



IŞIK SCHOOLS



LANGUAGE POLICY

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Our Mission

Illuminating the past and the future through education.

Our Vision

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one second language, are tolerant towards different cultures, have historical awareness, have scientific thinking, have analytical skills, are environmentally conscious and lifelong learners.

Aims

In line with the principles of Atatürk, we aim to do the following;

- Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalization of the democratic values such as peace, tolerance, democracy and human rights.
- Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
- Raise individuals who are proficient in at least one second language and who have adopted the idea that diversity is wealth.
- Become versatile world citizens by creating an environment where they respect local and international cultures.
- Ensure that our students have digital citizenship skills.
- Raise individuals who adopt academic honesty as a principle in their studies.
- Assist in putting learned knowledge into practice through experience, and support creativity.
- Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- Help develop self-awareness, to enable good decisions and choices for further study and adulthood, and prepare them for the next step of their education.

IB (The International Baccalaureate®) Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

This policy constitutes the principles of the Language Policy of FMV Işık Schools.

1.0 Introduction and General Information

1.1 Language Philosophy

Language teaching is a subject we place importance on at our school. Our school community is aware of the significance of learning more than one second language. Parents of most of our students believe that second language teaching plays a crucial role in school selection.

Students, parents, and our school staff are aware of the fact that both home language and second language teaching contributes to the individual. We believe that individuals' goals and ideas on language teaching are determined by their experiences during the language learning process. We know that the first of these experiences is the home language learned from the family, and it constitutes the foundation of school education. Therefore, we work with the aim of supporting our students when necessary based on the quality of this education. Accordingly, we aim at establishing the teaching process at school on a strong foundation.

Believing that experiences define the ideas on goals and language education, all our teachers are sensitive about making our students' school experiences positive. In this regard, our students continue to believe in the language education they received after their school years, and feel happy and confident regarding the use of both their home language and second language in their lives.

Many members of our school community believe that they effectively use their home language and second language. All members of our school community are open to self-development in regards to home language and second language education. Işık Schools believe that students must be able to effectively use their home language first, and then at least one additional second language. Our schools hold the opinion that the most important part of education is language education in this globalizing world and among the educational processes of the 21st century; therefore, establish their educational philosophy based on this opinion. Our schools are aware that language is the basic tool and requirement for intercultural communication, and adopt multilingualism. Our schools aim at ensuring that individuals gain an international viewpoint and awareness by means of accurate and high-level language acquisition allowing them to recognize and understand their cultures first and other cultures later. In this context, all teachers within our institution are regarded as language teachers. Teachers pay attention to the appropriate and correct use of the language during their works, regardless of the discipline.

All our teachers are aware of their responsibilities in regards to language teaching. Language teachers believe that grammar is not the target, but a tool for language teaching. With this teaching approach, all skills targeted for students to acquire in Turkish and second language education are known to be equally important, and work is conducted accordingly.

During their lives after school, students with effective communication skills will become adults who are sensitive to their environment and differences, are able to express themselves in an appropriate and correct manner, and therefore, are respected by people around them. Individuals with these characteristics and high-level language skills become good, happy and successful in their lives.

Our school's language policy directly supports the IB's international mindedness philosophy. Local, national and international work is conducted within the scope of "intercultural work",

and the concept of “world citizenship” is focused on. Our school’s language policy aims at enabling students to gain language skills that will ensure they learn about different cultures through inquiry and research. This goal is supported by critical thinking skills development research, presentations, debates, global citizenship classes, e-twinning projects, international organizations, conferences and competitions, and student exchange programs. The IB philosophy aims at raising innovative and integrative people who can criticize themselves and are committed to lifelong learning. Our program, which places importance on raising thinking, searching and questioning individuals supports the IB philosophy.

1.2 Language Profile

Surveys are conducted at the beginning of the academic year in order to find out the home language of our students, parents, and teachers. Survey results are evaluated, and necessary support is given to our students and teachers. The level of support to be given to students who are non-native Turkish speakers in learning Turkish is determined by the class teacher and psychological counsellor. At kindergarten, this support in particular is given in a learning environment including real-life skills, and play based learning. In addition to Turkish events/classes included in the program at the kindergarten and Grade 1 of elementary school, one-to-one support programs are planned and applied for students. During the language support program, students’ Turkish language development is regularly monitored through the cooperation of class teacher/Turkish teacher and psychological counsellor. Students’ parents are informed about this support program. Parents of students who are non-native Turkish speakers receive informative bilingual (Turkish and English) texts.

In order for second teachers to adapt to the school culture, orientation is organized at the beginning of the academic year, and a Turkish teacher is assigned for mentorship. Heads of departments translate into English the informative texts sent to teachers by the school administration.

The languages of communication at our schools are Turkish and English. Our language of instruction is Turkish. Except for our science high schools, all Mathematics and Science courses starting from the high school preparatory class are given in English.

Starting from kindergarten, English is taught as the second language. At least 70% of the students who are to start our high school receive an English education of approximately 9 years once they reach the end of middle school. Students starting high school with a lower English level receive a year of English language education at the preparatory class. At high school, the focus is mainly on preparing for world literature and second language qualifying exams. Starting from Grade 4 of primary school, students are offered to choose German, French or Spanish in addition to English as their second language. Our second language students include both Turkish natives and citizens of other nationalities with various native languages.

1.3 Purpose of the Language Policy and Its Writing Process

FMV Işık Schools Language Policy aims at creating an environment in which the students place importance on their home language, and improve their English and second language skills. Our language policy emphasizes transdisciplinary work in language education, and aims at creating love for the language by understanding people, societies, and cultures speaking different languages and based on the awareness that differences enrich us.

The Foundation, School Principals, IB Early Years Program Coordinators/Assistant Coordinators, IB Diploma Program Coordinators, Heads of Modern Languages, Heads of Departments, as well as librarians, course teachers, students, parents, and other support units are responsible for the writing, developing and reviewing of the language policy, as well as sharing it with the school community and ensuring it is applied and supported at the school. During the development process of the FMV Işık Schools Language Policy, an executive committee was created first. Members of this committee, who reach a consensus on beliefs and values regarding language teaching and learning, constantly communicate with the branches they represent.

Our language policy is dynamic and flexible. Therefore, the committee took into consideration the increasing needs, as well as the opinions and demands of the school community while writing the language policy. The school's accepted language philosophy, and practices regarding language teaching and learning were reviewed so as to detect whether they comply with the school philosophy and IB philosophy. In this regard, FMV Işık Schools Language Policy is a living document that contains second language teaching, second language teaching and home language support conditions, meets the student needs, reflects the principles of the programme, and works in order to improve the school's language needs rather than being fixed and unchanged.

1.4 FMV Işık Schools Language Tenets

- Language is neither static nor uniform. It changes over time and varies in space and from person to person.
- Language variation, like multilingualism, is a right and a resource.
- Language is a system that is used with purpose and in context.
- Language is both an object of study and a means of constructing and communicating meaning.
- Language is a means of exploring ourselves and others, and diverse world views and cultures.
- Communication is often multimodal, including non-linguistic elements.
- Meaning is not univocal but is constructed through a process of exploration, negotiation, and cooperation.
- The means of and opportunities for meaning making are aided and extended by the use of technologies.
- The means of and opportunities for meaning making are broadened by creative and aesthetic forms of expression.
- Individuals' linguistic repertoires are inextricably linked to their identities.
- Students bring valuable, rich, complex linguistic repertoires to the communication and learning process.
- Language is learned, taught, and developed in context.
- Language learning is neither uniform nor linear.
- Language development thrives in environments that by design embrace it.
- The learning of language and communication goes beyond the development of language skills and includes a wider range of skills that enable meaning making.

2.0 Approach to Language Teaching

2.1 Beliefs on Language

Language teaching is a subject we place importance on at our school. Our school community is aware of the significance of learning more than one second language. Parents of most of our students believe that second language teaching plays a crucial role in school selection.

Students, parents, and our school staff are aware that both home language and second language teaching contributes to the individual. We believe that individuals' goals and ideas on language teaching are determined by their experiences during the language learning process. We know that the first of these experiences is with their home language learned from the family, and it constitutes the foundation of school education. Therefore, we work with the aim of supporting our students when necessary based on the quality of this education. Accordingly, we aim at establishing the teaching process at school on a strong foundation

Believing that experiences define ideas on goals and language education, all our teachers are sensitive about making our students' school experiences positive. In this regard, our students continue to believe in the language education they received after their schooling, and feel happy and confident regarding the use of both the home language and second language in their lives.

Many members of our school community believe that they effectively use their home language and second language. All individuals belonging to our school community have the consciousness of improving themselves regarding home language and second language education. Furthermore, they believe that they will have the opportunity to learn about both their own culture and other cultures, and to develop international understanding and tolerance.

All our teachers are aware of their responsibility in language teaching. Language teachers believe that grammar is not the goal, but a tool for language teaching. With this teaching approach, all skills targeted for students to acquire Turkish and second language education are known to be equally important, and work is conducted accordingly.

"Academic integrity" principles are considered in all conducted work. Prepared with this purpose, the academic integrity policy was shared with the school community, and various events were organized in order to ensure that it was represented in every educational process. The principles of the academic integrity policy were adopted by the school community and added to all work. MLA standards are used on all studies conducted at our school and require citation.

2.2 Home language Education and Practices

FMV Işık Schools considers the Turkish Language Revolution led by Mustafa Kemal Atatürk, who believed Turkish to be the main element forming the national culture, as its guide. In this regard, our school always aims at strengthening our students' home language awareness. All our teachers (class and course) are regarded as home language teachers. Home language education is structured with a holistic viewpoint called K12. Within the framework of this structuring, the Turkish Workshop, organized on 22 December 2019 by FMV Işık Schools Turkish Language and Literature & Turkish departments, had the following targets: restructuring of home language awareness at Işık Schools in accordance with current conditions; enriching the cultural content of Turkish and literature classes by taking into consideration the requirements of the century; creating a common writing language by preparing a terminology dictionary for our courses; forming the Işık Schools "Home language Policy". Following the workshop, FMV Işık Schools started configurations so as to increase the

level of home language education, and the Işık Schools Turkish Committee was established accordingly.

In the age of information and technology, in which the traditional educational approaches are inadequate, our purpose is to give prominence to new approaches such as inquiry-based constructivist approaches, differentiated education, multiple intelligence, student-centred education, and focus on the improvement of our students' language and intellectual skills. In this context, course plans at FMV Işık Schools are prepared with the aim of improving students' language skills at every level from kindergarten to the 4th year of high school. These plans are enriched by means of vertical and horizontal associations. When necessary, home language teachers are supported on this subject via in-service training. Course plans for every course and level are prepared by teachers, and reviewed by the heads of departments of our academic departments.

Our main purpose for our kindergarten is to enable our students to accomplish home language acquisition, to express their emotions, thoughts and wishes fluently, and to communicate with their peers and adults. Various environments are created for our students to enrich their vocabulary and to appropriately use the words they learned. Activities such as story reading, storytelling and completion, poems, tongue twisters, pronunciation work, project presentations, group interviews, games, drama works, portfolio works, interviews with authors or various field specialists, musical works, and school trips are organized in order to reach all these goals. In addition, work conducted within the scope of the IB Learner Profile features, our students are supported with regards to the development of international awareness, and the improvement of their language and communication skills. Moreover, differentiated works prepared for learning skills are applied in order for students to use their home language correctly and efficiently.

At our primary and high schools, the fundamental philosophy of our home language education is to foster our students' cultural and cognitive viewpoints with their home language, enable them to effectively and correctly use their home language in their lives and the problem-solving process, and improve creativity and awareness. Our studies are conducted through listening, reading, writing, speaking and viewing activities in a way that serves this fundamental philosophy. Through these studies, we aim at enabling our students to extract meaning from a text they read, to interpret the meaning to discuss this meaning with other students, and to concisely express their opinions verbally and in written form.

During home language classes, factors currently shaping the home language are determined, and language development is examined. Students learning how their home language was used in the past, via literary works, are able to better define today's language. In addition to course books prepared by MoE to support and reinforce the national teaching program, booklets on different texts and activities prepared by our teachers are used during classes. Home language activities are jointly prepared based on the levels. Various activities are organized at our school every year in order for our students to use their home language in different environments and methods, such as presentations, discussions, panels, speaking competitions, theatre productions, poetry readings, debates, story and poetry competitions, workshops, and symposiums. Moreover, our students are encouraged to participate in competitions that are internally and externally organized. Our students have the opportunity to confidently express, both verbally and in written form, the language skills they gained by doing and living, thanks to cultural, artistic, and historical trips, as well as project tours.

Our work to enable our students to gain reading habits starts at kindergarten, and our main goal at this level is to instil in our students a love for books and reading. Reading books are selected in line with the “Reading Books Selection and Assessment Directive”. According to this directive, regarding the books used at Işık Schools (other than class books and source books), on any subject which are selected with the aim of enabling students’ reading and understanding skills to improve and allow them to experience Turkish and World literature. HoDs are responsible for reporting these within the scope of the criteria mentioned below and Directors of Educational Institutions, Coordinators of Culture & Publishings, and School Principals are responsible for conducting their own duties in accordance with the directive. The Book Assessment Form (EÖY20 F01 IO), Reading Books List (EÖY20 F02 IO), and Işık Schools Reading Books List (EÖY20 F03 IO) are used for book selection.

The Reading Books Selection and Assessment Directive comprises the selection and assessment stages of the reading books for the students of Işık Schools from kindergarten to the end of high school. During the preparation of Işık Schools reading books lists, selections are made in line with the PYP program at kindergarten and elementary school, the canon book list technique at middle school, and national programs, as well as those supporting international programs such as IP and AP and compatible with the intellectual reading skill goal. According to the selection directive:

- a) Heads of departments collect all books coming from publishing houses throughout the year.
- b) Before the book selection, heads of departments distribute those books to the teachers of the department they are responsible for at the beginning of the 2nd term, and ensure that they are read.
- c) Department teachers use the book assessment form while reading the books, and decide on their appropriateness. Appropriate books and their relevant forms are kept by the head of department.
- d) Book(s) considered appropriate by the teachers are sent to the head of department.
- e) Book(s) to be used are decided by the head of department and teachers during a meeting, and those books are read by the head of department.
- f) Heads of departments meet to decide on at least one common book to be used in four campuses, and decide on that book.
- g) The list prepared about the books to be used is approved by the school principal, and kept by the head of department.
- h) After the processes are completed, the books to be used next year are sent to the Coordinator of Culture & Publishing with a Reading Books List form by the end of March.
- i) Coordinator of Culture & Publishing reviews the received lists, and communicates with the publishing houses regarding the availability and number of printed books, as well as the houses’ activities and applications.
- j) Coordinator of Culture & Publishing communicates with the relevant heads of departments for necessary corrections.
- k) After the lists are prepared, Coordinator of Culture & Publishing has a meeting with the heads of departments of kindergartens, as well as elementary, middle and high schools in

order to determine the use of at least one common book at four campuses for each semester, and the relevant activities and applications.

- I) Approved lists in their final form are recorded on the “Işık Schools Reading Books lists” form, and kept by Coordinator of Culture & Publishing to be reported to the Director of Educational Institutions.

Criteria used in determining the works to be used at FMV Işık High Schools are as follows:

1. Starting from preparatory class, all students until graduation at 12th grade shall use at least one work of each literary type.
2. Starting from preparatory class, all students until graduation at 12th grade shall use didactic works.
3. At least one world classic shall be used at every level.
4. Level reading lists shall include works of each literary type (play, novel, poem and story).
5. Level reading lists shall include at least one work whose author may be invited to meet our student.
6. The K12 structure shall be taken into consideration as the lists are prepared.
7. Students will have read works by authors who are considered a classic of Turkish and World literature when they graduate from Işık High Schools. Moreover, they will have read works by authors who graduated from Işık High Schools.
8. FMV Işık High Schools shall use a specific work (author) every year jointly at the same level, and conduct common studies regarding that work.
9. High schools may prepare their reading lists by taking into consideration the original structure of their schools and students. No common study shall be conducted in this regard.

Works are selected as a combination of Turkish and World authors, enabling students to learn about different cultures. Moreover, the variety in types of literary works is another important issue. In this way, students are shown how to express their emotions and thoughts in different ways. By discussing the subjects we proposed during class hours, our students learn how to show empathy, share, assess incidents with various viewpoints, and think about the world and humanity thanks to the book reading directives we prepared and the reading studies conducted during classes. At every level, the students have the opportunity to meet the author of at least one book they read. Students read and work on the book before the interview with the author, share their products with the author, and improve their viewpoints and self-confidence by asking questions to the author during the interview.

Culture-literature symposiums are organized at our schools every year, and they are open to the participation of both our school community, and all high school teachers and students in the city. Within the framework of the determined theme, important artists and authors are invited to our schools every year. Our students organize these one-day events and host the guests. Thus, they are culturally enriched, and develop their communication skills.

National and international projects are conducted in order for students to develop their reading habits and implement what they learned. In addition, there are creative drama and theatre clubs that enable our students to express themselves better. In these activities, tasks

are planned for students of different campuses at the same level allowing them to come together.

With the European Youth Parliament, JMUN, MUN, and debate clubs organized at our schools, by discussing the subjects we proposed during class hours, our students learn how to show empathy, share, assess incidents with various viewpoints, and think about the world and humanity thanks to the book reading directives we prepared and the reading studies conducted during classes,

Our students are supported by following various periodicals, and the prominent subjects are openly brought to the agenda of the school community via the book interviews organized regularly at our school library. During all these activities, conditions to be followed during oral narratives are underlined, and it is emphasized that opinions must be openly expressed correctly, and an effective and good speech can only be given by those accurately using their home language.

Both during classes and extracurricular activities, it is stated that the correct use of the home language is important for both oral narratives and written work. Preparations for poem, story and article-writing contests among schools allow students to correctly and efficiently use their home language. The main requirements to be met for written work and various styles are based on the types of writing that are focused on, so that the students can apply these various styles while doing their written work. This aims at enabling students to notice the different uses of their home language in various styles, to question the reasons for these differences, and to create written work using various styles.

The primary, middle and high school writing programme at every Işık School campus is enriched via vertical and horizontal connections, and this enriched teaching program is carried out with common activities.

2.3 Second Language Education and Practices

2.3.1 English Education

In our schools, our goals for English language teaching are to raise individuals with critical viewpoints and language confidence, and to enable our students to use their listening, reading, speaking and writing skills, aligned with CEFR standards, in their academic and daily lives. Additionally, we aim for our students to gain intercultural communication skills via the literature program, as well as research, synthesis, analysis, and presentation skills by adhering to academic integrity principles.

In our kindergartens, the main goal of the English program is to enable students to perceive English as part of their lives via age-appropriate themes, daily conversations, stories, drama activities, math, and pronunciation activities in a game environment, to help students express themselves and communicate, to allow them to gain basic skills to ensure they understand and speak in the target language, and to prepare a foundation regarding their future second language education in the future. Those beginning to learn a second language at an early age display a positive contribution to their home language development and gain awareness.

In primary school, all the class tools we use at every level are products that were prepared according to the “Lifelong Learning” principle and trigger upper-level thinking skills. Second language teaching at our primary and middle schools is practiced with age-

appropriate games and activities, taking into consideration every student's individual learning skills.

Our English education and teaching practices were created taking into consideration our students' mental development stages, and with the aim of increasing their communication, creativity, cooperation and critical-thinking skills and intercultural consciousness levels. Reading, writing, listening and speaking language skills are distributed within our English program in a balanced manner. Our program was shaped around a concept that allows our students to discover their talents, to gain the opportunity to assess themselves, and to develop self-expression skills.

Differentiated learning strategies are taken into consideration in accordance with our students' interests, needs, and experiences, and various duties, projects and activities are arranged. Our students' second language use is not limited to the school premises thanks to the enrichment of regular homework, projects, and group works using the technological devices of the 21st century. Our teachers give feedback on all written / digital homework and projects.

Literacy activities that start at the 1st grade are based on the Phonics programme. Thanks to this system, supported with various techniques and materials, our students learn the sound structure of English. Sound is the basis of a language, and the essence of reading, writing, speaking, and listening skills. In this regard, our classes are planned based on the principle of "Phonics is not restricted to vocalism".

In our 5th grades (middle school) and high school preparatory classes, the one-year intensive English language program we apply prepares students for the next grade. Our goal is to ensure that our students reach the CEFR B1 level (Common European Framework of Reference for Languages) at primary school, and the CEFR C1 level at high school. At 5th grade, our students are expected to take international exams.

With a student-focused understanding for language teaching, a learning environment is provided for our students in which they can study in cooperation and by taking responsibility together. Second language is used as a communication tool for games and activities designed according to this model and are based on visual and auditory learning, as well as learning by doing. Our students share all the work they prepared accordingly in a year with their families to develop both their self-confidence and public speaking skills.

In our high schools, our students are encouraged to know themselves, to determine goals in line with their interests and abilities, and to prepare for the next institution and for adulthood in accordance with our school's mission and vision. In line with these goals, during English literature classes, our students are taught using original literary works, especially those from British and American literature. Our students are expected to review those works and interpret them from different viewpoints via various opinion texts. The purpose of the English literature program is to provide students with various cultural viewpoints and ensure that they adopt universal humanitarian values.

Students who wish to continue their university education abroad or want to be exempt from the English preparatory class exam of universities in Turkey with English as the language of instruction, are prepared for an internationally-recognized language

proficiency exam at the 11th grade. Our goal is to ensure that all graduates of Işık High Schools obtain an international language proficiency certificate.

In our schools, our students intensify what they learned and enrich their cultural understanding via various extracurricular activities and school trips.

By means of various student clubs, our students learn to take responsibility, share, and assess incidents with different viewpoints.

Thanks to various intra- and extra-class activities organized during the year, our students develop their higher-level thinking skills, and have the opportunity for self-improvement, to reinforce the language they learned, and display their works reflecting 21st century skills – solidarity, innovativeness, creativity and problem solving.

Various clubs at our school (Model United Nations {MUN}, Debate, etc.) aim at enriching our students' cultural background, enabling them to gain different viewpoints towards the world, and ensuring that they confidently express themselves as a world citizen. Thanks to the contribution and the importance placed by our school on international projects, trips and informative symposiums, our students gain the opportunity to learn about countries, in which these languages are spoken, and their cultures. This not only enriches their general culture, but also helps them widen their viewpoints and take an important step towards becoming a world citizen. International days (Human Rights Day, United Nations Day, World Autism Awareness Day, etc.) are celebrated by means of activities in English.

In our high schools, our students are willing to participate in exchange programs thanks to their strong second language skills, and this opens the door for them to study abroad. AP classes, which are provided for students wanting to see themselves on international platforms, especially those who aim at studying abroad, contribute to our school's language education process by enabling them to use their English language skills for various disciplines (micro- / macro-economics, psychology, computer science, art, design etc.).

The higher level English B class which is provided as part of the IB Diploma Programme is taught within the framework of the main themes included in the scope of the teaching program. In this course, students are supported with the course book, as well as visual and audio material in order for them to internalise the target language. Additionally, their understanding, interpreting, speaking, reading and writing skills are developed. For the oral exam, students are responsible for the works they read during the IB Diploma Programme that were written in the target language. Students' learning types are taken into consideration for English language development, and when necessary, a differentiated, communicative, and student-focused approach is applied.

The goals of the English B class are as follows:

- Ensuring that students effectively use language in communication, as well as for their future profession and during their spare-time activities,
- Ensuring the integration of language with cultural and social components,
- Ensuring that students read and like literary and non-literary works,

- Ensuring that students learn about the cultural features of various societies that speak the target language,
- Creating awareness and understanding regarding the viewpoints of individuals from different cultures,
- Accessing different knowledge sources about language development,
- Creating curiosity and a desire for lifelong language learning.

After completing the English B course, students are expected to express information, opinions and emotions in the target language both orally and in writing. They are expected to understand concepts and information presented within different contexts, and to extract the main idea and results from various text types. They are required to create various text types by effectively using the learned words and concepts.

2.3.2 Second Language Education

Starting 4th grade, we provide our students with German, French or Spanish as additional second language. This second language is taught in line with the principles of the school's English teaching program.

Our goal with regards to second language teaching is to raise students graduating from primary school as basic users in accordance with CEFR standards, and enable them to easily express themselves in that language. Moreover, we aim at ensuring that students graduating from high school reach at least CEFR A2 level. Students who graduated middle school with the A2 level are provided with the opportunity to reach B1 level via differentiated educational methods.

When second language education is completed, willing students enter internationally-recognized exams held by independent organizations, and document their language skills with a certificate of achievement.

(TELC A1-A2-B1, DELF A1- A2- B1, DELE ESCOLAR A1-A2-B1)

Our goal for our students is for them to develop their public speaking skills in both second languages by means of extracurricular activities. In line with this goal, we organize city-wide inter-school German, French, and Spanish speaking and reading contests (Kunst des Redens, Concours de Lecture, Español En Imágenes, Chamisso, etc.). Other activities developing our students' intercultural communication skills by means of a second language include cultural trips abroad (France-Germany-Spain) and school exchange programs.

2.4 Assessment Practices

At FMV Işık Schools, **ALİS** (student monitoring system from kindergarten to high school) is used by course teachers every year to record their observations and formative measurements on students' improvement starting from kindergarten. Teachers record their comments and views of the students they are responsible for through the behaviour assessment module on the k12net automation system.

At middle and high schools, students' readiness is determined with the ALİS Readiness Exam at the beginning of the academic year. This exam contains skill-based questions, which are shaped in accordance with the students' ability to know about the subject and to interpret the question via their skills. Every course has a different skill that is taken as the base.

ALİS Readiness Exam is scored quantitatively, and assessed with criteria such as mid-term observations, in-class applications, course observation, attendance, etc. Teachers record data regarding the students' academic improvement, requirements, and strengths & weaknesses, which in total make up the students' class performance, on the system at specific intervals determined by the school administrations. Through the document, on which the relevant course teachers' comments are included, branch class teachers plan one-to-one meetings with the students. The goal of these meetings is to include both branch class teachers and the students in the process, and to create awareness.

At the end of every year, this data is transferred to the students' next class, and can be seen by the teachers of that class. Teachers obtain a holistic understanding of their students and get to know them better. Views recorded on ALİS are academic in content and the system is only open to teachers. The data here is not shared with parents and students in writing. This information is used on the assessment reports forwarded to students and parents, such as developmental report cards, mid-term assessment reports, etc. Moreover, the views recorded on the system are shared with the students during individual and teacher-student meetings. ALİS records provide support in getting to know the students, determining their needs and correctly guiding them, as well as in correct and detailed information transfer during meetings with parents. They may be used for branch psychological counsellor meetings and academic assessment meetings.

During assessment practices, correct use of the home language is expected for written and oral expressions, as well as for project works. Language use is taken into consideration during assessment-focused applications conducted in Turkish and Turkish language and literature classes. Other than these classes which are directly related to the home language, correct use of the home language is among the assessment criteria for other classes as well. The spelling dictionary and language rules of the Turkish Language Association are used as references for these criteria.

Along with the correct use of the language, academic integrity is also among our assessment criteria. Academic integrity principles are taken into consideration while any educational work and products of students are assessed. In case of an academic integrity breach, sanctions indicated on the policy are applied.

2.5 Home language & Second Language Writing Curriculum

Through Işık Schools Turkish English K12 Writing Program, common learning outcomes have been set by comparing the objectives in Turkish Language and Literature with the English curriculum for each grade level considering the distinctive forms that emerge in writing types and general conventions in writing. Common rubrics have been created for each grade level, and the writing program and evaluation criteria have been compiled in a booklet.

The aim of this interdisciplinary work is to enable our students to recognize the different uses of the native language and English in different genres and to question the reasons for this difference. The K12 Turkish and English writing curriculum in all campuses of Işık Schools is enriched with horizontal and vertical connections. This enriched curriculum is carried out in collaboration with classroom teachers, Turkish teachers, Turkish Language and Literature teachers, and Second Languages teachers.

3.0 Language Learning Support

At our schools, our students' home language and second language proficiency levels are assessed via various methods at every teaching step.

At our kindergartens, we assess our students on every developmental area, among which home language skill assessments take a prominent place. As a result of these assessments, students with difficulties in displaying certain language skills are individually supported, and if necessary, parents are informed so that the student is directed to a specialist. At the end of the year, the "School Maturity Inventory" works of our 6-year-old students are sent to parents. Moreover, their language and conceptual skills are observed by teachers throughout the year, and individual development reports are sent to parents at the end of the month/semester.

A similar assessment is conducted for our students who start our primary schools to measure their school readiness. This assessment detects the proficiency of pronunciation, mental lexicon, and self-expression skills. In line with this information, support programs are prepared for our students who are considered to be in need of support. For students who have problems with their home language due to living abroad for a while, though few, are provided with teacher support.

At our middle schools, our teachers prepare exams for incoming students to determine whether they have the language skills required for the relevant level. Students observed to be lacking in language skills after these exams are provided with individual support, and participate in after-study programs organized in cooperation with the relevant course teacher and counselling unit. Course teachers and parents are regularly informed about our students' special conditions.

Admission requirements for our high schools differ for our own students and students graduating from other schools. In cases where our students want to continue in our high schools, the "student diploma grade" is taken into consideration. In cases where students graduating from other schools want to join our high schools, "national exam results" are used.

In line with these requirements, students take exams for both Turkish and English courses. Students who achieve below the 70 points determined by MoE as the proficiency grade continue with high school preparatory classes where predominantly English, as well as Turkish classes are held.

Our institution provides appropriate support for students with learning disabilities and requiring learning support.

3.1 ATL Skills

3.1.1 Communication Skills

- a) Students communicate by means of correct interaction while sharing their emotions and thoughts verbally or in writing.
- b) They take into consideration the concept of intercultural understanding while interpreting communication.
- c) They know how to use correct communication techniques with different target audiences.
- d) They can use different and correct writing types in accordance with the target audience and goal.
- e) They effectively use and interpret non-verbal communication tools.
- f) They can debate with their peers and teachers during idea and knowledge exchanges.
- g) They participate in and contribute to digital and social media networks on education.

- h) They can form meaningful relationships with their peers and specialists via various digital platforms.
- i) They are open to meaningful feedback from their teachers.

3.1.2 Reading and Writing Skills

- a) They read various sources for learning or enjoyment.
- b) They benefit from critical thinking skills while reading.
- c) They can draw conclusions from what they read.
- d) They correctly and clearly interpret what they read, verbally or in writing.
- e) They know and interpret concepts and the symbols of other disciplines.
- f) They can produce different writing types for various purposes.
- g) They understand and use mathematical formulas.
- h) They understand and use abstract concepts.
- i) They effectively take notes during class.
- j) They know how to summarize in a way that assists their studies.
- k) They develop regulatory methods for academic writing studies and use day planners.
- l) They can obtain interdisciplinary knowledge or information about disciplines by using different tools and methods.
- m) They know how to organize and present knowledge logically.
- n) They can differentiate between various written work such as summary, article and report.

3.1.3 Collaborative Work Skills

- a) They attentively listen to others.
- b) They can understand others' points of view.
- c) They can empathize.
- d) They can negotiate.
- e) They can effectively solve possible misunderstandings and discussions.
- f) They can make fair decisions by explaining the reasons.
- g) They can reach consensus.
- h) They can effectively work with others.
- i) They can lead group work and take responsibility, they respect group members' work and act fairly towards them, they do not refer to non-contributing group members.
- j) They assist their peers in reaching success within the framework of academic integrity.
- k) They share responsibility in the decision-making stage.
- l) They can express the results of their actions.
- m) They can give meaningful feedback.
- n) They can defend their rights and requirements verbally and in writing.
- o) They appropriately and effectively use social media networks for their relationships.

3.1.4 Self-Management Skills

- a) They take the necessary notes to organize their work
- b) They create an action plan to achieve their personal goals.
- c) They regularly take notes, use notebooks and files.
- d) They create strategies to organize complicated information.
- e) They selectively, effectively and productively use technology and media language.

3.1.5 Alternate Thinking Skills

- a) They develop new skills, techniques and strategies for effective learning.
- b) They determine their strengths and weaknesses, and express them verbally and in writing.
- c) They examine the learning content with the correct questions: “What did I learn today? What can I do? What did I not understand? What kind of an action plan should I create?”
- d) They question themselves for the next stage of the learning process: “What will I learn next? How can I share my knowledge and skills with my peers who are in need?”
- e) They review their personal strategies: “What should I do to become a better and more productive learner? How can I make my learning methods more flexible? What factors will enable me to learn better?”

3.1.6 Information Technologies Skills

- a) They may understand and use technological systems.
- b) They may assess digital tools for specific purposes, and make the correct selection.
- c) They know how to obtain knowledge from various media sources. They organize, analyse, assess and ethically use that knowledge.
- d) They can use critical reading and writing skills on media communication tools.
- e) They can make individual/affective learning choices in accessing, processing and remembering knowledge.
- f) They can infer correct and effective results by comparing different media sources during the research process.
- g) They show awareness while interpreting the knowledge and incidents on digital and social media.
- h) They make conscious choices concerning personal screenings and ensure that they are effectively forwarded.
- i) They ensure that knowledge and opinions with proven accuracy and validity are forwarded to different groups via various media channels.
- j) They can collect and record data, and prove their validity.
- k) They can collect and analyse data to make knowledge-based decisions.
- l) They can process data and create reports.
- m) They can present data in various formats and on various platforms.
- n) They understand and apply intellectual property rights.
- o) They know how to cite references.
- p) They can create a bibliography.

3.1.7 Critical Thinking Skills

- a) They can collect and organize information necessary to prepare an argument.
- b) They can express opposite ideas and arguments.
- c) They can notice assumptions and prejudices.
- d) They can differentiate between theory and hypothesis.
- e) They can interpret data.
- f) They can reach logical results and generalizations.
- g) They can ask reality-based, subject-appropriate and conceptual questions that are open for discussion.

- h) They can take into consideration ideas rising from different viewpoints, and suggest solutions for problems.
- i) They can separate and synthesize complicated concepts.
- j) They can use models and simulations to expound complicated systems and issues.

3.1.8 Creative Thinking Skills

- a) They can create new ideas and questions via mind maps and visual thinking tools.
- b) They can offer new solutions to original problems.
- c) They can establish extraordinary connections between thoughts and objects.
- d) They can make guesses, and hypothesize with the “If” question.
- e) They can use their current knowledge to generate new ideas, products, and processes.
- f) They can create contradictory, opposite and supportive arguments by using flexible thinking skills.
- g) They can use visual thinking methods and techniques.
- h) They can create metaphors and analogies.

3.1.9 Transfer Skills

- a) They use effective learning methods for various disciplines.
- b) They can adapt their knowledge and skills to unexpected situations.
- c) They examine different contexts to gain various points of view.
- d) They compare conceptual and multi discipline understandings.
- e) They make connections among various disciplines.
- f) They synthesize and use their knowledge and skills during the production and solution stages.
- g) They use their current knowledge to learn about new technologies.
- h) They are open to different questioning methods.

3.2 Differentiated Instruction

Differentiated applications for language education aim at appealing to our students’ different learning and perception skills. Our teachers are aware of the differences of their students, and they organize and diversify their approaches based on these differences. For performance tasks, students are presented with various options according to their individual learning styles and proficiencies. Our goal at the end of this work, which are planned based on individual differences as much as possible, is to ensure that our students reach their highest potential not their required levels, and become independent learners.

In differentiated education, students’ language readiness levels are determined first. Education is not limited to the curriculum, and is associated with the students’ individual requirements and levels. At our school, digital applications are used during language courses to conduct differentiated online studies. Based on the students’ individual requirements, academic support is provided outside of class hours. Students and parents receive regular feedback and feed forward.

“Işık Internal Education Academy” organizes the training our teachers receive on differentiated education. Students are provided with methods and materials for differentiated education. Therefore, our teachers have the opportunity to share their in-class experiences.

3.3 Library and Resources

FMV Işık Schools library collections include printed, audio-visual and digital resources in different languages (English, German, French, Spanish, etc.) for both students and teachers to use. Our library collection is created based on the belief that books and non-book materials in Turkish and other languages contribute to the language development of students and other library members.

Librarians, group leaders and school administrators decide on the improvement of the library collection in accordance with student and teacher requirements. While deciding on the resources, seminars attended by our teachers, sharing between teachers of other schools, monthly magazines and media are taken into consideration. Afterwards, teachers mutually agree on the resources and the selected publications are provided by the school for the library. The resources must have official translations and be aligned with the current Turkish language. With regards to quality and quantity, library resources are used by teachers and students, as well as all library members in order to support their language development.

During face-to-face and distance learning periods, students have the opportunity to meet and chat with various authors. In addition to these activities, periodicals in the home language and second languages, scientific and tabloid magazines contribute to language development. There are resource books and periodicals of every discipline at the school library and departments, which are assessed and updated every year.

The following criteria are considered while selecting resources for the library:

- a) The language and content of the resource shall be in accordance with the programs and language philosophy of FMV Işık Schools,
- b) They shall be qualified in their own field and include up-to-date knowledge,
- c) They shall be adequately varied in terms of subject, language and type in a way that meets the users' knowledge requirements,
- d) There shall be literary and cultural works which are at the suitable level and enable users to culturally improve and evaluate their time after school,
- e) The selected material shall support various disciplines, and be suitable for the users' level and background,
- f) The criteria above shall be considered while selecting periodicals, digital and audio-visual resources.

At our IBDP campuses, our students and teachers are supported regarding academic writing within the framework of ethical conditions by means of a membership to anti-plagiarism software.

The IB Primary Years Program exhibition and IB Diploma Program extended essays are guided.

3.4 Educational Technology and Distance Education

Our schools place importance on the inclusion of educational technology resources in the educational processes. For this reason, our teachers are provided with laptop computers, which have access to a common area via a local network connection, and to all documentation via Google Drive. Therefore, all our teachers are able to share the course content they created for educational purposes from anywhere in the school, and share them with one another.

Smart-boards, which are interactive TVs with touchscreens, are used in all our classrooms in order to provide an interactive education environment. Our teachers are able to view all MS Office documents, and connect the Internet to instantly access knowledge.

Our institution's educational processes are shared online through our fmvisikokullari.k12.tr website and social media accounts. Our school philosophy contains the correct use of home language, second language proficiency, and a language understanding to protect the corporate identity and integrity during all these processes. Our school uses Google Workplace (formerly G Suite) for educational purposes. As a result, every student and teacher has an e-mail account with @fmvisik.k12.tr extension.

Various trainings are organized within the year so as to support our teachers' development in educational technology.

All applications used at our schools in this field are explained in detail in the FMV Işık Schools Educational Strategies booklet prepared by FMV Işık Schools Educational Technologies Commission.

4.0 Roles and Responsibilities of People Responsible For Language Development

Language development is a crucial process that lasts for a lifetime for each individual. Based on this idea, all individuals working at our institution are aware of the fact that our students participate in the language development process and must place importance on language use in every environment where the home language or second language is used.

4.1 Language and School Administration

At FMV Işık Schools, the school boards of directors (School principal, assistant principals, and heads of departments) give importance to the fact that the school community uses language correctly. All school administrators are responsible for the language policy being adopted and disseminated. They follow the innovations in this field, and plan and work towards the reviewing and improvement of the language policy if necessary.

Various events are planned in order for second languages to be used both within and outside of the school, and opportunities are created for such events. Moreover, providing materials for the development of home language and second languages is specifically supported, and monetary support is given for current materials to be updated.

School administrators assess the people working/wanting to work at our institution with regards to their proficiency and suitability in home language use. They evaluate the applications based on the criteria indicated on the forms. Teachers are encouraged to take master's degrees in their fields and to learn second languages.

4.2 Language and IB Primary Years Program (PYP) and Diploma Programme (DP) Coordinators

IB Primary Years Program (PYP) and IB Diploma Programme (DP) Coordinators are constantly in search of training for the teachers, and indirectly for the students, to take regarding home language and second language development. In line with these searches, they inform and direct the school administration, all teachers, students and parents about education and approaches.

IB Primary Years Program (PYP) and IB Diploma Programme (DP) Coordinators search for and present the opportunities that may contribute to language teachers' ongoing professional development. In line with the IB Primary Years and Diploma programmes, they are supportive and guiding regarding the enrichment of library resources and the procurement of educational materials. When necessary, they ensure that the documents on language development are translated. They work and continue their plans to ensure that the goals of the school language policy are met and that the policy comes alive. They take responsibility for the updating of the policy.

4.3 Language and Teachers

With the awareness that every teacher is a language teacher, all teachers of our schools know that they set examples for their students in developing their home language and/or second languages, and continually support them in this regard. Students below the expected language proficiency level are supported during after-class study sessions. In cases where there are students with different home languages, in cooperation with parents and in order for the school's language of instruction to be developed, a work schedule is prepared. Other than home language and second languages, students are instructed in field terminologies for every discipline as of the preparatory class.

Any documents seen by our students are checked by the relevant departments at our school to determine whether they comply with the language rules. Student products (exams, projects, experiment papers, homework, etc.) are also assessed in terms of language rule compliance.

Accepting that reading and writing skills complement each other, our teachers view both as life skills and try to set examples for our students. In this regard, our teachers participate in professional development seminars for language development. In this context, our teachers also have a say in the enrichment of our school libraries, and they inform the school about the publications they want added to the library collection at the beginning of every academic year.

4.4 Language and Students

In accordance with their age levels, our students are aware and responsible of the fact that they should be careful in every environment regarding the correct use of their home language and the second languages they speak in accordance with language rules.

Students know where and how to use formal and informal language. They pay attention to sentence structure, word selection, orthographic rules and punctuation while using the formal speaking and writing language. With regards to informal language, they pay attention to the correct use of slang and jargon, and not to disrupt the technical structure of the language.

Students differentiate formal text types such as official letter, article, and biography, as well as informal text types such as essay, diary entry, and blog posts, and know how to create texts of these types. They are proficient in using the language in accordance with the types. They read, understand and interpret the literary written works such as novels and poems, and notice the subtlety of the artistic language. They write artistic and creative texts during home language and second language courses.

Students of FMV Işık Schools reach their permanent and lifelong learning goal by transferring the terminology they learned from different disciplines into their daily lives.

4.5 Language and Parents

Our students have an approach towards education that focuses on student-teacher-parent solidarity. Parents' views, which are received via various methods such as surveys, briefings, and parent-teacher meetings, are considered regarding language education. Our school library is open for our parents who are encouraged to use the library. Parents are regularly informed about renewed publications.

Our parents are informed about all events we organize or plan with our students, thus they are indirectly included in our educational processes. In order to ensure this, parents are informed about course material and reading books, sent the oral and written assessment

criteria via our students, and informed in detail of exam results by the relevant departments through the k12 system.

4.6 Language and School Staff

All staff members of our institution are aware of their responsibilities in the correct use of language. Based on this responsibility, these individuals pay attention to the rules of the language they use in oral and written communication, as well as its compatibility with institutional policy. Language skills are among the criteria considered during the recruitment processes of our institution.

4.7 Language and Library

FMV Işık Schools Campus Libraries are central points of educational works, as well as the IB Primary Years Program and IB Diploma Program. In this context, libraries provide a wide research area that directly supports the academic and learning processes. The campus library serves the school community as a whole. The library collection has various resources (magazines, books, digital resources) in different languages and fields, which are at an academically high level and accurately translated. Therefore, the library supports the school's language policy. In this context, language balance is taken into consideration every year when new resources are included in the collection. In order to support the principles of world citizenship and open-mindedness, and for the school community to adopt these, the collection includes resources in English, German, French and Spanish, in addition to Turkish as the home language. Additionally, the library conducts activities open to all campus members to support the reading culture, and organizes library hours in cooperation with various subjects.

The campus library conducts activities to increase student awareness on subjects such as information, science, media literacy, research, investigation, and access to safe resources. In the research methods course held in this context, the information and media literacy concept is underlined, and the focus is on the importance of the use of scientific and neutral language in sources to be used, especially for projects and research. In this course, the why and how resources without a neutral language and with language and orthographic mistakes lose their reliability. The relationship between information-media literacy and academic integrity is analytically examined. All these processes form the basis of a scientific language, and guide and counsel the IB PYP Exhibitions and IBDP extended essays, as well as projects and homework.

5.0 Language and IB Learner Profile

Language and the importance of learning a language meaningfully coincide with every feature of the IB learner profile. Whatever the discipline, language phenomenon is at the centre of learning. Students hear, read, write and speak the language to internalize and realize new concepts. Language is an element enabling the successful completion of learning in advanced thinking processes, giving meaning to the work produced and enabling the evaluation of acquisition. Language plays an important role not only in the learning process, but also in the development, alternative thinking and independent learning.

FMV Işık Schools IB Primary Years Program and IB Diploma Program students are aware of the importance of language while accessing and using knowledge. They know that language is not only about communication, but also closely related to the thinking process. They evaluate and use their home language and at least one second language as a tool for mental and cognitive activities, thinking, conceptualizing, and networking. They perceive oral knowledge in listening activities. They meaningfully express their ideas in speaking activities. They understand and

interpret written text, establish a relationship between the text and context, and create written text based on the unity of meaning. They understand visual expressions and orders. They pay attention to the body language used in physical activities and use the correct body language while expressing themselves.

Teachers of FMV Işık Schools try to improve the students' language skills and proficiencies within the scope of the IB learner profile, and are responsible for this in their own subjects.

6.0 Linking the Language Policy with Other Policies

6.1 Academic Integrity Policy

Our academic integrity policy underlines that it is “knowledge theft” to use someone else’s text or sentence without permission and citation. FMV Işık Schools expect their students to present original homework and projects based on their own creativity, individual ideas, and own style of expressing their language. “Course teachers are responsible for directing and advising the student in preparing an original work. The best way to detect originality is to check the student’s style (number of mistakes, academic level of the text, number of sophisticated words, etc.). Therefore, teachers must know the students, and analyze their language use skills and writing style.” (FMV Işık Schools Academic Integrity Policy)

Academic integrity principles are followed while any student material is assessed, and the sanctions indicated in the policy are applied in case of any infringements.

FMV Işık Schools teachers use “Turnitin” to check whether student work and homework are in accordance with academic integrity principles. The MLA (Modern Language Association) referencing system is used at our school.

At the beginning of every academic year, the libraries of FMV Işık Schools organize a program for students to inform them of research methods and teach them referencing and citing rules. Our library supports students during the educational process so that homework, research, and all other projects are prepared in accordance with the academic integrity principles.

6.2 Inclusion Policy

Our school takes into consideration the language support needs of students who are diagnosed with specific learning disabilities (audio-visual problems, dyslexia, dyspraxia, etc.). Such students are individually supported by their course teachers both in and after class, and take individualized exams based on their special conditions. For instance, listening exams for a student with hearing disabilities are held with lip-reading. Additionally, bigger font sizes are used for the homework and exam papers of students with visual disabilities; they may be given additional time, and provided audio texts for exams and other work that requires reading.

6.3 Assessment Policy

At FMV Işık Schools, formative and summative assessments are developed for home language and second language classes, and students' language development records are shared with parents, administrative staff, course teachers, and students. Other than the report cards given at the end of every semester, these records also include exhibitions, student works on panels, personal projects, portfolios, presentations, diaries, developmental reports, and performance tasks. Course teachers regularly enter data regarding student development on ALIS throughout the semester. Feedback and feedforward is given during student-teacher and parent-teacher meetings throughout the semester, and are recorded.

6.4 Admission Policy

As part of the school's language policy application, students to be admitted to the school take a home language and an English language proficiency exam. Students scoring at least 70 points on both Turkish and English exams have the right to continue with the 9th grade having proven their language proficiency. Students with lower scores are placed into high school preparatory programs. Students have the right to choose from one of the two second language courses presented by the school during admission.

Students wishing to participate in the IB Diploma Program should prove their home language proficiency, through regular reading and writing, and demonstrate correct use of written and verbal communication, as required by the Turkish Literature course. As all courses except for those of Group 1 and 3, as well as core classes (Extended Essay, ToK and CAS) are conducted in English, students' average year-end scores from 9th and 10th grade English courses must be at least 80, and they should efficiently use their English language skills.

At all levels of FMV Işık Schools, admissions are conducted in line with the "FMV Işık Schools Student Admission Policy".

6.5 Distance Education Policy

In accordance with the FMV Işık Schools Distance Learning Policy, we aim at providing our students with enough time for them to meet their social, emotional, cultural, and physical needs, and continue these academic activities at the next educational level. Students and parents are guided during this process, and in accordance with the institution's language policy guidelines concerning resource selection, students and parent are informed of the platform selections and rules as well as being given feedback regularly.

7.0 Policy Review Process

The FMV Işık Schools Language Policy is reviewed at the end of every academic year, its compatibility with other policies are examined, and necessary changes are made to it by the relevant committee in order for it to be an up-to-date and living document. The duty of this committee is to ensure that this policy is applied and assessed, and newcomers to the school community are informed in this regard. All changes made to this policy are shared with the school community at the beginning of every academic year.

8.0 Conclusion

With the aim of increasing the importance students place on their home language, developing their skills in English as a second language and creating an opportunity for them to acquire a third language (French-German-Spanish), the FMV Işık Schools Language Policy was prepared based on our school's language philosophy. In accordance with our school's targets and goals, this policy is a document that is frequently altered and shaped based on our school's language needs – it is not fixed and unchangeable. Aiming at determining language learning requirements and supporting home language and second language education, the language policy has a transdisciplinary viewpoint towards language learning.

According to the FMV Işık Schools Language Policy:

- a) Language is the basis of learning and contains the teaching program as a whole.
- b) All teachers are language teachers.
- c) Language is learned within a meaningful context.

- d) Home language proficiency makes it easier for language skills to be transferred to other languages.
- e) Language learning is shaped through the students' past and experiences.
- f) Language is the key component of cognitive development, cultural identity and self-confidence.
- g) Language learning connects people locally and globally, and improves the concept of international understanding.
- h) Parents are part of the learning community, and provide important support for language education.

All academic staff, especially School Administrators, IB PYP and IB DP coordinators, as well as Home language and Second Language heads of departments are responsible for the regular reviewing and updating of our school's language policy which was prepared in accordance with the principles above. The FMV Işık Schools Language Policy is reviewed and updated when necessary at the end of every academic year.

9.0 Language Policy Committee

AD SOYAD	GÖREVİ - OKULU
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Representative
Arzu ALTUNTAŞ	School Principal – 05I
Sevgi ŞİRANLI	FMV Işık Schools Modern Languages Coordinator
Çiğdem KEKLİK	FMV Işık Schools Coordinator of Culture and Publishing
Erkan SAĞNAK	IBDP Coordinator- 05I
Yaşar Gülhiz BİNİCİ	Head of Turkish Language & Literature Department - 05N
Semin NOYAN	Assistant Principal - 06F
Pınar ELDEŞ	Head of Turkish Language Department- 06N
Ebru KAP	Head of Modern Languages Department - 05E
Şeyda BAHAROĞLU	Head of Modern Languages Department - 06E
Duygu ÇÖMEZOĞLU	Head of Modern Languages Department - 05A
Aslıhan BERBER	IB PYP Coordinator - 06I
Derya BAŞOL	Head of Turkish Language Department- 05A
Mine KARACA	Turkish Language and Literature Teacher- 05F
Buse EROĞLU	Middle School Spanish Teacher - 06F
Dilek KOŞAR	Middle School German Teacher- 06F
Ece GÜLBEYAZ	Counselor - 07F

05: FMV Işık High School– Science High School A: Ayazağa Campus E: Erenköy Campus
06: FMV Işık Primary and Middle School I: Ispartakule Campus N: Nişantaşı Campus
07: FMV Işık Kindergarten F: Florya Campus

This policy was reviewed by this policy committee and necessary changes were made in March 2024.

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- *Feyziye Mektepleri Vakfı Özel Işık Okulları. FMV Işık Okulları Akademik Dürüstlük Politikası, 2024.*
- *Feyziye Mektepleri Vakfı Işık Liseleri Uluslararası Bakalorya Diploma Programı Kayıt Kabul Politikası 2024.*
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