



IŞIK OKULLARI



**FEYZİYE
MEKTEPLERİ
VAKFI · 1885 ·**

LANGUAGE POLICY

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FMV IŞIK SCHOOLS
2019-2020 ACADEMIC YEAR
LANGUAGE POLICY

1. Introduction and Background

1.1 Introduction and Background of FMV Işık Schools

Feyziye Schools Foundation was established during the early 19th Century by Turkish residents of Thessaloniki and expanded enormously within a very short period. It was decided that the school move its operations to Istanbul 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 İspartakule Campus, the number of FMV family schools has reached five in Istanbul.

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.

All of our schools are K-12 schools that also include a science high school section. The Council of International Schools accredited all units in the Ayazağa, Nişantaşı and Erenköy campuses in 2012. Erenköy and Ayazağa campuses have been conducting the International Baccalaureate Diploma Programme since the 2014-2015 academic year. All FMV Işık Kindergarten and Primary Schools have been candidate IB - PYP schools since March, 2019.

1.2 School Vision & Mission

Vision

To enlighten with education from the past to the future.

Mission

FMV 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 and a few other students, from kindergarten to high school senior level is Turkish. Our school admission offers students the option of joining our school via international exchange programmes every year. Turkish lessons are given to the exchange students (if there are any) and they are also involved in cultural activities.

A minority of the student population is bilingual. Most bilingual students speak Turkish as one of their native languages.

There are Turkish teachers and foreign teachers who teach English, German, French and Spanish languages coming from various countries around the world.

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 with the exception of Science High School.

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 regulations of the Ministry of Education, they are required to study English and Turkish extensively for one academic year, which is called the prep class, before they move onto Grade 9.

From Primary School Grade 4 and upwards, a second foreign language education is provided. Students choose their second language as 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 school community is aware of the importance of learning more than one foreign language. The majority of our

parents believe that a comprehensive foreign language education plays an important role in their school choice.

The entire school community is 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 experiences 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 throughout their lifetime. The majority of the school community believes 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 in terms of their 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 has been designed and then shared within the school community. Several activities related with academic honesty are 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 a student's native language consciousness has always been an objective of utmost importance. All of our teachers are accepted as teachers of our native language. 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 on 12th December, 2019 was carried out with the following objectives; to restructure Işık School's native language consciousness; 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 professional development workshop, FMV Işık Schools started structuring its native language education with the aim of maximizing it. As a result, the Işık Schools Turkish Committee was established.

At all levels, from kindergarten to high school Grade 12, lesson plans are designed with the aim to develop language skills. All lesson plans are enriched by vertical and horizontal planning. In-service trainings on developing language skills are provided to teachers when it is required. Teachers design lesson plans accordingly which are then reviewed by our heads of departments.

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 increase their overall communication skills. We attempt to achieve these goals by creating various real-life situations within the classroom setting including storytelling activities, group discussions, games, drama activities, presentation of portfolio work.

Our goal in primary school is to raise individuals that are critical thinkers who are 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, inquiry based approach, multiple-intelligence, student-oriented and differentiated education. Students make presentations to improve their speaking skills and share with the school community. The Turkish curriculum according to the Ministry of Education has been prepared taking into consideration of the prevailing educational approaches and models such as inquiry-based learning, 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 and "A light to Turkish" and "Atatürk and Turkish Language Reform" books which were prepared by FMV Işık Schools' Turkish Commission are taken as basis in all our student products and activities.

Accuracy in their mother-tongue is reinforced through differentiated activities prepared with the guidance of critical thinking skills. Our practice of enabling our students to gain reading habits starts in ~~the~~ kindergarten. Reading lists prepared from kindergarten to Grade 12 are structured from a holistic perspective. The selection of primary, secondary and high school reading books is determined as a k12 list by a commission consisting of elementary Turkish and High School Turkish Language and Literature departmental heads of all schools. Again, books matching the book selection criteria determined by this commission are selected. Joint activities are also organized from the books read in grades 5-12.

National and international projects are implemented to develop the reading habit and to apply what they have learned. In addition, creative drama and theater clubs are provided to enable our students to express themselves better. Through these projects, joint activities aiming to bring together students studying at the same level in different campuses are also planned.

One of the founding principles in our educational mission in our schools is to help our students form their cultural and theoretical perspectives within their daily lives by using the problem-solving process and improve their creativity and awareness. We base our academic studies on this principle by doing listening, reading, writing, speaking 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 in 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. Mother tongue activities are planned collaboratively. 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 in our schools. 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 our schools, the Youth Parliament, MUN, JMUN, 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 trending 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 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 all schools' 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.

Primary, secondary and high school writing curricula in all campuses of Işık schools are enriched through horizontal and vertical connections. This enriched curriculum is carried out through a variety of joint projects.

2.3 Foreign Language Education and Practices

2.3.1 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 all learners to express themselves in all forms of communication; therefore, providing a foundation of listening, writing and speaking skills for their future years of English education. Learning a foreign language at an early age creates awareness by making a positive contribution to the development of the mother tongue.

The class materials we use in primary school trigger 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 language education, we rely on a 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 which helps improve their public-speaking skills.

Quiz shows and presentations, organized at all levels in our schools, are fun and challenging extracurricular activities which reinforce the topics students learn. Class debates on various topics are also a good opportunity to discuss and share their ideas. Field 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.

Clubs in our schools enable students to learn empathy, share ideas and feelings, and interpret the events discussed from different perspectives.

In our Middle Schools (Grade 5) and in our high schools, prep English class is a one-year intensive language program, designed in a way that puts emphasis on the daily usage of English and aims to move primary students to CEFR (Common European Framework) B1 level.

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. We also encourage our students to join international exchange programmes in order for them to have more international experiences abroad.

Having put emphasis on international projects, field trips and conferences, our students have increased exposure to other 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 becoming better citizens of the world.

2.3.2 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; 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 starting from Grade 4 and upwards.

Our aim in second foreign language education is to educate our students who have graduated from primary school at basic user level according to the European Common Language Framework criteria and to express themselves freely in this language. We aim for our high school students to have CEFR A2 level.

At the end of the Second Foreign Language Education, any student who wants to take international 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 the main purpose of foreign language education is the accuracy of the language, interdisciplinary and transdisciplinary 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. Course information is given to each student indicating the written and oral assessment criteria.

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 to Turkish, Turkish Literature, Language and Expression courses helps 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 Turkish 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 piece of 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 'academic honesty'. 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.

2.6 Language Philosophy

FMV Işık Schools are firm believers 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 and mindedness which lead to an appreciation of all cultures.

A student who is responsive to his/her surroundings and to cultural differences gains an understanding which favours effective communication skills and will continue to be conscientious for a lifetime. 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 using various methods at the beginning of each teaching level.

In our kindergarten, student language skills are assessed during the admission process. As a result of these assessments, individual support is provided to students who have difficulties in demonstrating certain language skills, and they are directed to people who are experts in their fields, in cooperation with the family when needed. The “Bracken Test” which includes basic concepts and vocabulary, is given as a pre-test to each student according to age appropriateness. Consequently, the development levels of our students are determined. If there are any concepts that need further attention, they are placed in the education program during the year. 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. At the end of the year, the “School Maturity Inventory” studies of our 6-year-old students are transferred to the parents, while the Bracken Test results are shared with the parents. In addition, language and concept skills are observed throughout the year by teachers and shared with parents through individual development reports at the end of the month / semester.

In order for students to progress to primary school, a similar assessment is given in order to evaluate students’ 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 students who have lived abroad and who are having difficulties with communication in the first language.

In order to progress 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 subject and the guidance teacher. Parents of these students are frequently informed about the language development of their kids.

The admission criteria for our high school differ for those students from our middle school and those from outside institutions. For Işık Middle School graduates, the student’s end of year GPA is taken into consideration. For students who have finished from other middle schools, admission is based on the score that they have received from the national exams. In accordance with these terms, 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. Students 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, assistance and guidance is provided to the students who have difficulties or need additional support.

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*** taking their levels into consideration.

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 according to student levels. In our schools, via various applications, students are able to do differentiated activities.

Our teachers undertake training in differentiated learning which is organized by Işık Teachers' Academy. 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

As FMV Işık Schools libraries, our goal is to be a modern school library that responds to user requests by using the developing technologies in information and document access services and contributes to the knowledge and language development of our school members by providing up-to-date information services.

FMV Private Işık Schools Libraries provide services that meet the requirements for learning, using and developing foreign languages, especially the mother tongue.

The library collection is developed with printed and electronic resources in order to support the users in realizing their mother tongue and second foreign language education goals.

A reading culture from kindergarten to high school is supported with regular library hours which are carried out within a framework of cooperation.

In order to realize our vision of raising lifelong learners, an information literacy program is carried out from kindergarten to high school.

Activities are carried out to provide opportunities to develop a reading culture, and for students to express themselves in their mother tongue and different languages.

It supports academic honesty, research techniques, steps to be followed in project preparation, types of sources, questioning the accuracy of the information reached, reporting and bibliography throughout the academic year.

It supports the academic writing processes of our students and teachers within the framework of ethical rules by subscribing to plagiarism prevention software in campuses that implement IBDP.

It guides the IBPYP exhibition and the IBDP graduation thesis.

3.3 Education Technology Opportunities

The education technologies for the teaching process have always been one of our main concerns. All teachers have been issued laptops. These laptops have access to a private network which enables teachers to share their lesson plans and materials via Google Drive with the academic staff.

In all classrooms of our schools, interactive TVs with touch screens, called e-boards, are used so that an interactive educational environment is provided, and our teachers can view all MS Office documents. By connecting to the Internet and in-school intranet, instant access to information is provided.

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 integral to 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 the extension @ fmvisik.k12.tr

In order to support the development of all our teachers in the field of educational technologies, various trainings are organized during the year.

4. The Mission of the People who are Responsible for 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

The school administration realizes the value of the mother tongue and pays great attention to the proficiency and appropriateness of the language used by its 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, language efficiency is required and rewarded.

In addition to this, all kinds of materials to improve the first language and foreign languages are provided and existing materials are updated.

In all publications which are shared inside or outside the school, the correct use of language is very important. The language used 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 and PYP Coordinators in terms of Language Development

IB Program Coordinators are constantly researching CPD opportunities and indirectly for mother tongue and foreign language development. As a result, they constantly guide all teachers about the most recent developments in education and approaches.

They help to enrich the library resources and also provide all other kinds of education materials when the need arises.

They are responsible for putting the objectives of the Language Policy into practice, conducting studies and updating the planning annually.

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

With the awareness that every teacher is a language teacher, all teachers in our school know that they are to set an example to students and emphasise the importance of language development. If we have students whose mother tongue is different, a work program is created in cooperation with the parent to support language development. All kinds of documents received by our students are checked by the relevant units in our institution for compliance with the language rules. The products of our students (exams, projects, test papers, homework, etc.) are also evaluated in terms of compliance with the language rules.

Since reading and writing skills are complementary skills and it is known to all our teachers that they cannot be separated from each other, our teachers regard both skills regardless of their fields, and try to set an example for our students. Accordingly, all of our teachers frequently attend professional development seminars for language development.

Our teachers also have a voice in enriching our school library in this regard; periodically, they report the publications they want to be taken to the library.

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

Our students know that they have to use the correct forms of language in both their mother tongue and foreign languages. They are aware that their language skills are evaluated regardless of the subject involved.

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

Our school has an approach based on student-teacher-parent solidarity in education. As with all subjects, the opinions of our parents, who are one of the stakeholders of the school community, are considered in various ways eg through questionnaires, dissemination of information, parent-teacher meetings etc. In addition, the activities carried out at our school are shared with our parents through regularly published bulletins. Our school library is open to parents and our parents are encouraged to use the library. They are regularly informed about the latest publications.

Our school parents are indirectly included in our educational processes by being informed about all that is planned for our students. Informing parents about the course materials, reading books, sending the oral and written evaluation criteria to the parents through our students, and the related units inform our parents in detail about the exam results through the K12 system.

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

Every individual working in our institution is aware that he is responsible for the correct use of language. With this responsibility, individuals pay attention to the conformity of the language used in written and verbal communication with the rules and corporate policy. The language use skill of our institution is among the criteria taken into consideration when recruiting staff.

5. Conclusion

FMV Private Işık Schools “Language Policy” was prepared by taking feedback from all of the members of the school community involved in the education and training processes from kindergarten classes to high school classes. It is the responsibility of the determined language policy commission to share the prepared policy with the school community and review it at the end of each year. This review will be carried out in line with the needs observed in the education and training process. In addition, various survey results conducted at regular intervals will be taken into account.