



## **YIS Language Policy for Early Years and Primary School**

### **YIS Mission Statement**

*“The Yogyakarta Independent School (YIS) provides a stimulating environment for young people to become caring, curious and critical thinkers, who are relevant by making a difference in a rapidly changing world with due respect for intercultural diversity, human values and professional integrity, and who are ready to aim high in pursuing their personal ambitions while at the same time supporting the aspirations of others by sharing their knowledge, skills and experience and by committing to life-long learning.”*

### **Language Policy in the Primary Years Programme (PYP)\***

At Yogyakarta Independent School, we understand that language is the key to carrying out our mission. We use language as a medium of inquiry, providing opportunities to challenge, nurture and develop both first and second language speakers. The YIS language policy for PYP is intended to provide an overview of language learning at YIS in line with the principles and practices of the International Baccalaureate (IB). The policy outlines our school’s linguistic and academic goals, and defines a language programme, which is designed to help our students attain these goals through authentic contexts in a culturally rich and diverse environment.

### **School Language Philosophy**

Across the spectrum of the YIS syllabus, language connects all the teaching subjects. Therefore all classroom and subjects teachers serve at the same time as language teachers. All students are considered language learners, regardless of their mother-tongue. We make a commitment to our students to promote and support language development in our school. We provide a learning environment that supports multiple languages and provides facilities that students need to develop their language skills. As an international school that is located in Yogyakarta, Indonesia, we are committed to providing students with access to Indonesian language learning and cultural experiences throughout the curriculum.

### **School Language Profile**

Students with different national and cultural backgrounds, who are engaged in different teaching subjects, at different levels in the school, have diverse language needs, which is reflected in the languages used in teaching and learning, in communication inside and outside the classroom, and in the mother tongues that are used in the wider school community. For most Indonesian students, Bahasa Indonesia is their mother tongue. Other languages in the school include Korean, French, Chinese, Dutch and Indian. At the YIS English language is the main language used for teaching all subjects, with the exception of Indonesian, French and Spanish Language classes.



### **Language Learning and Teaching in the PYP**

In a PYP classroom language is essential to conduct inquiry and construct meaning. As the language of instruction, English is taught through dedicated daily lessons, but also during other classroom activities and in relation to other subjects. The main features of the English language curriculum include the four PYP language strands of reading, writing, listening and speaking, viewing and presenting. Differentiated instruction in smaller groups aims at reaching out to all students.

In the PYP philosophy students are encouraged to construct meaning from real life examples and application of language throughout the programme of inquiry. The school's standards for English are based on the IB Language Scope and Sequence, and the Cambridge Curriculum. Besides, Indonesian language standards refer to the National Curriculum. Formal assessment tools and classroom observations are used to monitor student progress, and to evaluate the effectiveness of the teaching practices. Students with special language learning needs are offered additional support.

### **Support of Mother Tongue in the PYP**

YIS believes that preservation and development of the mother tongue is essential for strengthening the cultural identity of students with different national backgrounds. For that purpose, YIS actively supports and encourages students in practicing their own mother tongue, besides the other language that they learn at school. The wide spectrum of mother languages in the YIS is an enrichment of the cultural diversity that distinguishes an international school from other schools. Support to mother-tongue language involves students as well as their parents, creating opportunities for sharing and celebrating the mother-tongue languages in after-school activities and performances, in extra-curricular courses and books in the YIS library and classrooms.

### **Support for ESL in the PYP**

During admission tests, or in the course of the school year, it may be concluded that students who are not native speakers of English, need additional English language support. Partly this support can be integrated into the regular lesson program, partly by dedicated ESL sessions during, or after, the usual school hours. Placement in the ESL program will be determined based on a joint assessment the homeroom teacher, the PYP coordinator, the classroom teachers, and the ESL teacher. A student has completed the ESL program after the ESL teacher and the homeroom teacher have concluded, that a student is capable of joining the class without support.

Yogyakarta, 1 February 2018

*\* The YIS is pursuing authorization as an IB World School for PYP. Only schools authorized by the IB Organization can offer the Primary Years Programme (PYP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*