

FMV ERENKOY IŞIK HIGH SCHOOL

LANGUAGE POLICY

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LANGUAGE POLICY STEERING COMMITTEE

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FMV ERENKÖY IŞIK HIGH SCHOOL
2019-2020 ACADEMIC YEAR
IB (INTERNATIONAL BACCALAUREATE) DIPLOMA PROGRAMME
LANGUAGE POLICY

1. Introduction and Background

1.1 School Profile and School Community

Feyziye Schools Foundation was established during the early 19th Century by Turkish residents of Thessaloniki and expanded enormously within such short period. It was decided that the school move its operations to İstanbul when Thessaloniki became a part of Greece. The school has continued its success. Following the establishment years of the Turkish Republic, it celebrated its 50th anniversary and the name was changed from "Feyziye" to "Işık", meaning "light" in Turkish with the blessings of Mustafa Kemal Atatürk. The school's sophisticated buildings were founded in Nişantaşı to provide education in a modern institution. The FMV Ayazağa campus was opened in 1986. This was followed by the establishment of Işık University in 1996. In 2000, the FMV Erenköy Işık Primary School and in 2005 the Erenköy Işık High School and Science High School were established. In 2003, a new campus for the university was opened in Şile. Most of the university's academic and administrative departments moved to the Şile campus in order to provide greater educational opportunities for the Turkish youth. Finally, with the establishment of Ispartakule Campus, the number of FMV family of schools has reached to five in İstanbul.

Following the years of the establishment of the Turkish Republic, FMV Işık Schools is the first school in Turkey to provide foreign language education and is the first school to include philosophy, sociology, logic and business in their curriculum. FMV Işık Schools is also the first to bring the Socrates-Comenius program to Turkey.

Erenköy Işık is a K-12 school that also includes a science high school section. Council of International Schools accredited all units in the Erenköy campus in 2012. Erenköy campus has been conducting the International Baccalaureate Diploma Programme since 2014-2015 academic year.

1.2 School Vision & Mission

Vision

To enlighten with education from the past to the future.

Mission

FMV Erenköy Işık Schools is an institution whose guiding principles is to first and foremost, "Raise good citizens". Our aim is to raise life-long learners who have adopted ethical values, have good command of their mother tongue, are efficient in more than one foreign language, tolerant towards different

cultures, historically aware, well-educated in maths and science, appreciative of literature, arts and sports, sensitive to nature and possess analytical skills.

1.3 Language Profile

The mother tongue of the entire student roll, with the exception of exchange students, from kindergarten to high school senior level is Turkish. Our school admission enables international students to join our school via the AFS program every year. These students may come from any country in the world to study for one year and then return to their home country. Turkish lessons are given to the exchange students (if there are any) and they are also involved in cultural activities.

A very low number of the student population is bilingual. All bilingual students speak Turkish as one of their native languages.

16 out of our 263 teachers who work on our campus are non-Turkish citizens or they have double citizenships. They are from various English-speaking countries such as the United States, the United Kingdom and Australia. The Foreign Languages Department staff includes 32 Turkish, 14 foreign teachers.

The languages of communication on the campus are Turkish and English. English is taught from kindergarten until 12th grade. In high school, from prep year to senior year maths and science lessons are also carried out in English.

In addition to the students who directly pass from our middle school to high school, admission to the high school is based on the scores that students obtain in the national high school entrance exam. All students who are admitted to our high school are also required to take an English and Turkish proficiency test. Should some students score below the expected level according to the Ministry of Education, they are required to study English and Turkish extensively for one academic year, which is called prep class, before they move on to Grade 9.

From Middle School Grade 4 onwards, a second foreign language education is provided. Students take an elective course either German, French or Spanish.

2. Approach to Language Education

2.1 Beliefs on Language

Language is a prime aspect of education in our school. The entire school community believes that learning more than one foreign language is essential. Majority of our parents believe that a comprehensive foreign language education plays an important role in their school choice.

The entire school community are well-aware of the fact that when mother-tongue and foreign language education co-exist, it adds to the overall development of the child. Early childhood experiences within the family establish the foundation of all language learning. We acknowledge the fact that the mother-tongue education given by the family is one of the first and founding experience that underlies the education at school and it is one of our missions to maximize each child's language learning potential in the school environment. Furthermore, support lessons are given to students if it is deemed necessary. Thus, we aim to build the fundamentals necessary for an effective language education in our institution.

Our teachers strive in order to create a positive language learning atmosphere for our students. In this respect, our students sustain the faith in the language education they receive even when they move to higher education. It is our mission that they feel comfortable about effectively using both their mother tongue and their foreign language skills for their lifetime. Majority of the school community believe that they use their mother tongue and foreign language efficiently. Every individual that constitutes the school community has the awareness that they should improve their levels both in their native and foreign language. They also think that they can acknowledge their own and other cultures and have the opportunity to raise an international awareness and tolerance thanks to their language skills.

All our teachers are aware of the fact that they are also language teachers and hold responsibility towards their students' language learning in all subjects. This idea leads to the understanding of the importance that all skills are equally necessary for mother-tongue and foreign language development.

'Academic Honesty' is existent in all our current educational practices. Therefore, a policy on academic honesty was designed in coordination between high school teachers and students which was then shared within the school community. Several activities related with academic honesty were organized in order to highlight this approach. Teachers and students are expected to use MLA standards in academic products when they cite their sources.

2.2 Mother-tongue Learning and Practices

FMV Işık Schools go by the Turkish Language Reform executed by Mustafa Kemal Atatürk who always saw Turkish Language as the key element that constitutes national culture. Concordantly, strengthening student's native language consciousness has always been an objective that we have had a high opinion of. Our native language education is constructed through a holistic view called K12. Within the scope of this construction, the 'Turkish Workshop' organized by Turkish Language and Literature and Turkish Departments in December, 2019 was carried out with the following objectives; to restructure Işık School's native language consciousness according to the up-to-date conditions; to enrich the Turkish and Literature lessons' cultural content taking into account of the requirements of the prevailing era; to prepare a terminology dictionary based on our lessons to create a common area in literary language and to update Işık School's "Native Language Policy". After the workshop, FMV Işık Schools started structuring the native language education at an aim of maximizing it.

Our primary concern in kindergarten education is for students to further their mother-tongue development. Our goal is that students are able to express their feelings, opinions and wishes fluently. Through enriching their vocabulary and enabling them to use complex words and sentence structures in the correct context, we aim to raise their overall communication skills. We attempt to achieve these goals by creating various real-life situations within the classroom setting including story-telling activities, group discussions, games, drama activities, presentation of portfolio work.

In all levels, from primary school Grade 1 to high school Grade 12, lesson plans are designed with the aim to develop critical thinking skills. In order to reach this goal, we have a pre-planning stage in which our teachers receive in-service trainings on teaching critical thinking skills and differentiated

instruction, provided by our educational consultant. Following these trainings, teachers begin to design their tasks in lesson plans accordingly which are then reviewed by our educational consultant.

Our goal in primary school is to raise individuals that are critical thinkers, able to process information by using their mother-tongue effectively and productively with a concern for social and personal values. In the information and technology era in which traditional education approaches fail to satisfy, our aim is to give a certain emphasis on the development of our students' language and cognitive skills by prioritizing the new approaches such as constructivist approach, multiple-intelligence, student-oriented education and brain-based learning. The Turkish curriculum according to the Ministry of Education has been prepared taking into consideration of the prevailing educational approaches and models such as the constructivist approach, multiple-intelligence theory, student-oriented education, brain-based learning, theme-based and spiral-based approach. In our school on the subject of the native language education the aforementioned curriculum is being followed. Spelling and punctuation rules of the Turkish Language Institute are taken as basis in all our student products and activities.

Accuracy in their mother-tongue is reinforced through fun activities such as oral reading, poetry, tongue twisters, counting games, riddles etc. In order to develop reading habits, several projects are prepared. In order for students to better express themselves, the 1st and 2nd grade curriculum includes creative drama lessons and there is theatre club for 1., 2., 3. and 4. grades

One of the founding principles in our educational mission in middle and high school is to help our students form their cultural and theoretical perspectives within their daily lives by using the problem-solving process. We base our academic studies on this principle by doing listening, reading, writing, and video study activities. We aim to have our students draw inferences, interpret, and discuss conclusions with their peers and express their thoughts in written and spoken language fluently.

While factors that play an important role on the way our mother-tongue is shaped are determined in Turkish lessons, all student language development is analyzed on a continuous basis. Having learned how their mother-tongue was used in the past, students develop a better appreciation and understanding of modern language usage. In order to supplement and reinforce the course books set by the national curriculum, teacher-generated booklets that include various texts and activities are used in the Turkish language classes.

We frequently organize various activities such as presentations, group discussions, panel discussions, quiz shows, theatre, and poetry readings in order to create different learning opportunities for our students to use their mother-tongue. Students are also highly encouraged to join such activities outside the school setting. Cultural events, exhibitions, and field trips which take place within the city or nation-wide are a great opportunity for our students to express themselves and a way to gain confidence both in written and oral forms of communication.

In high school, the Youth Parliament, debate clubs, and in-class discussions strive to give our students a sense of empathy, sharing, and the understanding of different perspectives. The reading list instructions, reading instructions, and silent reading sessions help students think about the world and their place within it.

Students are encouraged to follow periodicals among various other publications and to discuss hot topic issues during these in-class sessions. Book club sessions take place in the library frequently and are publicized throughout the school community. During these events, we go over the importance of paying attention to the rules of language, correct use of vocabulary and the importance of being coherent while speaking.

The idea that the correct use of mother-tongue lies not only in spoken but also in written form of language is mentioned in-class sessions as well as in extracurricular activities. One of our activities for correct and effective use of mother-tongue is to prepare the students for high school poetry, short story, and article writing competitions. When students practice writing and the basic rules of grammar they must also pay attention to written expression. Within all of these efforts, students gain awareness on the different uses of language in different text types and they can identify the purposes of these differences. Therefore, they are ready to form different types of texts.

2.3 Foreign Language Education and Practices

2.3i English Education

The foreign language education system in our school is built upon a foundation that enables the students to express themselves accurately, fluently and comfortably in four basic areas of language; listening, reading, writing and speaking. Our aim is to help students become critical-thinkers who ask questions, analyze and interpret as well as to create original written and spoken works, all of which lead them to use English more effectively.

During kindergarten, the main purpose of the English program is to make language learning fun and exciting for every student in the classroom. Our goal is to help each learner express themselves in all forms of communication; therefore, providing a foundation on listening, writing and speaking skills for their future years of English education.

The class materials we use in primary school triggers higher-level thinking skills and are designed based on the principles of 'lifelong learning'. Age-relevant games and activities in primary and middle school foreign language education are designed in consideration of the learning styles for every child.

In English education, we ground on student oriented teaching approach. In this method, language is practised through games and activities in a way that appeals to the visual, auditory and kinesthetic learning styles of our students. All student-generated work is added into their portfolio and shared with their parents in the form of presentations. Through this, students gain a certain amount of self-confidence and also helps improve their public-speaking skills.

Quiz shows, organized in all levels of primary and middle school, are fun and competitive extracurricular activities which reinforce the topics students learn. Class debates on various topics are also a good opportunity to discuss and share their ideas. Fields trips our students participate in are another great way for them to use their overall foreign language skills and to enrich their general knowledge outside the classroom.

Junior MUN and Junior Teachers Club in the middle school enable the students to learn empathy, share ideas and feelings, and interpret the events discussed from different perspectives.

Our high school prep English class is a one-year program, designed in a way that puts emphasis on daily usage of English and aims to move the students to the level of our high school language program (B1

Level). We aim that our students who complete their high school English curriculum education will be able to score the required proficiency level determined by the institution in either TOEFL IBT or IELTS.

While our students improve their higher-level thinking skills through in-class and extracurricular activities within the academic year, they also find several opportunities to develop other 21st Century skills. By learning real world concepts such as cooperation, innovation of original ideas, and creative problem-solving skills we feel this will help reinforce language acquisition and help students present their language knowledge on a much broader scale.

Social activities such as Model United Nations Club and the Art, Society, and Literature Club enrich the students' general knowledge and allow them to see events from different perspectives. These clubs help students express themselves more confidently and creatively as citizens of the world. In addition to these activities, blog activities enable our students to express their feelings and ideas on certain themes more freely. We also encourage our students to join the AFS exchange program in order for them to have more international experiences abroad.

Having put emphasis on international projects, field trips and conferences, our students have the opportunity to expose themselves to countries and cultures of different languages. This helps not only to enrich their general knowledge, but also enables them to expand their horizons by taking giant steps into become better citizens of the world.

2.3.ii. Second Foreign Language Education

The importance of knowing more than one foreign language in today's world is obvious. In addition, as many linguists have stated that students whose foreign language is a certain level play a major role in the development of their linguistic intelligence when they start to learn a second language. With these justifications; Erenköy Işık Secondary School offers the opportunity to learn a second foreign language besides English from the 4th grade onwards.

Our aim in the second foreign language education is to educate our students who have graduated from primary school at basic user level according to European Common Language Framework criteria and to express themselves freely in this language.

In the foreign language education program, German, French and Spanish are offered as a second language option. The second foreign language is taught with reference to the English language education at school and in accordance with the same principles of English education. At the end of the Second Foreign Language Education, any student who wants to take the DELF, FIT and DELE exams, which are conducted by independent organizations with international validity, can document their language skills with a certificate with the aforementioned exams.

2.4 Language Teachers

From kindergarten to high school, all language teachers use similar methods to help students improve their reading and writing skills, the primary goal of language learning. Keeping in mind that that main purpose of foreign language education is the accuracy of the language, inter-disciplinary studies with native English teachers have also become a priority. In this respect, all mother-tongue teachers and native English teachers are in close collaboration with each other. Furthermore, taking into account that a successful language education lies not only in the hands of language teachers, all teachers are regarded as language teachers and they act responsibly as such through all of their classes and activities.

To provide integrality between languages, language teachers strive to focus on the joint subjects concurrently.

2.5 Assessment Practices

In kindergarten, student development is evaluated via individual development reports based on observation. From primary school Grade 1 to high school Grade 12, assessments in all our educational practices are process-based and they are dependent upon predetermined standards. This process begins with informing the students about expectations and assessment standards in that particular course. Each student is given booklets which include introductory information, aims and objectives as well as written and oral assessment standards for every course.

Assessment of the accuracy of mother-tongue language skills in oral and written forms, term projects and other projects is an integral part of our assessment practices. The assessment of all activities related with Turkish, Turkish Literature, Language and Expression courses help put emphasis on linguistic skills. Aside from these courses, that are related to mother-tongue, in all other mother-tongue related courses, correct use of mother-tongue is taken into serious consideration; therefore, it is an important assessment criterion. The Turkish Language Association Dictionary is used as a reference guide for correct spelling, punctuation and use of Turkish language.

Turkish language accuracy is an important criterion and academic honesty is correspondingly another criterion of our assessment standards. Every assessed student work is inspected thoroughly and in the case of any illegal act against academic honesty, the necessary action is taken in accordance with the academic honesty policy.

The assessment of our students is not solely based on formal written and oral examinations but is also based upon various techniques that involve in-class and out-of-class presentations, debates, portfolio work, performance tasks and projects. Our students are frequently encouraged to join out-of-school activities by participating in international exams within various fields of academic study.

While students are being assessed, our teachers evaluate their own teaching practice through the method of ‘verification of learning’. With the help of this evaluation the adequacy of applied teaching methods relevant to the student level are reviewed, and necessary measures are taken if there are any deficiencies.

2.7 Language Philosophy

FMV Erenköy Işık High School is a firm believer in the excellence of their students by the use of their mother-tongue, and the necessity of their students using at least one foreign language effectively. We think that in a global 21st century world, foreign language acquisition is our first and foremost educational priority. Because of this, we have structured our education philosophy accordingly. We are aware that language is the main tool for intercultural communication; therefore it is essential to adopt multi-cultural understanding. Through a quality language learning program, individuals become acquainted with their own culture; following that, we aim for our students to gain international perspectives which lead to an appreciation of all cultures.

A student who is responsive to his/her surrounding and to cultural differences owes this understanding to effective communication skills and will continue to be conscientious for a life time. He/she will be able to express him/herself well; therefore, will become a respected adult among their community. It is inevitable that individuals who are equipped with such excellent language and communication skills will be fine, happy and successful.

3. Learning Support

The level of adequacy of our students, in terms of mother tongue and foreign language skills, are tested with different methods at the beginning of each teaching level.

In our kindergarten, during the acceptance process, to evaluate students' first language skills, they are given some assessments. As a result of these assessments, the students who are not proficient in some certain language skills are given assistance in person, and in coordination with parents, in-house training programs are developed. The "Bracken Test" which includes basic concepts and vocabulary, is given as a pre-test to each student according to the age appropriateness. With this test, the student's development is recorded. Should there are concepts to be improved, they are placed in the curriculum. As a result of the studies conducted in class throughout the school year, students are observed by the teacher to see if they have achieved the necessary skills and the results are communicated to parents via individual development reports prepared at the end of every month. In addition to these, at the end of the school year, a final assessment is given to test students' knowledge of basic concepts and vocabulary.

For the acceptance to primary school, a similar assessment is given in order to evaluate the student's school readiness and maturity. With this assessment, students' speaking ability, pronunciation and vocabulary skills are tested and if necessary, some support programs are prepared. We also provide special support for the students who have lived abroad and who are having difficulties with communication in the first language.

For the acceptance to middle school, the students take a test which is prepared by the school's teachers to evaluate the appropriateness of their language skills for the related grade level. We provide special and personal support and organize a remedial class for students who are not strong enough with the collaboration of the relevant lesson and the guidance teacher. Parents of these students are frequently informed about the language development of their kids.

The acceptance criteria to our high school for the students from our primary school and the students from outside institutions are different. For Işık Middle School graduates, the student's end of year GPA is taken into consideration. For the students who have finished from other middle schools, the acceptance criterion is the score that they have received from the national exams. In accordance with these conditions, the matriculated students are given a test to assess their English and Turkish level. 70 is the proficiency score determined by the Ministry of Education. Any student who fail to score 70 and above continue their education in preparatory classes in which English and Turkish lessons are carried out intensively.

In our school, we have no students who need special education which has been defined by the Municipality of Education. That is why we have no studies regarding the students who need special needs.

3.1 Differentiated Learning

Differentiated learning aims to serve students different learning styles and abilities. Our teachers are aware of these differences among our students and they plan and diversify their lessons accordingly.

As a result of all of these studies, which are planned according to individual differences, our aim is to raise **autonomous learners** in their levels not in the expected level they should be.

As part of differentiated learning, the first thing that our teachers do is to determine the students' readiness level. Next, the teacher identifies the ways how certain topics in the curriculum can be adapted into different levels.

Our teachers are taking training in differentiated learning and the necessary methods and supplies are provided by our education consultant. With this training, our teachers can also find the opportunity to come together and share their valuable in-class experiences with each other.

3.2 Library and Resources

Our goal is to provide the school community with a modern school library which contributes to information gathering and language development. We offer up-to-date information and document services using the latest technologies. Moreover, we provide counseling for research, resources in different languages and guidance in project development. Furthermore, it goes without saying, our students and teachers can also borrow books from the library.

In order to realize our vision of raising lifelong learning individuals, the "Information Literacy Education Program" consisting of four main courses is implemented to grade 9 and Science 1 classes of our high school. Practices on literacy skills, research techniques, academic integrity, writing rules to be applied in a scientific reporting and presentation skills are carried out.

Throughout the process of writing and presenting the final thesis of IB classes, students are guided through steps of determining the subject, limiting and defending the hypothesis in limited words with the support of certain resources. We support the development of students in collaboration with graduation thesis advisors on the use of the language, terminology and competence of expression.

FMV Private Erenköy Işık High School Library provides services that meet the requirements for learning, using and developing foreign languages, primarily the mother tongue. 3 different reading culture development projects are carried out and it is available to any participants from all individuals of the school community. "Enlighten with Books" project is held every month during the academic year for adult readers. Bull sessions called "Interviews with Işık Students" in which volunteer students present the books they recommend to the school community, are carried out in their native language, and English book interviews titled "Today's reader, tomorrow a leader" are organized in partnership with the foreign language teachers.

FMV Private Erenköy Işık High School Library provides services to teach, use and improve the language skills, primarily the first language that students are studying. We organize "Book Talks" with the guidance of the language teachers in order to help students improve their language acquisition.

In order to encourage the school community to read books, the readers leave their books in places at school for the others to enjoy. The number of books which are shared within the school project "Book Crossing" is increasing every day.

We also invite writers to our school to give a talk about their books which are studied in the language lessons. The aim of this is to enable the school community to understand the importance of correct usage and power of language.

We conduct classes on academic honesty, Research Techniques, steps to be followed in project preparation, resource types, questioning the accuracy of the accessed information, reporting and bibliography during the academic year with our teachers and students. Our students and teachers are

subscribed to 'plagiarism prevention software' called Turnitin to improve their academic writing processes in an ethical manner.

Our library collection is enriched and developed with printed and electronic media constantly according to our goals and objectives. In addition to these, we have subscription to daily / weekly newspapers, magazines and other printed material in Turkish, English, German and French.

Our library has a subscription to Tumble Books which provides the users with English, French and Spanish e-books, games and videos. With our Tumble Books subscription, we aim to support our students' foreign language development. Our students can have access to Tumble Books using the link on our school's website.

Our library has also access to EBSCO which is a very extensive research tool developed for school libraries. This online database, which also has a Turkish interface, enables the users to find the right kind of information that they can use for their academic studies. The information on EBSCO can be translated into German, French, Spanish and many other languages.

Our school library provides a constantly updated electronic resource to its users by subscribing to 'Britannica Online School Edition' which is a reliable reference resource. Britannica School, Britannica Image Quest and Britannica World Data Analyst portals are accessible to teachers and students within the school. These electronic portals, including articles, magazines, bulletins, comparative research on world countries and over 2.5 million royalty-free images, are accessible via the library link of our website.

It is also possible to download e-books and other electronic media onto e-readers to be borrowed by our students. The publications in our school library are regularly posted to parents and staff.

3.3 Education Technology Opportunities

The education technologies for the teaching process have always been one of our main concerns. Because of this, teachers have been using their own laptops in classrooms and in teachers' offices. These computers have access to a private network which enables the teachers to share their lesson plans and materials with the academic staff.

Samsung brand 65-inch interactive TVs are used in our kindergarten and primary school classes. In our middle and high school classes, Promethean brand 75 inch interactive TVs are used. With interactive touch screen TVs called as E-Board, an interactive education environment is provided and our teachers can view all Office documents. E-boards, thanks to its option of writing with fingertips, provide instant access to information through internet and intranet of the school.

As part of our Academic Honesty Policy, we have been using Turnit In to check the students' work for plagiarism.

All of the education procedures of our schools are shared on **fmvisikokullari.k12.tr** regularly. The correct use of the first language, proficiency in the foreign language, and adapting a language policy which goes along with the corporate identity and integrity of our school are involved in these procedures. Our school has received the title of "Google Edu". As a result of this, each teacher and student has an e-mail ending with @ fmvisik.k12.tr extension. With the educational applications provided by Google Edu, Google Drive, calendar, etc., our teachers have the opportunity to enrich their lessons.

4 The Mission of the People who are Responsible for the Language Development

Language development is a life-long process, when supported appropriately. With this in mind, all of the individuals in our schools have been working with the utmost effort to contribute to this process in all the areas where the mother tongue or foreign languages are used.

4.1 The Mission and Responsibility of the School Administration in terms of Language Development

School administration realizes the value of the mother tongue and pays great attention to the proficiency and appropriateness of the language used by the prospective employees. This is one of the most important criteria on our job application forms. Depending on the position that the candidate is applying for, the language efficiency is demanded and rewarded.

For the personnel who would like to improve themselves in terms of foreign languages, a certain amount of budget is allocated, some activities to be able to use the language outside the class are organized and if necessary the teacher is sent abroad. In addition to these, all kinds of materials to improve the first language and foreign languages are provided and the existing materials are updated.

In all kinds of publication which are shared inside or outside the school, the correct use of language is very important. The language use in all of the written documents is checked and corrected by the authorities.

School administrators try to ensure that the language policy is widespread and that it is internalized by the school community. They follow the changes in this subject area and work to adapt these changes into the school's language policy.

4.2 The Mission and Responsibility of IB / DP Coordinators in terms of Language Development

In case there is a student with a native tongue other than Turkish, teachers plan a study program in cooperation with the parent in order to support the development of Turkish. The IB / DP Coordinator is always in search of new training programs which teachers and students can attend in order to improve their first and foreign languages. The IB/ DP Coordinator also guides all the teachers according to new educational approaches.

IB / DP Coordinator provides the first language teachers with all the necessary support for the translation of the resources available in foreign languages. Moreover, he / she helps to enrich the library resources and also provides all other kinds of education materials when the need arises.

IB / DP Coordinator is responsible for putting the objectives into practice, conducting the studies and updating the planning annually.

4.3 The Mission and Responsibility of Teachers in terms of Language Development

All of the teachers in our school are aware of the fact that they set examples in terms of language development and they support the students' efforts. Every document that is given to students, are checked and corrected in terms of language use. Students' products (exams, projects, experiment papers, homework etc.) are evaluated in terms of language use.

As reading and writing are complementing and inseparable skills, our teachers, regardless of their branch, see these skills as life skills and try to set examples for the students. In relation to this, our teachers frequently attend in-service trainings to help language development.

Our teachers also play active role in enriching the school library. Once every two months, they demand publications from the library.

4.4 The Mission and Responsibility of Students in terms of Language Development

Our students are aware of the fact and they hold the responsibility to pay attention to using all language accurately in any field. They know that they are evaluated in terms of language use, regardless of the subject.

4.5 The Mission and Responsibility of Parents in terms of Language Development

Our school's approach towards education is based on the cooperation between students, parents and teachers. Our parents' views on language education are highly valued. (Our parents can share their views with surveys, parent – teacher meetings and briefings.) We aim to make our parents strongly feel that they are an important part of every process regarding their child's education. At the beginning of every academic year, we take the views of our parents into consideration in order to enrich the school curriculum. In addition to this, we share the activities that are organized in our school with parents in the school bulletin which is published regularly. Our library is open for use to our parents and our parents are encouraged to use the library as they see fit. Parents are informed about all publications regularly.

Parents are informed about all of the education processes regarding our students. They are informed about the school materials, written and oral evaluation criteria and all exam results. In kindergarten, primary and middle school, it is a very important rule to inform parents about homework; whereas, in high school, in order to develop a student's personal responsibility, it is the parent's choice to be informed. In both situations, parents are not expected to take active role (especially in native and foreign language lessons) in doing homework (for e.g. explaining the subject or helping / editing homework).

4.6 The Mission and Responsibility of Staff in terms of Language Development

Every individual working in our school is aware of the fact that they are responsible for using the language efficiently and accurately. With this in mind, every person pays attention to using language accurately in all sorts of oral and written communication. Correct use of language is one of the employment requirements.

5. Conclusion

The FMV Private Erenköy Işık High School Language Policy has been designed by taking into consideration the views of language teachers, school administration (heads of departments, assistant principals, IP – DP Coordinator), librarians, and the education consultant; in addition to these, with survey results, the views of students, parents and staff (secretaries, nurses, school doctor, school bus drivers) are also taken into consideration. It is the responsibility of the IB- DP Coordinator to review the policy each year and to share it with the school community. This review is done according to the needs which are observed during the education process. Moreover, the result of the survey, which is practiced every two years, is taken into account.

