



AYAZAĐA IřIK FEN LİSESİ



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LANGUAGE POLICY



June 2019

LANGUAGE POLICY STEERING COMMITTEE MEMBERS

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CONTENTS

1. Introduction

1.1. School

1.2. Mission

1.3. Language Profile

2. The Aim of Language Policy

2.1. Preparing the Language Policy

2.2. FMV Private Ayazağa Işık High School-Science High School Language Policy

2.3. The Place of the School Language Policy in Education

2.4. Language Policy and IB

3. Language Teachers

4. Language Support / Differentiated Instruction

5. Additional Mother Tongues and other Languages

6. Library

7. Associating the Language Policy with the other Policies of the School

8. Conclusion

APPENDICES:

Appendix :1 – Guidelines for school self-reflection on its language policy

Appendix: 2 – Language Policy data gathering questions

1. Introduction

1.1. School

FMV Private Ayazağa Işık High School-Science High School is an institution committed to excellence with a belief in continuous education through the cooperation of the students, teachers and parents. Its academic aim is to prepare students intellectually for higher education; its guiding principle being 'Raising Good Citizens', well-rounded individuals with a sense of responsibility to their environment and society.

The two main characteristics that attract prospective students to our school are the commitments to ensuring and embracing the Principles and Reforms of Atatürk, the founder of the Turkish Republic, together with upholding our vision to 'raise good citizens'. Other qualities could be stated as the following: high quality education, academic achievements, highly qualified academic staff, a high level of foreign language education, physical and social facilities and being a clean and secure school. Furthermore, the institution provides education from kindergarten through to university.

As a member of CIS (Council of International Schools), the school has proven that it provides a globally competitive education by being accredited in February 2009. The school continuously improves itself according to the requirements of the modern age, where teachers and students are able to use the latest technology. Methodology and teaching techniques are developed through ongoing in-service training and actualized with the participation of students.

Besides its academic strength, our school aims for its students to be successful in social, artistic, cultural and sports arenas with the use of extensive facilities, including an indoor swimming pool, outdoor football, basketball, tennis courts, an indoor sports hall, synthetic football pitches, a gym, pool tables, conference and exhibition halls, art, music and dance studios. In addition to these, various types of elective clubs are offered.

One of the primary goals of the institution is to enable students and teachers to gain experience in international and multi-cultural activities. In order to achieve this, related tasks and topics are included in the school curriculum. The school takes part in MUN conferences, debate tournaments, international public speaking competitions, and national and international cooperative projects.

In our school, we raise students who are/have

- analytical thinking skills
- enthusiastic,
- know about scientific research methodology,
- interested in art and sports,
- sensitive towards the environment and world events
- productive
- compassion and respect.
- responsible
- strong values

In this sense, our students' academic and behavioural development is continuously observed and communicated.

1.2. Mission

Our mission is “Illuminating the past and the future through education.” In line with this mission, we aim to prepare students intellectually for higher education; who are life-long learners with ethical values, a good command of their mother-tongue and analytical skills, who are efficient in at least one other language, tolerant towards different cultures, historically aware, competent at Mathematics and Science, appreciative of Literature, arts and sports, and sensitive to nature, competent in social analytical skills and who are national and global citizen.

1.3. Language Profile

The vast majority of our students are Turkish citizens. Yet, the school may accept students from every country, nation and culture as long as it aligns with the school principles. Turkish is the main language of instruction. English is taught as a second language beginning from Kindergarten. Approximately 50% of our students will have learnt English for 9 years on average by the time they complete Secondary School. Students who start high school with a lower level of English complete an English preparatory year before they start grade 9. During the high school years, World Literature and TOEFL are the main focus areas. Students also learn German, French or Spanish as a second foreign language beginning from Primary school. The ratio of students who learn German is 60%, French 30%, and Spanish is 30%.

2. The Aim of Language Policy

Our Language Policy aims to increase the importance given to students' mother tongue, to develop their skills in English as a second language, and provide students with the opportunity to acquire a third language (French, German, and Spanish). Being able to understand individuals and societies that use different languages and valuing their cultures in order to develop a love for languages constitutes the basis of our language policy.

It is the responsibility of the foundation, school principals, IB coordinator, heads of Turkish and foreign languages departments, all course teachers, students and parents to communicate the school language policy to all units to practice and to support it.

It is the responsibility of the school principals, IB coordinator, the whole teaching staff, with the Turkish and foreign languages departments being primarily responsible for revising and updating the language policy on a regular basis. At the end of each academic year, the language committee plans for the coming year, material preparation is completed by August, and the process is evaluated at the end of the first semester.

2.1. Preparing the Language Policy

The development, implementation and revision of the school language policy is a process that involves all members of the school community. This process requires collaboration amongst the administration, the DP coordinator, teachers, librarians, students, parents and the other members of the school community.

A steering committee, that represents all stakeholders, was formed before the Language Policy was developed. The school language policy was developed by the members of the committee after they agreed on beliefs and values related to education. The steering committee communicates effectively and regularly with those it represents (administration, teachers, students, parents, guidance and counselling service, parent-teacher association, other members of school community).

Considering that a language policy needs to be dynamic and flexible to meet the ongoing needs of the school community, the ideas and views of the entire community were taken into account. The school language philosophy was revised one more time in order to find out whether it aligned with the school philosophy and education. This process will be revised and reflected every five years.

Our Language Policy is a written document which includes mother tongue support, foreign language and second foreign language education, provides the needs of the students and reflects the principles of the programme. The policy acts as a

catalyst and lead the school to a common understanding in terms of school goals and aims. A language policy is a continuously evolving document rather than being set, and it develops the school's language requirements.

The Language Policy reflects the trans-disciplinary nature of language learning. Language is used as a tool to experience trans-disciplinary learning and to find out how language functions. The policy defined is based on questioning and supports real language learning. Different phases of communication, listening, speaking, reading, writing, presenting and observing, show that they are interrelated with one another through the applied curriculum.

2.2. FMV Private Ayazağa Işık High School-Science High School Language Policy

Our language policy is to help our students as global citizens, to gain the language skills that are necessary to follow ever-changing developments in science and technology at the required level that will allow them to communicate in one or more languages, to be able to use their mother tongue accurately, and, to be able to express themselves verbally and in writing, with enough sensitivity to preserve their own culture.

2.3. The Place of the School Language Policy in Education

In our school, language education is carried out taking the school language aims and language philosophy into account. Students are required to use the language actively, and learn it through hands on activities in language courses and other disciplines, and the education programme has been developed accordingly. However, as a school that applies the Ministry of Education curriculum, education related to language rules and the formation of these rules are also given in the lessons.

2.4. Language Policy and IB

The school language policy directly supports the IB international- mindedness philosophy. As part of 'Intercultural Performances,' detailed work from continents to the city where we live, is carried out throughout the year. Pursuant to the work of 'living values', 'national peace', 'world peace' and 'global citizenship' concepts are emphasized.

The language policy aims to accommodate students with language skills that will help them become learners who search and question about various cultures. Practicing critical thinking skills, research, presentations, debates, and student exchange programmes all support this aim.

IB philosophy aims to raise individuals who can self-criticize and who are integrative, ready for life-long learning, in favour of development. Language is an indicator of thoughts. Our education programme, which puts an emphasis on raising individuals who think, search and question, supports IB philosophy.

3. Language Teachers

Our school's teaching staff consists of teachers who use the language accurately, follow the latest methodology, master the terminology involved in that discipline, and have the power to articulate their knowledge to other parties. Our teachers join a variety of in-service training and seminars regarding professional development. The school follows a multi-staged procedure while employing new staff.

In our school, every teacher is a language teacher. Practices in courses take into consideration the mutual decision of all the teachers and points of view of all the students. The shared feedback is the completing piece of the whole process, and it intends to improve the quality of language conditions and answer the language needs of the students.

In our school, all teachers are extremely careful to use the language accurately. While delivering a lesson, preparing questions, marking exam papers, writing on the board, every course teacher shows utmost care to obey the language rules and set an example. Mathematics and Science courses are instructed in English, which provides another opportunity for students to use their foreign language skills. Literature, Social Sciences and Art classes are taught in Turkish, which is necessary for the continuous development of the students' mother tongue.

4. Language Support / Differentiated Instruction

Teachers at FMV Private Ayazağa Işık High School-Science High School perceive Differentiated Instruction as a way to cope with the diversity of students. As it surely is the case in most other educational institutions, we have students with different readiness levels, interests, language proficiency, learning styles and needs. It is not always an easy task to cater to the needs of all students while at the same time trying to keep motivation high. Based on years of experience, we have observed that students respond better when tasks are prepared at their level instead of a level that they need to have. This does not only give them the opportunity to use their skills more effectively, but they can also follow their own pace. Our philosophy is that if we want the students to be autonomous, we have to be autonomous as teachers as well and differentiated instruction is a way of achieving that.

There are two principles that help us as teachers. The first thing that we do is to determine the readiness level of the students and the following task is to identify how we can link the content of the curriculum, not only according to their needs, but also to their level as well. This is done in two ways: through the worksheets prepared for the students as well as the in-class materials. At this point, what we bear in mind is to keep the aim of the lesson the same but to level it in a way that would make it more achievable for the students.

As of 2012-2013 Academic Year, we have tried to implement the basics of differentiation in all classes and give both the teachers and the students a clear understanding of what it is. We believe that once we are successful in doing that, we will be able to start applying more methods of differentiation in the coming years.

5. Additional Mother Tongues and other Languages

The official language of instruction at our school is Turkish. All of the students who make up the school population are Turkish. Therefore, there are not any additional mother tongues in the school. We are not an International school. Therefore, we do not register students whose mother tongue is not Turkish or who are from foreign nationalities and are not able to use Turkish efficiently (in speaking, listening, writing, and reading skills).

Ministry of Education procedure for foreign language instruction Item 50 – (1):

“In private educational institutions, the language of instruction is Turkish. Prior to the date when this law went into effect, schools that were permitted to instruct in any other language will continue their education as before within their own status. Yet, international schools that are attended by foreign students are exempt from this application.”

6. Library

FMV Özel Ayazağa Işık School has two libraries: one in the Primary school and one in the High School. The libraries have a vast collection of printed, audio-visual, and electronic resources in Turkish, English, German, French, Spanish, Italian etc. for the use of students and teachers.

The school library helps both teachers and students in that its users improve themselves not only in their mother tongues but also in other foreign languages with the principle that language is not only a lesson but also a life style. Within this context, our

library tries to help students become life-long learners and global citizens. The implementations towards the aims and objectives requiring the use of language are determined considering students' age and developmental level. Additionally, all the events include various learning and teaching methods and strategies regarding students' individual differences and development levels.

The school library carries the mission and vision of being a communication and information centre supporting language skills within the context of foreign language program and its aims. The library offers the students real communication opportunities and raises cultural awareness and social awareness by creating active interaction environment, in order to achieve this, it is considered that school language policy and student language development are closely connected with the need of informational communication.

Reading, writing, listening, speaking, and information literacy activities have definitely positive impact on language development. For this reason, active use of library, reading events in and outside school, use of information source and academic writing skills are supported and reading activities are organized. The author talks included in the curriculum also give students the opportunity to meet the authors and improve themselves in the field of literature.

FMV Private Ayazağa Işık High School-Science High School library forms its collection with purchased and donated books in Turkish and other languages, DVDs, VCDs, CDs and other resources in a way that will support the language development of students and other members of the library. Qualitatively and quantitatively, all library resources serve the language development of teachers and students, along with other users of the library (student, teacher, parent, and other employees).

The school library selects materials in accordance with the users needs and demands. When selecting new titles, the information gathered in the seminars teachers have attended, share-based experiences with teachers of other schools, media follow-ups for new releases are discussed in general teacher meetings, department meetings and monthly evaluation meetings, and a joint decision for the titles that will be purchased is made. The selection process is carried out in collaboration with students, teachers and the librarians. In this sense, the administration allocates an annual budget to reinforce the school library and add variety to the collection. In accordance with the annual budget allocated for the library, resources are increased by 10% every year.

In our school, the librarian organizes a 'Book talks' activity, which helps improve students' use of language skills and self-expression skills. During Library Week, there are various language activities. Some of the activities are visits to libraries and author

talks, all of which are designed to support the correct and effective use of Turkish language.

The content of the resources found in our school library must align with the constitution of the Turkish Republic, the procedures of the Turkish Ministry of Education, FMV Işık Schools philosophy and IB philosophy.

The criteria for supplying resources for the library are as follows:

- The language and content of the resources must be pertinent with FMV Işık schools' programmes.
- It must have the desired level and quality to support all discipline areas.
- When selecting material, preserving the balance between the collection as a whole and the size of the school must be taken into consideration, while the information provided must be competent and up-to-date.
- The collection must contain a variety of subject areas, languages and genres in a way to satisfy the needs of the library user.
- The library must hold a collection of literature and culture that is suitable to the level of the readers and that will support their cultural development as well as help them value their free time.
- It must be a priority to purchase material that teachers and other staff recommend for research in accordance with the unity of the collection and requirements.
- The resources supplied must provide thematic integrity with the similar resources that already exist in the library collection.
- The selected audio-visual material must possess the quality to support all areas of education must be culture based, and must be suitable for the user's level and accumulation of knowledge. Award-winning films, and films that will support foreign language education must be preferred.
- The same rudiments are taken into account for the selection of electronic resources.

7. Associating the Language Policy with the other Policies of the School

The other policies of FMV Ayazağa Işık High School-Science High School (Admissions Policy, SEN Policy, Assessment Policy and Academic Honesty Policy) are directly related to and linked with language education, and these policies are in constant interaction with the language policy.

7.1. Admissions Policy

In accordance with the implementation of the school language policy, there is a language profile for students who are admitted. The role of the language profile is to provide teachers with useful information about each student's level and needs within the languages used in the school. The language profile transparently demonstrates how school can support language development, and helps discuss, evaluate and record students' progress.

Ministry of Education procedures in Language Education in schools:

Part 2

Transfer students:

Part 3

Transfer to schools that teach a different foreign language:

ITEM 8 – (1) Students

- a) are preferably transferred to schools that teach the same foreign language,*
- b) change their foreign language course with an alternative one in case the foreign language that he has studied is not taught in the school he has been transferred to. The student's mid-term and end of term marks are determined by the related procedures and regulations. However, in the event of the two term marks belonging to two different foreign languages, the mid-term mark is determined by taking the average of the two marks. In schools where there are special procedures, the related regulations are applied.*
- c) School management takes the necessary precautions to prepare the transfer students whose foreign language courses have changed.*

ITEM 9 – (1) If the transfer student is responsible for a foreign language course from previous years, his responsibility will be lifted up in case he is successful in the new foreign language course.

ITEM 51 - (3)

Turkish language and foreign language level of the students who are enrolled to a preparatory class is determined by a commission committee formed (organized) by the school administration(management). This committee prepares and carries out (through)

a written and oral (preliminary) exam that is held in the first week of the new academic year.

7.2. Special Educational Needs Policy (SEN)

The school bears in mind the needs of its new students who have been diagnosed with special educational needs such as visual or audio impairment, dyslexia, or dyspraxia. These students are given academic support by their course teachers during and outside class. Their special circumstances are taken into consideration during exams, and they are given special individual exams. For instance, the questions are read one to one to a student with impaired hearing, so he can lip read; on the exam paper, questions are typed with a bigger font for a visually impaired student, etc.

7.3. Assessment Policy

In our school various summative and formative performance measures are applied both for mother tongue and foreign language instruction. The proof of students' language development is shared with the teachers, parents and students themselves, as well as being shared with the teachers who will be teaching in the next academic year. Apart from the official report cards given at the end of each semester, exhibitions, work on the school bulletin boards, individual project work, portfolios, presentations, diaries and performance tasks are examples of forms of evaluation.

While linking the language policy with the assessment policy, the way local and national regulations support the methods of language assessment was also taken into account.

Ministry of Education procedure for foreign language education

Part 2

ITEM 5 – (1) The goal of foreign language education in educational institutions is to enable the student to become skilful in the foreign language taught in the areas of Listening-Comprehension, Reading-Comprehension, Speaking and Writing, and to be able to communicate in this foreign language while they develop a positive attitude towards foreign language education in compliance with the general aims and principles of the Ministry of Education, and taking into consideration the goals and levels of schools and institutions

7.4. Academic Honesty Policy

It has been strongly emphasized in the school academic honesty policy that using information produced by another party without permission or citing resources is (called) plagiarism.

The students of FMV Ayazağa Işık High School-Science High School are expected to produce and present authentic assignments and projects based on their own creativity, individual and original ideas, and the way they express their own language.

“It is the student’s responsibility to hand in or submit authentic work with full and accurate acknowledgment. The subject teacher is also responsible for orienting, directing and advising the students on how to prepare authentic work, and he or she is the best person to able to judge whether the work submitted is authentic or not. The style of the student (too few errors, too academic, too much sophisticated vocabulary, etc.) can be the best clue for the teacher in detecting plagiarism. Therefore, teachers are expected to be familiar with the students’ style.”

(from FMV Ayazağa Işık High School-Science High School Academic Honesty Policy)

FMV Ayazağa Işık High School-Science High School, both for scientific responsibility and academic honesty, does not approve of students:

- a) using the work of another student;
- b) copying or summarizing the work or ideas of an author without citation;
- c) using information or interpretation from a text without indicating references, as if it is his own research data.

With its academic honesty policy, the school aims for authenticity and creativity in students’ work and wishes them to adopt the idea of intellectual property by encouraging them to do scientific research. In all the activities performed to spread academic honesty implementations, the school’s objective is to get the students to use information accurately through ethical principles and research techniques. In this way, it is aimed to prevent students from:

- a) Copying or summarizing the work or ideas of an author without citation
- b) Using a data or opinion as their own
- c) Copying the work of another student or submitting it as their own
- d) Submitting a work prepared by another person or an institution

Our teachers check whether the assignments sent by students align with the academic honesty principals using the Turnitin software programme. Every piece of assignment prepared this way is checked via three different resources: the Internet (approximately 10 billion web pages), academic resources, and the Turnitin archive (over 1,5 million documents). The results are reported following required comparisons.

Our teachers and students use APA (American Psychological Association) reference system in their academic work.

APA is a citation reference system that is widely used in the field of Social Sciences. In this system, instead of footnotes citation, sources are shown in brackets in the text. In the bracket, the surname of the author, the year of publication and, if necessary, page number is written.

FMV Ayazağa Işık High School-Science High School Library holds an 'Academic Honesty' seminar at the beginning of each academic year in order to enlighten students on scientific research methods and citation rules. The school library supports students throughout their education in order to get them to prepare homework, research and projects in a way that aligns with the principles of academic honesty.

8. Conclusion

FMV Private Ayazağa Işık High School-Science High School Language Policy, which aims to increase the significance of the mother tongue, to improve English skills as a foreign language, and to create opportunities for third language acquisition (German, French, and Spanish), puts an emphasis on our school's language learning and education. The policy is a document that is ever-changing, supporting the school's language needs instead of being one that is constant and fixed to school's aims and goals.

This is a question based document, which aims to describe the actual language learning, to fulfil students' language needs, and to teach enjoying language learning approaches language learning with an interdisciplinary perspective.

In accordance with these purposes, all academic staff, especially the school principal, IB coordinator, the head of foreign languages department, and the head of the Turkish language and literature department are responsible for reviewing and updating the language policy on a regular basis. FMV Private Ayazağa Işık High School-Science High School Language Policy is reviewed yearly and updated if necessary.

Appendix :1 – Guidelines for school self-reflection on its language policy

(Items discussed and competed in the first Language Policy meeting held 29.11.2012. Updated annually. Final update June 2019)

Establishing and maintaining a language policy steering committee			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Do you have a language steering committee?	Yes. In language policy meetings the members of the steering committee get together and meeting minutes are recorded.	
2.	Does it include representatives for all the stakeholders?	Yes. Language policy steering committee consists of the members of the school community (administrators, Turkish and foreign language teachers, teachers of other courses, librarian, students, parents and other employees in school).	
3.	Is the steering committee responsible for overseeing the procedures needed to develop the language philosophy and policy of the school?	Yes. In the meetings each member and representative contribute with their opinions and decisions are taken accordingly.	
4.	Is the steering committee responsible for gathering, presenting and collating the views of this community?	Yes. As the members of the steering committee represent different sections of the school, they serve as a medium to communicate and reflect the ideas and beliefs of the members of the whole school community.	
5.	Does the steering committee communicate	Yes. The members of the committee discuss matters	

LANGUAGE POLICY

	effectively and regularly with those it represents?	related to language philosophy and language policy and share ideas with those they represent in the school community. They also keep the school community up to date with any change or development.	
Writing a school language philosophy			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Is the school language philosophy clearly expressed in the language policy?	In language policy meetings results based on observations, surveys and discussions are evaluated and implemented in alignment with the school language philosophy.	
2.	Is the school language philosophy incorporated into the language policy?	School language philosophy forms the core of the school language policy.	
3.	Is the language philosophy informed through wide reading including the relevant documents published by the IB?	Language philosophy was written with the contribution of not only language teachers but also the teachers of other courses and the members of the rest of the school community.	
4.	Does the school language philosophy reflect the interests of the whole school community?	Language policy is owned by the whole school community and each member has the right to contribute with their opinions.	
5.	Is this data gathered (informal discussions, questionnaires, observations, interviews with the members of the school community)?	Yes. Informal discussions and interviews are ongoing activities in gathering data. There are continuing observations which are reported on a regular basis. In order to determine the school language profile and form the school language philosophy, there will be surveys and questionnaires.	

LANGUAGE POLICY

Reviewing the current language situations and practices and compiling a school language profile			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Is the diversity of language needs for students following the IB programmes met?	Yes Group A HL and SL classes are available. German & French Ab initio subjects are available. There are support classes for students who are in need.	
2.	Are the languages of teaching and learning clearly identified?	Yes. For non IB students Maths and Sciences will be taught in English. IB students will be instructed only Group A in Turkish.	
3.	Are the languages of communication used in the school and outside of the classroom identified?	Yes. Students are encouraged to use foreign language with all foreign language teachers inside and outside the classroom.	
4.	Are mother tongues and other languages in the community identified and promoted?	Yes. Turkish is the only mother tongue used in the school.	
5.	Are there any legal requirements resulting from government legislation?	Yes. Implementations in mother tongue and foreign language instruction in addition to the weekly hours of instruction set by the MOE.	
6.	Are effective practices relating to language teaching and learning in place?	Language competitions, international foreign language exam preparation, native speakers	
7.	Is there continual professional development for all staff on effective practices relating to language teaching and learning?	Yes. In service training for Turkish teachers who want to learn English or improve their English.	
8.	Are time and opportunities for planning language pathways in place?	Yes. Streaming, additional foreign language hours, a	

LANGUAGE POLICY

		choice of TOEFL classes in high school.	
9.	Are referencing, bibliography and spelling protocols identified?	Yes. A booklet is provided both as a document and online for all school community.	
10	Are there rules and expectations about language use around the school?	Yes. All Turkish teachers are expected to use their mother tongue accurately in and outside the classroom. Foreign teachers are expected to communicate with the student only in the language they are teaching.	
11	Are beliefs about language teaching and learning explained clearly?	Yes. It is in the school mission.	
12	Are other policies that relate directly to language teaching and learning identified?	All IB school policies are closely intertwined and linked to one another.	
13	Do data gathering exercises involve activities such as informal discussions, questionnaires, observations and student interviews?	Meeting notes, survey results.	
14	Are all members of the school community invited to reflect on and give input about their thoughts and practices regarding language in the school?	Yes. This is done in language policy meetings that are held on a regular basis.	
15	Is the resulting language profile scrutinized for any areas of mismatch, contradictions, and omissions in practice, ambiguities and other issues to be addressed with regards to the language policy?	The language policy is revised every new academic year.	,
16	Have the previously identified matters been investigated and resolved?	Language teachers, the librarian and course teachers are in collaboration.	

LANGUAGE POLICY

17	Has school-based inquiry related to language policy been identified as a need or been initiated?	Yes. This has been identified as a requirement. The inquiry will be done through a questionnaire.	
18	Are the library and media resources linked to teaching and learning with language as a focus?	Yes. The librarian is in close contact with all the teachers and takes into consideration any suggestion amde when providing new materail for the library.	
19	Have alternative models for developing and maintaining mother tongues been considered?		No.Because Turkish is the only mother tongue used in our school.
20	Have alternative models for addressing the needs of those learning in a language other than their mother tongue been considered?		No. The school has no students who is instructed in a mother tongue other than Turkish. Our school is not an international school. değildir. Students who come through AFS exchange programme join classes that are only instructed in English. They are exempt from other courses.
21	Is there a process for keeping a developmental language profile for each student?	Portfolios. Exam results, records.	
22	Does the school review the process used to identify the language need of each student?	Yes. In level meetings and teacher-parent meetings , each student is evaluated individually. The students is called for a meeting with the ourse teacher, parent and guidance counselling department to solve any problem that arises.	
23	Does the school monitor the effectiveness of differentiation strategies for students with specific language-learning needs?	Yes. Education coordinator, course teachers and guidance counselling make observations and discuss	

LANGUAGE POLICY

		matters and evaluate the results.	
24	Is there a language continuum scope and sequence based on IB documents?	Yes. There are Language AB initio French and German available as an alternative for group 6 courses. It is our hope to offer Spanish AB initiation in the near future.	
Further considerations: DP			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Does the school offer well-resourced special request and school-supported self-taught options in group 1 to maintain mother-tongue development?		No. Turkish is the only language that will be offered in group 1. There will not be any self-taught languages unless there is a special request.
2.	Does the school offer a range of languages at various levels?	Yes. English from A2 to C1. Toefl exams. In French and German from A1 to B1. FIT and DELF exams.	
Review process			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Are details such as those relating to timing and responsibilities associated with a review process stipulated in the policy?	Yes. The committee meets at the end of each academic year to review the policy and keep it up to date.	
2.	Are new practices being implemented as a result of the research findings of the language policy?	.ATL	
3.	Does the review procedure include roles and responsibilities for the evaluation of the effectiveness of the language policy as a working document?	Not only the members of the steering committee but all course teachers have roles and responsibilities.	

LANGUAGE POLICY

Linking the language policy to other documents			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Is the language policy explicitly linked to other working documents such as those related to assessment, admissions and SEN?	School language policy is linked to the other four policies. When writing the policies, the connections are clearly identified.	
2.	Is the role of student language profiles considered in admissions?	Yes. Students who are accepted to the school for IB or non-IB programme will be required to use his mother tongue and English effectively. The matter will be addressed in the school admission policy.	
3.	Is the role of student language profiles considered in formative and summative assessment?	Differentiated learning, levelled exam questions, personal tasks.	
4.	Is the role of student language profiles considered in reporting on language development, early intervention and differentiation strategies for SEN students?	Yes. There aren't any students in our school who need special education except for two students who are hearing impaired. Differentiated instruction has been implemented for these two students, both in classes and exams. Details related to this matter will be added to the language policy.	
Communicating the policy			
	Guiding questions	Answer: Yes What is the evidence?	Answer: No What actions are planned?
1.	Is the whole school community regularly informed of the policy process and how they might make contributions?	Yes. Information is shared regularly in the meetings and through e-mails, discussions and other forms of informal communication.	

Appendix: 2 – Language Policy data gathering questions

1. What is the school’s language philosophy?
2. Does the present language instruction align with the language philosophy? If not, what should be done?
3. How can school language policy support IB philosophy?
4. What are the decision making methods used to determine the language need of each student ?
5. What are the methods of differentiation that are used in classes?
6. What are the methods used in our school to determine the most suitable and adequate resources for language learning?
7. What are the tools and methods used in order to evaluate and prove language development throughout the school?
8. What kind of resources and opportunities does the school provide its students for them to use their mother tongue actively?
9. How are the library, media centre and classroom resources that are related to the languages spoken and taught in class kept updated?
10. Who is responsible for providing resources for the classrooms, the school library and the media centre?
11. What are the school’s career development and staff recruitment conditions for the best language learning applications?
12. What is the proficiency level that the students are expected to reach in mother tongue, foreign language and second foreign language?
13. How does the school encourage parents to contribute to their children’s language skills at home?
14. How do you keep up-to-date about the recent research and the best implementations regarding language learning?
15. Whose responsibility should it be to communicate, the language policy to the school community?

LANGUAGE POLICY

16. What is the best way to evaluate and record the development in the implementation?
17. Whose responsibility is the career development of the teachers who are involved in language learning?
18. What is the best way to give feedback to students on their language development?
19. Based upon the principal 'Every teacher is a language teacher', how do the teachers other than language teachers in our school contribute to the concept of language?
20. Who should be responsible for revising and updating the language policy? How often does this need to be done?