



SMK PUTRAJAYA PRESINT 9(2)
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME
LANGUAGE POLICY

INTRODUCTION

Language is essential in providing opportunities for learning and for students to achieve success in both their academic and everyday lives. This document guides teaching and student learning in relation to both the languages taught and the languages present at the school. Through language we strive to hone individual skills and capabilities so that they are able to participate in a multi-lingual and multi-cultural global context.

LANGUAGE TERMINOLOGY

- i. Language and Literature: The student's best language, or a language at which the student has reached native speaker equivalency; can also be referred to as mother tongue (MT).
- ii. Language Acquisition: English, Arabic and Japanese Language: Specifically used in the MYP, a language other than one's Language and Literature.

LANGUAGE PHILOSOPHY

In SMK Putrajaya Presint 9(2), we believe that language is a primary means of communicating and learning. The acquisition of language is a life-long process and is a crucial component of intellectual and personal growth. Language is a vehicle for trans-disciplinary learning, and as communication and language development. A mastery of a language or many languages, can develop students holistically in facing both local and global challenges and endeavors. The development of the mother-tongue is crucial for maintaining one's cultural identity and for developing cognitive skills and capabilities. Hence, teachers must play a pivotal role to recognize the language needs of all students and work to serve these needs within and outside the classroom. We, in SMK Putrajaya Presint 9(2), are insistent that students learn the languages offered without neglecting their mother tongue as their cultural identity.

In realizing the philosophy, we believe that students must have a good command of their mother tongue and feel at ease when using the language. Students should also be able to communicate effectively in English since it is the second language. In addition, students should be exposed to reading materials to make them aware the various use and usage of languages and to make them appreciate the language and the relevant literary works. Students should also possess language skills (listening, speaking, reading, writing, communicating, presenting and accepting ideas) that they can use when they interact locally and globally. Finally, students must also be made aware that certain issues may carry different views and perspectives. They must understand that the different views and perspectives exist due to different racial and upbringing background, customs and traditions and schools of thoughts.

We aim to develop students who are able to use their mother tongue effectively and at the same time have good command of the second language(English). The language that they acquire can be applied in everyday life, for knowledge acquisition and for future career needs. The acquisition of the language would allow them to express ideas, thoughts, beliefs and feelings creatively and imaginatively. Thus in order to achieve this aim, it is imperative that teachers do not merely the subject matter but also develop their students' language proficiency, and support students who are weak in any of the languages so that they can overcome their weaknesses.

SUPPORTING MOTHER TONGUE

The school acknowledges the importance of supporting and developing the mother tongue as a foundation of learning. The followings are the actions of supporting and developing the mother tongue:

- a) Promote continuous cognitive development and maintaining cultural identity;
- b) Facilitate the learning of second and third languages;
- c) Ensure that the students remain in touch with, and maintain esteem for their language and culture;
- d) Enable students to understand and appreciate other cultures through translation of literary work, and
- e) Ensure that during the teaching and learning process students can relate to their own world view and not feel alienated.
- f) Enable students to access books in their mother tongue in the library

LANGUAGES OFFERED

In SMK Putrajaya Presint 9(2), we understand the importance of the mother tongue. At form 1 till form 5 apart from English language, all subjects are taught in Malay Language. The school offers Japanese and Arabic as foreign language subject options.

	No	Language	Students' Grade	Status	Remarks
Language & Literature	1	Malay language as a subject	Form 1 to form 5	Compulsory	Mother tongue
Language Acquisition	2	English language as a subject	Form 1 to form 5	Compulsory	Second language
	3	Arabic as a foreign language	Form 1 to form 5	Compulsory for Religious stream	
	4	Japanese as a foreign language	Form 1 to form 3	Compulsory for Form 1,2 and 3 Pintar students	

Language and Literature: Mother Tongue/Language of Instruction

Malay Language

- a) Malay Language is the medium of instruction at SMK Putrajaya Presint 9(2)
- b) The focus of the language of instruction is its application across the subject area and throughout the trans-disciplinary areas of knowledge
- c) It is also a tool for the development of social, emotional and cognitive skills
- d) The language of instruction skill can be further developed by challenging students' level of understanding and providing good models of effective communication.

Language Acquisition

English as a Second Language (ESL) Instruction

- a) Mastery of English as a second language is in line with the National Education Policy

- to produce students who can communicate well, in Malay Language and English
- b) English is also important due to its position as a globally accepted international language

Foreign Language Instruction: Arabic and Japanese

- a) Students who can speak other languages can boost their self-confidence and can acquire knowledge in a variety of ways
- b) Students can advance their careers internationally and become global players in the international market.

LANGUAGE LEARNING SUPPORT

Language support is done not merely in the classroom but beyond the four walls of the classroom. Teachers are aware that they play a pivotal role in promoting language skills that are prerequisite for students to attain content knowledge and express their learning in various ways. Teachers support language learning via the following actions:

- a) Teachers provide a platform for interdisciplinary learning between their language studies and other subjects by incorporating a diverse learning experiences that relate to the students' daily lives and the world
- b) Teachers give exposure to students on a range of cultural perspectives and intercultural understanding and appreciation
- c) Language learning and assessments are tailored to the students' level of language development