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Diploma  
Programme

PIONEER IN TURKEY, MODEL FOR THE WORLD

**KARTAL ANATOLIAN İMAM HATİP SCHOOL**

# **LANGUAGE POLICY**

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## **1. PURPOSE AND PRINCIPLES**

The purpose of this language policy is to outline the guidelines and practices for our school's language learning programme and the IB DP programme. This policy is a working document which reviews the linguistic and academic goals of the school on an annual basis.

As such, this document serves as guidelines for our students, teachers, school administration and for the families of our students. It has been created not as a policy alone but as a declaration of commitment between all parties involved to uphold the beliefs, aims and goals of this school and the IB programme.

## **2. LANGUAGE PHILOSOPHY**

Language is not just a tool of communication or a means of learning alone, it is a myriad of cultures, expressions, exploration, experiences, and a connection to a multilingualism world of diversity that empowers international-mindedness and growth.

Here at KAIHL our philosophy is creating cross-cultural awareness and a deep understanding and respect for all cultures and languages.

Language acquisition encourages personal growth, emotional stability and higher order cognitive thinking skills. These are brought to fruition not only by the learning of two languages at our school, but by also encouraging the highest proficiency in the students' native tongue.

In line with the IB programme, here at KAIHL, we aim to produce inquiring, knowledgeable and caring students who will be life-long learners and strive to create a more peaceful world for all.

DP teachers and mother tongue teachers (Turkish) will be in constant communication throughout the programme to ensure the fundamental concepts, practices and curriculum content is fulfilled effectively. Students are encouraged not only to achieve success in their academic studies but also to be an active member of the social and cultural life of the school.

## **3. ADMISSION AND ASSESSMENT POLICIES**

All students attend their first year as prep year here at KAIHL. Students sit a placement test to establish levels. Students have the option to sit elimination exams and/or provide sufficient evidence to be eliminated from prep year.

English is the language of instruction in all IGCSE lessons except for Turkish (native tongue). Therefore, students who wish to follow the IGCSE curriculum are admitted to the programme on condition that they achieve a final score of 70 and above based on the following criteria:

- %30 of prep year average score of English written exams
- %30 of English placement test score
- %40 of science exam score

Students are admitted to IB DP in year 10 on condition that they get overall 'B' from IGCSE programme and their IGCSE teachers give positive feedback on the students' academic skills. Students must already have an academic level of English when enrolling in the Diploma Programme.

Teachers recognise that students will not necessarily all share the same previous learning and background knowledge so assessment is a fundamental part of observing development. Assessment is a

vital role in establishing student progress and decision-making within the educational programme of the school.

Assessment of language ability is an on-going process of analyzing, interpreting and collating evidence through periodical written and listening examinations, coursework, presentations, academic writing, oral examinations and extended projects.

Controlled self-assessment and peer assessment is also encouraged for students to see their improvement and to set learning goals themselves. It is not to promote competition but shows that making mistakes and learning from each other are essential to growth.

Students are also evaluated on an informal scale through school social activities, service in the community, exhibitions, competitions, interaction with peers and teachers which is woven into the daily learning process. It is an integrated part of the curriculum which provides a wider range of assessment.

Descriptive feedback is given on a regular basis through grading, one to one discussions, conferences and provides students with a clear understanding of what they have achieved and what their next step or direction is.

#### **4. LANGUAGE PROFILE**

##### **4.1. LANGUAGE OF INSTRUCTION – ENGLISH B1**

The Prep English immersion programme sets the foundation for future curriculums for the IGCSE and IB programmes here at KAIHL. Prep students receive twenty hours per week of English covering all four skills. 10 hours are for the main course, and 10 hours for the four skills instructed by various teachers.

The 9<sup>th</sup> grade students follow two curriculums. The first is the national curriculum which allows for 5 hours of English per week. The second is the IGCSE programme where students receive 23 hours a week in which the language of instruction is English for all subjects except Turkish language subjects. Five hours a week of that programme are dedicated to English language lessons. The 10<sup>th</sup> and 11<sup>th</sup> grade students also follow two curriculums. One is the national curriculum for which 2 hours a week is allocated. The other one is the IB diploma program where students receive four hours of English language and 2 hours of Arabic per week and again the language of instruction is English in all other subjects. Throughout the curriculum the main four language skills of reading, writing, listening and speaking are the main focus in lower level students. From 9<sup>th</sup> grade onwards, the focus is not only on the four language skills but the students' ability to balance their knowledge, understanding and skills to become effective learners using their receptive, productive and interaction skills to a higher level.

The school puts strong emphasis on language through extra-curricular activities, which opens the door to personal growth, emotional stability and social awareness.

##### **4.2. MOTHER TONGUE – TURKISH A1**

The aim of the Turkish lesson, as the native language, is that the candidate can comprehend and interpret with analyses and syntheses what they have read, and to present what they have interpreted in the correct form, hence to present the language skill. In this way, Turkish improves the candidate's reading, writing and speaking skills. Prep students receive 3 hours of Turkish language instruction per week while 9<sup>th</sup> grade students receive six hours of Turkish language instruction under the national curriculum requirements. IGCSE and IB students receive five hours of Turkish language instruction per week.

IBDP Turkish A requires every SL student to study 9 literary works while HL students are required to study 13 literary texts by authors on the Prescribed Reading List. Five literary works are freely chosen. The studies focus on:

- readers, writers and texts
- the range and functions of texts across geographical space and historical time
- the relationships between texts

The works chosen are dealt with an approach based on their forms rather than their genres.

HL students are required to write a 1200-1500 word essay in connection with one of the 13 literary works in which they are expected to demonstrate a deeper understanding of the nature of linguistic or literary study, either with a thematic or theoretical and interdisciplinary approach. The essay must explore any of the following:

- Identity
- Culture
- Creativity
- Communication
- Perspective
- Transformation
- Representation

Candidates are required to complete both studies by the end of the 2-year programme whereas the essay and the individual oral commentary are supposed to be completed by the end of the first year.

SL students are not required to write a 1200-1500 word essay.

Individual Oral Commentary is a 15-minute presentation which must be performed by both SL and HL students. Each student receives a 40-line passage from a work they have studied. Students must then talk about their passage for a minimum of 10 minutes and a maximum of 15 minutes focusing on a global issue they have chosen from the text referencing the whole literary work. After the 10th minute a 2 to 5 minute discussion may take place with the teacher. Students cannot choose the literary work about which they have written their 1200-1500 word essay for their individual oral commentary.

Students collect all their works, individual and group assignments, recordings, notes, self-reflections and peer-assessments in their portfolios. Portfolios can be in digital or physical form. They might be demanded by IB authorities for further evaluation.

The Paper 1 exam asks HL students to compare and contrast one of two pairs of text -one poem and another text type- while it requires students to comment on only one of two texts.

The Paper 2 exam consists of a literary analysis where they contrast two literary works other than the ones they have studied for their IOC or 1200-1500 word essay.

### **4.3. LANGUAGE B – ARABIC B1**

Studying a third language at Kartal Imam Hatip High School is compulsory for all students. Our vision is to reach a fair level in the four language skills. We have chosen 'communication' as our primary goal. These four language skills (reading-speaking-writing-listening) are primary essentials to learning a foreign language. The aim is for our students to acquire speaking / listening as well as reading comprehension skills and writing /reading comprehension skills for written communication.

We aim to reach communicative competence in 4 language skills. The most important aim in Arabic teaching is students' clear speaking of the target language. The main purpose of reading skill is to comprehend the context in general. Comprehending target language structure, learning sentence structure and activating vocabulary are the goals to reach the aims by writing skill. We aim to develop our students' listening, speaking, reading and writing skills simultaneously.

Under the national curriculum, prep students receive seven hours of Arabic lessons a week whereas the 9<sup>th</sup> graders receive four hours. IGCSE curriculum students receive four hours of language lessons per week.

We use teaching techniques, materials, assessment and evaluation methods. Language teaching techniques are demonstration, question and answer teaching method, drama, role-play, simulation, pair and

group work, educational games. Teaching materials are supportive materials, visual and audial materials as well as printed materials.

Assessment - evaluation instruments and methods are multiple choice questions, short answer questions, open ended questions, performance evaluation and project work as well as extracurricular activities such as story days, conversation and movie nights.

#### **4. LANGUAGE SUPPORT**

Intervention and support is provided to students who have graded lower in the placement test or have been identified as requiring additional support . The level of support required is determined through effective communication of all teachers and the students' family. Additional programmes may be short or long interventions and in the form of in-class activities or external-class programmes. The student's progress is monitored closely and amendments to the programme are made where required.

Turkish is the mother tongue of students and the working language at KAIHL. Although in the IB Diploma Programme the main language of instruction is English, a strong emphasis is placed on the development and maintenance of the mother tongue. Aside from the Turkish language lesson, students are active participants in activities which are carried out in Turkish.

KAIHL is also active in competitions and activities amongst other schools in Turkey promoting interaction and growth to strengthen the use of the language in varied roles.

#### **• LIBRARY**

The library plays a significant role in the contribution of the academic mission here at KAIHL. Despite the move to e-resources, the library still remains an active source for equipping students with the knowledge they need to achieve academically.

KAIHL's library has an extensive selection of books for students of all grades as well as teacher resources too. Books are available in Turkish, English and Arabic.

The need for digital resources is also acknowledged and access to e-content is available within the library. The school's librarian plays an active role in guiding students and assisting them in their learning process.

#### **5. LANGUAGE POLICY COMMITTEE**

The language policy committee is comprised of the IB/IGCSE coordinator, language coordinators, language teachers, parent-teacher association members, student council members, librarian and administration.

#### **6. LANGUAGE POLICY REVIEW PROCESS**

The language policy will be reviewed annually at the end of every academic year by the steering committee. All areas are to be reviewed and relevant adjustments made according to the effectiveness of the policy in the concluding academic year. It will be accessible electronically on our website and a copy will be available in our school library. Furthermore, the policy is included in our welcome pack to be given to the new IB students and their parents. Roles and responsibilities of members of the committee should also be reviewed to ensure it remains a working document.

## **7. PROFESSIONAL DEVELOPMENT**

The success of the students is a direct reflection of the teacher development and commitment to growth here at KAIHL.

Every teacher is a language teacher and is aware of their responsibility in integrating language into every area of the curriculum.

Each and every person within the school, whether directly or indirectly, takes a role in the development of our students.

KAIHL provides access to recognized online training, face to face workshops and seminars internally and externally throughout the year for teachers, administration and other members of staff to ensure everyone is at the forefront of new teaching and learning strategies and to foster the importance of an international understanding of language.

IGCSE and IBDP teachers will have constant access to MyIB and Cambridge sites for ongoing development.

### **References**

"Guidelines for Developing a School Language Policy." <http://occ.ibo.org>. IBO, 2008. Web. 7 . 2013. "IB Learner Profile Booklet." Online Curriculum Centre. IBO, 2009. Web. 07 Aug. 2013.