

# Whole School Language

## Policy V7

*How We Apply a Bilingual Program at Sekolah Bogor Raya*



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# Whole School Language Policy

## *How we Apply a Bilingual Program at Sekolah Bogor Raya*

### **Sekolah Bogor Raya's Vision and Mission:**

#### **Vision:**

We nurture the next generation of culturally aware, lifelong learners and thinkers who are compassionate, knowledgeable, and engaged citizens of the world.

#### **Sekolah Bogor Raya exists to provide:**

- **Provide high quality education through the use of well-founded international programmes that integrate global concepts while cultivating respect for national culture and identity.**
  - Expose students to unique concepts and innovative ways of thinking in the different disciplines and curriculums.
  - Integration of disciplines and curriculums help to develop collaboration, communication between cultures, deeper understanding of own national identity, and appreciation of ideas other than their own.
  - Explore every learner's potential so that they can be catalysts of learning, make a positive impact in the world, and enrich those around them.
  - Enhancing communication skills through first-language and English language fluency.
- **Foster an environment where students can realize personal goals and achieve their full potential.**
  - Value students as individuals and be responsive to their unique needs.
  - Provide opportunities and learning environments to support collaboration so that learning will be ignited, scaffolded and nurtured
  - Provide safe and inclusive space where they are allowed to take healthy risks to learn from both successes and failures
  - Take a holistic approach to the spiritual, emotional, intellectual and physical development of our students
- **Nurture and model a self-evolving learning community based on continuous reflection and collaboration**

- Provide a constructivist learning environment where students can explore and discover pathways to learning and growth through individual and collaborative learning
- Modeling continuous learning framework both in academic settings and administration decision making
- Use of systematic data-driven evaluation and monitoring systems to ensure student success
- Continuous review of school facilities, infrastructure, and technology meet current and emerging needs of the students, faculty and staff

## Language Philosophy

After discussion with a cross-section of teachers and administrators from Kindergarten to secondary school, we decided on the following language philosophy to guide our decisions on language:

**“Language at Sekolah Bogor Raya is the foundation that every other function of the school is built on. From studying about the Ancient Romans, to playing dodge-ball at lunchtime, language is integral in everything we do.”**

**We recognize that EVERY teacher in the school is a language teacher and that good language habits are built from example as well as from formal instruction.**

We recognize that our students need to be proficient in and enjoy using both **English** and **Bahasa Indonesia**, and these two languages are considered of equal importance in our school. We also believe that all the students’ mother tongues should be supported. We aim to develop a school culture that supports freedom of expression, a love of using language, and excellence in language in terms of **Speaking and Listening, Reading and Writing**, as well as **Presenting and Viewing** across the school, both during and outside regular learning hours.”

## Creation and Purpose of this Policy

### How was the Document Developed?

This policy was developed by a language policy committee of over 30 Sekolah Bogor Raya teachers, level coordinators, subject coordinators and head teachers from Playgroup, Kindergarten, Primary School, and Secondary School level.. It was discussed and developed in meetings during September and October of 2006.

It was then revisited by a smaller language policy committee from early to mid 2008 and specific action points were created. In 2011, the policy was once again reviewed by separate collaborative groups of Playgroup-Kindergarten, Primary, and Secondary teachers and administrators. In the academic year 2017-2018 the policy was reviewed once again to update the languages being taught within the school and to ensure that our policy is still aligned well with our school’s mission and

vision. This year, in 2022 the policy is being revised by the team in PYP and DP for making sure some points have been adjusted with the current situation. Data gathering across the school was conducted to form a language profile for the school that included the key requirements from the IBO and Cambridge programs;

- The diversity of language needs for learners in the International and National programs.
- The other language needs of the community including legal requirements.
- Current practices relating to language teaching and learning.
- Beliefs held about language teaching and learning.
- Other policies that relate directly to language teaching and learning such as admissions and assessment policies.

This was conducted in the form of interviews with students, teachers, management, and parents.

### **Who are the Stakeholders in the Policy?**

**This policy is aimed to clarify the school's stance on language for the following stakeholders in Sekolah Bogor Raya:**

1. Teachers (Playgroup, Kindergarten, Primary School, Secondary)
2. Parents
3. Middle management
4. The Board of Directors
5. Government bodies and other accreditation bodies
6. Students
7. Other Sekolah Bogor Raya staff

The document will be translated into Bahasa Indonesia and will be added to the school's parent/teacher handbook. Teachers, Middle Management, and the board of Directors will also be provided with a copy.

### **What is the Purpose of this Policy?**

The purpose of the document is to provide a clear set of rules and helpful ideas about language use for all stakeholders in Sekolah Bogor Raya.

### **How will the Policy be Reviewed?**

The policy will be reviewed by a key group of internal stakeholders on a yearly basis by the administration. A small team of key stakeholders will be assembled to review the implementation and effectiveness of the policy every year. This team will be made up of teachers, level heads and a representative of the board.

## **Language Use at Sekolah Bogor Raya**

Our languages of instruction are English and Bahasa Indonesia, these languages are considered of equal importance in our curriculum and programs.

However, we take into account the fact that we are based in Indonesia, which means that Bahasa Indonesia will be the language students are most often exposed to in their daily lives outside our school. This will make our goal of having students equally proficient in both languages difficult to achieve. The following are our guidelines in order to achieve a balance between our students' mother tongue – normally Bahasa Indonesia, and the school's main language of instruction – English.

We also do our best to support the mother tongue of students who come from other linguistic backgrounds. In some cases where the school does not have the human resources to support a particular language, the school will invite family members into class regularly to allow the student to share and discuss their current unit in their mother tongue.

### **What Languages should be used daily in Class?**

To provide a balance and equality between the languages which takes into account the general home-bias towards Bahasa Indonesia, we use English in the instruction of most subjects.

We also recognize that among our diverse teaching staff, there are teachers in specialist subjects who do not have the appropriate English skills to teach using English, and are flexible in allowing those subjects to be taught by and large in Bahasa Indonesia. But all teaching staff are expected to work towards developing a working fluency in English as a key part of their professional and personal development., with minimum IELTS score is.....

With this in mind, our classroom subjects can be split into three categories;

- i) Those that should be conducted **only in English**
- ii) Those that should be conducted **only in Bahasa Indonesia** or a regional dialect, and
- iii) Those that can be conducted in a mix of the two languages if necessary.

Teachers are responsible to remind the students when they have commenced and ended a single-language subject.

<b>English Only</b>	<b>Indonesian Only</b>	<b>Bilingual (Indonesian and English)</b>
Art	Bahasa Indonesia (Language and literature, Language acquisition)	Religion
Economics	Bahasa Sunda	Music
English (LA, EFL, ESL, Language and literature, Language acquisition)	Unit Of Inquiry (BI)	Physical Education
Individuals and societies	Civics / PPKn	Extracurricular classes
Visual Arts		
Health		
Humanities		
Information Communication Technology (ICT)		
Library		

Mathematics		
Music Appreciation		
Health and Wellness		
Social Sciences		
The Sciences		
Unit Of Inquiry (LA)		
Vocational/Creative (SMP-SMA)		
Theory of Knowledge		
Circle Time		

### **What Role do the Teachers with high (native or near-native) proficiency in English play in Language Learning?**

Every teacher at Sekolah Bogor Raya is a language teacher and our Indonesian teachers are trained to be able to facilitate lessons using a high standard of both English and Indonesian.

We also utilize a small number of native English teachers at the school. These teachers facilitate several classes on a weekly basis and support the Indonesian teachers in terms of professional development, checking English language documents, improving the language used in class and for Unit Of Inquiry materials, and teaching skills required for and integrated with the unit of inquiry.

In terms of classroom practice, the expatriate teachers help in planning with the local teachers and discuss which skills, structures, and vocabulary areas will be required for the various activities and assessments in the UOI. They also work together to create assessments that match language standards from the curricular documents.

In the PYP, the expatriate teachers also meet regularly with the classroom teachers to ensure that the correct skills are being addressed and to identify any opportunities for improvement or any weaknesses or student misconceptions that need to be addressed to help the UOI.

We recognise the role that culture plays in shaping language learning especially in the early years of development. Therefore we employ a small number of teachers with native level proficiency in English in our Early years and Primary years programs. These teachers facilitate several classes on a weekly basis and support the Indonesian teachers in terms of professional development, checking English language documents, improving the language used in class and for UOI materials, and teaching skills required for and integrated with the unit of inquiry. This helps to build an environment of learning and ensures that students are exposed to correct grammar and speech from an early age. Through formal and informal interactions with teachers from diverse backgrounds students also develop self-confidence and are able to apply their language skills well.

In the secondary and senior-secondary school, the role of teachers with native or near-native level proficiency in English is expanded to cover subjects other than language as well. This is because skills of academic writing, metacognition, critical thought and analysis are crucial to success in all subject areas in the Diploma Programme. Since the language of instruction is English, a high level of proficiency is required to be able to facilitate student learning in every subject. Collaboration amongst colleagues is encouraged so that English language skills can be improved across the whole faculty.

As part of our commitment to honor all languages, especially Bahasa Indonesia which is the first language of a large majority of our students, we encourage our expatriate teachers to learn Bahasa Indonesia as well. This helps bridge the gap between them and students and also engenders a more conducive working environment between all colleagues.

### **What Should Teachers Do if Students Are Having Difficulty Understanding?**

Teachers are expected to employ a number of methods using English language to support students who are having difficulty in the subjects. The order of instruction should be as follows;

- i) Ask students to identify which words or phrases they do not understand
- ii) Try to explain in English using more simple words/body language
- iii) Attempt in English a second time, using simplified terms and explaining each difficult term one by one
- iv) Try applying a different methodology such as giving a visual example (drawing)
- v) Reinforce at the end of the lesson by reviewing the new English terms discussed
- vi) If a large number of students can still not grasp the term, then it can be revisited anytime.

### **What should Teachers do if they have a student showing difficulty or special educational needs in Language?**

There are a number of strategies that can be used to ensure that new students with poor English can grasp the concepts in class without reducing their English language development.

- i) Teachers can take direct time after instructing the whole class to explain, and if necessary translate to the new student. The teacher may decide on an alternative delivery method – for example, a more hands-on teaching method or a more visual approach using picture books.
- ii) Teachers can utilize the second teacher to explain one-on-one to the new student during the lesson (in those classes with more than one teacher).
- iii) Teacher's can adopt a peer-to-peer teaching approach and pair students with each other so that students with difficulties can be helped by their friends in class.

Should in-class teaching fail to provide the support necessary for the child's development, additional support can be provided. Additional support is conducted outside the normal classroom and gives students the opportunity to focus on language skills outside the normal class environment with other students who are facing the same issues. This type of instruction is only for a limited time as it requires the student to miss out on valuable class time and progress is reviewed on a monthly basis until the student is ready to rejoin the normal class.

If a student is still having significant difficulties, they may be referred to the school counselor who will apply diagnostic testing to identify specific problem areas and may make recommendations. If the classroom teacher deems it necessary, the student may be referred to the ESL program, where they will gain ongoing support twice a week from the ESL teacher at certain fixed times.

### **What are the Reasons for the Presence of Bahasa Sunda on the Curriculum and how is it Handled?**

The West Javanese regional authority requires that we teach Bahasa Sunda – a regional dialect – from grade 1. It also requires that we start teaching English at grade 4. To appease the local education board, we did not cancel Bahasa Sunda altogether but instead we start it in grade 4 whereas English starts in grade 1 for the primary years.

Bahasa Sunda is approached from a cultural rather than linguistic perspective – the goal is not linguistic fluency – impossible with a time slot of only 45 minutes per week – but rather an

understanding of Sundanese culture including elements such as music, food, dress, and social interaction.

### **What Language should be used to correct Dangerous or Upsetting Behavior?**

If a student is exhibiting behavior that could endanger either themselves or others physically or emotionally, the first priority is that the teacher's instructions or directives should be understood quickly. The teacher should use whatever language the child will most easily understand in this situation.

### **How Do We Identify Resources for the Library and the Classroom Resource Centers?**

Identifying resources is the responsibility of three parties; classroom teachers – who are involved in choosing and locating resources that will support their themes and programs, librarians – who have an overview on developing the Kindergarten, Primary, and Secondary libraries in terms of fiction and non-fiction resources, and school administration and subject heads, who make collaborative decisions about the best resources for school reading sets and any needed textbooks or teacher resource materials. Teachers are free at any stage to put forward suggestions for additional resources and all requests will be weighed to ensure a fair balance of resources across the school.

### **What Handwriting Standards Do We Apply?**

In K3 and Prep, handwriting is taught as a specific activity. Throughout the Primary Level, it is included as part of the language activities; it is only taught individually if a student's writing is becoming illegible.

### **What Standards Do We Expect at Every Level?**

Our standards are shown in our scope and sequence (PYP) or curriculum documents (IGCSE and Cambridge Checkpoint and IBDP) for the language subjects. For Bahasa Indonesia, standards are according to the national curriculum documents (all sets of documents are available upon request). Students are assessed according to these standards at all levels. Decisions regarding improving pedagogical practice, or providing extra support to students who need it are made on a case-by-case basis in consultation with all stakeholders.

### **What Opportunities Do We Provide to Involve Parents?**

Parents are an integral part of our student's educational development. Again and again we see that students with a strong grounding at home in English and Bahasa Indonesia will have a much greater impact on performance in the classroom. The teacher needs to support parents in terms of keeping them effectively updated with their child's progress, providing and recommending resources for language development, and preempting any issues that may arise in terms of language development.

### **How Do We Identify the Individual Language Needs of Each Student?**

As well as the entry level test, students are constantly being assessed using both formative and summative assessment. Students are provided with up to date feedback and told about areas in which they can improve their language skills and specific areas to focus on. Individual language needs are focused on by the teacher and sometimes tailor-made and focused activities are provided to target areas that the student and teacher have identified for development. There are some collaborative meetings with homeroom teachers, and/or subject teachers and counselors for discussing the progress of the students. The decisions taken in these meetings about individual students are followed up on regularly by the homeroom teachers and monitored by the Vice Principals.

## What Strategies Do We Use for Assessment?

- i) **Observations** - All students are regularly observed, with the teachers taking notes on not just the individual but also the group and the whole class. Observations include how the groups work together and the roles of participants within the group.
- ii) **Performance Assessments** - Performance Assessment is a measure of assessment based on authentic tasks such as activities, exercises, or problems that require students to show what they can do. Performance tasks often have more than one acceptable solution.
- iii) **Process-Focused Assessment** - The students' transdisciplinary skills are observed and recorded. This may include checklists, inventories and narrative descriptions.
- iv) **Open-ended tasks** - These are situations in which children are asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
- v) **Tests/Quizzes** - These assessments provide a snapshot of students' subject specific knowledge.

## What Language Should be Used During Free Time (Recess and Lunch)?

Our goal is for our school to be a fully-immersed environment which encourages full use of English throughout the school.

During their free time, students will be encouraged to communicate verbally and appropriately with their peers and there will be no negative consequences if they choose not to.

Teachers will also focus on making sure that students use correct and proper language and that they do not mix two languages in the same sentence or phrase.

Office boys, Security, and Admin staff should have a basic knowledge of at least simple English terms so that they can interact to some degree with students in English.

Expatriate teachers and staff should have a working knowledge of Bahasa Indonesia so that they can effectively interact with those members of the school community who are not fluent in the primary language of instruction – English.

## What about During Field Trips and School Events?

As far as possible, we will try to arrange interesting school trips and visits in both English and Bahasa Indonesia, but we have found that it is not always possible to have all trips conducted in English and that there are a great number of trips for which there are no resources in English. In these cases, it is acceptable to have a trip conducted in Bahasa Indonesia.

School events will be conducted primarily in English but Bahasa Indonesia may be used for important announcements and information to parents.

## What about Communication with Parents?

Most letters, news, and other information are sent bilingually. Teachers should decide for themselves which language to use when speaking to parents, based on the language easiest understood by those parents. Expatriate teachers may request a colleague to translate if needed.

## What are the Linguistic Entry Requirements to join SBR?

If a student wants to join the school from the second semester of Prep level upwards, a written and spoken English consultation set is provided to ensure that the student's English is of a sufficient level to thrive in the English classroom environment. Students who are coming to apply will be tested based on the previous class curriculum. The new students who need support in their English language fluency, will be joining ESL (English as Second Language) classes.

**What Special Conditions apply in the National Assessment (Grade 5, Grade 8, and Grade 11)?**

The national assessment is conducted in the first semester. Grade 5, Grade 8, and Grade 11 started to have practice since the beginning of the school year, as the assessment will be delivered in Bahasa Indonesia. During their preparation for these tests, they will be using Bahasa Indonesia as the primary language of instruction for certain aspects of the curricula but a strong focus should still be put on English language and the students' abilities in English should not suffer during this period. Further details are available from the semester planners for these levels.