will consistently inform and involve parents in planning and developing their child(ren)'s language profile.

7. Library

- The school's library is in charge of curating content and services that support diverse language profiles and support multiliteracies.
- The school library is involved in supporting research skills (specifically, citations, referencing, academic honesty) in connection to teaching and learning.

8. Implementation: Primary Years Programme

- Language in Primary is inclusive. Students with different language abilities are welcome. Any students who require extra assistance will be given that opportunity through classroom differentiation by the classroom teachers. Students may also receive language support outside of the classroom experience.
- A three-strand instructional approach is adopted based on the dual language of instruction.
 1. A dual-language strand taught through inquiry in parallel by the Indonesian and expatriate class teachers consisting of:
 - PYP learner profile attributes.
 - Producing the text types (oral and written).
 - Authentic real-life experience that is significant, relevant, engaging, challenging and fun.
 2. An Indonesian-specific strand taught by the Indonesian class teacher consisting of:
 - Appropriate use of Indonesian formal and informal language registers.
 - Indonesian scope and sequence consists of the four strands of reading, writing, speaking & listening, viewing & presenting.
 3. An English-specific strand taught by the expatriate class teacher consisting of:
 - Appropriate use of English formal and informal language registers.
 - English scope and sequence consisting of the four strands of reading, writing, speaking & listening, viewing and presenting.

Assessment:

- The Primary school's benchmarks for Indonesian and English are based on the IB PYP Language Scope and Sequence.
- The GJS Language Scope and Sequence for Indonesian is mapped against national curriculum expectations.
- Teachers use data collected from formal assessment tools and classroom observations to monitor student progress and the effectiveness of the curriculum and teaching practices.
- Students identified as having language learning needs are provided with additional support. Parents will be notified if their child is identified as having language learning needs.
- iReady is assessed three times, beginning, middle, and end for Years 2-6, to track English progress.

9. Implementation Secondary School

- The teaching of language is not confined to language subjects. All staff are language teachers and use academic language, including subject-specific terminology, in a variety of genres.
- Students are expected to use appropriate academic language forms where required.

Middle Years Programme

“All MYP teachers are language learners. Teachers need to develop an awareness of approaches (ATL) materials and teaching practices that take account of diversity in cultural and language backgrounds across curriculums”.

(MYP: From Principles to Practice pp 75, 2014)

Language Placement:

- Based on Primary School teacher recommendation (Y6), students are placed in Language and Literature (LL) Programme or Language Acquisition (LA) Programme. The school will inform parents of their child(ren)'s language placement and options prior to beginning the MYP.
 - Language and Literature is a first language level programme
 - Language Acquisition is a second language level programme.
- Most students have a choice of a third language option; Mandarin, Spanish, Korean, or Indonesian starting in Year 9.
 - If students, per teacher recommendation, would benefit from additional support in English or Maths, support is provided for these areas in place of taking a third language.

- Placement and determination for new students are determined using the following; a writing sample and CAT4 diagnostic results. These results are reviewed by the Indonesian and English Curriculum Leaders for final placement. A lack of English proficiency can lead to a denial of admission. Regardless of the outcome, the school will inform parents of all language-based decisions.

Language Progression:

In English:

- For students in Y7 and Y8 taking Language Acquisition (LA), the programme will include 4 units of study, of which 2 will have a literary focus.
- For students in Y9 and Y10 taking Language Acquisition (LA), the programme will include 4 units of study, of which 1 will have a literary focus.
 - If at the end of Y10 the student is in the Language Acquisition programme and entering the Diploma Programme (DP) in Y11, they will continue in Language Acquisition in Y11-12.
 - Cases will be reviewed on an individual basis, and final determination will be made by teachers and leadership. The school will inform parents in all cases, regardless of the outcome.
- Students taking Indonesian and English in Y10 in the Language and Literature programmes will continue in the Diploma Programme.
 - Cases will be reviewed on an individual basis, and final determination will be made by teachers and leadership. The school will inform parents in all cases, regardless of the outcome.

Modern Foreign Languages (MFL):

- Programme Phases:
 - Phase 1 and 2: All Year 7 students are at “emerging levels” in the Language Acquisition Programme.
 - Phase 3 and 4: At the end of Year 10, students are expected to be at a “capable level”.
- Pathway to Diploma Programme Language Acquisition (AB Initio and Language B) is dependent on the individual student and IB guidelines.
- Korean is part of the MFL department, offered in both programmes (LL and LA). The LL pathway is for students whose home and family language is Korean.
 - Language and Literature and Language Acquisition are offered in MYP. Only Language and Literature is offered in the Diploma Programme (DP). Those students choosing Korean LA as a third language in MYP will not be able to continue this class in DP. Parents and students are informed of this upon registration and course selection.

Language Support:

- English support class is offered in Years 7 and 8. Inclusion in English support classes is a school-based decision; parents and students are informed, but are not able to opt in or opt out of support classes.
- After School Activities are offered as additional support for Indonesian language development. These sessions cater to students who have met the Language Acquisition proficiency requirements and would benefit from additional support in the Language and Literature programme.
- The individual class teachers conduct language support through differentiation, assessments, and planning.

Assessment:

- Language placement and progression decisions are determined through the MYP assessments and criteria, teacher observations and teacher professional judgement. The teacher will make the final decision based on the data results from the unit's summative assessments.
- iReady (English: vocabulary and reading comprehension) is assessed three times, beginning, middle, and end for Years 7-10, to track progress consistently (complementary to language placement and progression decisions). The school will inform parents of their child(ren)'s language placement and options throughout the MYP.

Diploma Programme

The school will inform parents of their child(ren)'s language placement and options prior to beginning the DP.

Language Placement:

- If at the end of Y10 the student is in the Language Acquisition programme and entering the Diploma Programme (DP) in Y11, they will continue in Language Acquisition in Y11-12.
 - Cases will be reviewed on an individual basis, and final determination will be made by teachers and leadership.
- If at the end of Y10 the student is in the Language and Literature programme and entering the Diploma Programme (DP) in Y11, they will continue in the Language and Literature programme in Y11-12.
 - Cases will be reviewed on an individual basis, and final determination will be made by teachers and leadership.

- Students are grouped/levelled: Group 1, Studies in Language Literature (A level) and Group 2 Language Acquisition (B level). These placements are determined by the following: student choice and teacher recommendation.
- Diploma Programme requirements identify and place students in Group 1 and/or Group 2:
 - Group 1 - students must be enrolled in at least one Language and Literature class and may be enrolled in two (the second would replace the Group 2 requirement).
 - Group 2- students with only one Group 1 (Language Literature) subject must be enrolled in at least one Group 2 (Language Acquisition) class.
- A third language, Language Acquisition - B or Ab Initio, can be taken instead of an Arts option/elective.
- English must be taken by all students, either Language Literature (Group 1) or Language Acquisition (Group 2); English is a required subject.
- When the need arises in Grades 11 and 12, students who have a first language other than English, Korean or Indonesian have the opportunity to take a school-supported, self-taught standard-level Language A: literature course in another language in consultation with teachers and Leadership. In such cases, the school closely follows IB guidance on placement and programme delivery.
- Students who are Indonesian passport holders are required by Government decree to take Indonesian LL Group 1 or LA Group 2; Indonesian is a required subject for all Indonesian passport holders.
 - Cases will be reviewed on an individual basis, and final determination will be made by teachers and leadership.

Language Progression:

- The initial placement is for 2 years. Students are not allowed to move between language groups.
- Language B/Ab Initio classes build fluency and proficiency in the language to cater to varied future pathways (e.g. Indonesian or English-speaking university; entry requirements for universities, etc.)
- Language A classes focus more heavily on critical thinking and analysis, using the language as a tool to demonstrate these skills.

Class Change Guidelines for MYP and DP Students:

At times throughout the year, students will request to change a class; in particular, they may want to move from a language A class to a language B class. Please know that these moves must be carefully considered so as not to disrupt a student's future Diploma plans and university intentions. As a result, before a student changes a class, the following steps must be followed:

1. A meeting with the student must be held to consider the reason for the class change.
2. A determination must be made regarding the implications for IB DP and the student's university intentions.
3. The class change must be discussed with the parents.
4. Finally, the class change requires approval from the MYP or DP coordinators, and the principal must be informed of the class change.

10. Policy Monitoring and Review

The Language policy was developed by the whole school committee over the 2020-2021 school year, enhancing the policy that was in place prior. Members of the Leadership team, Pedagogical Leadership Team, Curriculum Leaders and classroom teachers were involved in the review and update of the policy. The IB document, ['Language Policy'](#) was fundamental in the creation of this policy.

The Language Policy will be reviewed every three years and updates made in consideration of programme updates, course offering availability, as well as feedback received from students, staff and parents.