# GÖKKUŞAĞI SCHOOLS

# LANGUAGE

# POLICY

## MISSION STATEMENT OF GOKKUSAGI SCHOOLS

Gökkuşağı Schools offer academically challenging and rewarding national and international programmes focusing on the cultivation of individual talents and intellectual, social and emotional development.

At Gökkuşağı Schools, through a student-centered and balanced education we aim to develop inquiring, knowledgeable and self-confident lifelong learners who are honest and equipped with universal values and intercultural understanding to create a peaceful world.

We inspire students to be innovative and socially proactive multilingual learners who are responsible members of the global community and productive global citizens. We support learners to have their own national and spiritual values and develop respectful learners who understand that people have different values and points of view.


## AIM OF THE LANGUAGE POLICY

Gökkuşağı Schools recognize that language is fundamental to all learning because it permeates the entire curriculum. Therefore, throughout our curriculum, we foster the development of the language of instruction, world languages, and the mother tongue.


As stated in our mission statement *we aim to develop learners intellectually, socially and emotionally; develop inquiring, knowledgeable and lifelong learners with intercultural understanding and develop multilingual learners.*


The language skills are integrated with the Unit of inquiry. By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity . Through the strong emphasis on language, our goal

is to foster a deep understanding about language, a love of literature and understanding the others.

- To nurture an appreciation of the richness and diversity of language.
- To reach a common understanding about our aim and targets in Language teaching.
- To meet the standards of IBO Primary Years Programmes.
- To foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages.
- To ensure proper use of mother tongue of the entire school community.
- Making the basement of the language curriculum of the whole school.
- To promote inquiry based authentic language learning.

## LANGUAGE PHILOSOPHY

Gökkuşağı Schools feel that language is the key and play a vital role as being the foundation to all learning. Through learning process learners use language as a tool to communicate, inquire, share, think, listen, discuss and reflect on information, ideas and issues. Learning language involves students' acquiring the ability to think and to learn, to develop social and critical thinking skills and values. Language is an important component in terms of understanding the other culture groups and point of views and encouraging tolerance to understand different cultures in the changing World. Through language we appreciate the importance of culture, diversity, and sensitivity towards others.

In our language focused works, we give place to different studies to improve our inviduality and culture, cults, values and point of views. We present environments where differentiated sources in different languages take place in order to improve creativity, imagination and awareness.

Based on these, we are responsible for supporting language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as internationally minded students.

## THE PLACE AND IMPORTANCE OF IB LEARNER PROFILE IN LANGUAGE POLICY

Students in our institutions;

• Research; use language to research and make sense of knowledge.

• Think; express their feelings, thoughts and ideas clearly.

• Communicate; uses the language effectively in all areas, such as listening, speaking reading and writing. An effective listener, speaking is understandable, reading and writing are fluent.

• Take risks; self-confidence in speaking, reading and writing in public.

• Knowledgeable; have the right vocabulary and literary knowledge to discuss and share literary styles.

• Caring; they are careful to use the language correctly and to evaluate the effects.

• Principled; know the importance of language in social communication, and how it has a strong impact on people and societies. Use languages with this responsibility.

• Balanced; express themselves verbally, in written and visual form, and during communication use speaking and listening skills in a balanced way.

• Reflective; use language skills in different areas.

• Open minded; respect differences, and recognizes that the ideas of other individuals may also be true. Respect the differences and similarities between languages.

## RESPONSIBILITIES AND APPLICATIONS OF MOTHER TONGUE AND FOREIGN LANGUAGES DEPARTMENT

Language is the all pervasive element across the school's curriculum, both within and outside its transdisciplinary programme of inquiry. Language in the PYP is seen as spread the whole curriculum and language learning is permeated across all disciplines and through the programme of inquiry and all PYP teachers at Gokkuşagı Schools are viewed and view themselves as language teachers.

The school uses the PYP Language Scope and Sequence documents for the primary years. The phases are stretched to Grade 4.

Teachers' planning language learning engagements with meaningful and enjoyable contexts give a path to learners to be able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning. We endorse learning of language through inquiry, allowing students to make connections, to explore and investigate.

The learner profile, together with the five essential elements of the programme:- knowledge, concepts, skills, attitudes and action shape planning, teaching and assessing language

### Mother Tongue / Teaching Language Responsibilities and Applications

The language of instruction at Gökkuşağı Schools is Turkish. The school aims to enable students to retain a positive attitude towards their mother tongue by showing acceptance of cultural identity, and encourages students to continue developing their own knowledge and fluency in their mother tongue. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness.

Most of the students in the school population have their mother tongue as Turkish. There are many events in school when the mother is used extensively for celebrations and festivals.

The mother tongue programmes plays a vital role in promoting the student's personality and identity.

It is easy for the Turkish native students to have support because they are surrounded with much resources. To support the mother tongue development of the foreign students, the school tries to find teachers and resources available to these students include tutoring during the school day and after school. Students are encouraged to maintain their cultural identity and native language.

### Development of library and book reading habits

Reading a book is a part of the learning process and is an activity that must be life long.

The habit of reading books starts with the family and continue to develop after starting the school. In this process, teachers play a major role in bringing and developing reading habits to students with various activities. Therefore, parents and teachers are directly responsible for acquiring and developing reading habits.

School Library is an indispensable part of the school. In our school, the library is seen as a multipurpose learning and production area and a valuable resource to promote the international mindedness aspect of the programme. It is an area of common learning, study and production for our librarians, teachers, school staff and parents.

The library also provides resources for collaborative planning, researching and teacher professional development. Our school board is aware of the need to expand these resources and there are plans to continually add to the same.

Our school library is also considered as a consultation area at the same time. It is a cultural center that answers all kinds of questions of our students, directs them by working together with class teachers and suggests resources to teachers.

In our school, we have two different libraries (one for PYP, one for middle and high school). In addition to using the school library, every class also has a class library. At the PYP level, classroom teachers use both classroom and school library together effectively with students, as well as one hour of library lessons per week for each level. At the Middle and high school level, teachers and students use the library for conducting classes, working individually or in groups, researching etc. In the library lessons, they are able to do activities about unit of inquiry, fairy tales, stories, poetry, novels, extracurricular readings, recreational reading, information security, internet browsing and social media benefits and harms, access to the right resources, information literacy, digital citizenship, academic honesty, and media literacy, the use of databases, and the use of educational practices.

In order to support second language development students are provided ebooks and online resouces.

Learners have the chance to use the library resources after school and at the weekends. Our school's library is open to parents. Our parents can access the school library and borrow books.

**Other practices that are made in order to gain the habit of reading books in our school are;**

● Each class makes the first fifteen minute reading time of the first lesson.

● In classrooms, class libraries and reading corners have been created with the help of the school community.

● Our school invites writers to learn more about the world of reading and writing, and to inspire curiosity in this regard.

● Each class subscribes to a magazine.

● After reading each book, students are given a form of book analysis and they reflect on the books that they have read.

● Encouraging book diaries and passport holders to obtain more concrete information about the reading status of each student.

● By organizing trips to the surrounding libraries, children are given the habit of using the library.

## FOREIGN LANGUAGE RESPONSIBILITIES AND APPLICATIONS

## ENGLISH AS A SECOND LANGUAGE

In Gokkusagi Schools, it is believed that the ability to communicate more than one language in the framework of international education concept is believed to be necessary for the formation of intercultural understanding. Different tongues enable us to deepen our understanding of our worldview and different cultures. This understanding allows us to develop the right behaviors for a better and peaceful world and to be a lifelong learner.

Our English target as a second language; not only educating individuals who speak their mother tongue while expressing themselves in the global world, but also educating internationally conscious students who can communicate with other individuals using universal language at the same time.

English is adopted as a second language in order to enable them to be researching and questioning individuals by following scientific developments, current publications and scientific research in their academic lives.

Students receive instruction using an interactive approach to second language learning. Teaching combines the skills of listening, speaking, reading, writing and presenting.

Second language teachers support the school's reading, writing and verbal language practices in the direction of the program for questioning IB student profiles and PYP attitudes. Our English language program also prepares students for the Cambridge

University ESOL (English for Speakers of Other Languages) exams.

| GRADES | Cambridge ESOL Exams | Council of Europe Language Level |
|---|---|---|
| Primary School 2nd Grades | Starters | A1 (Breakthrough) |
| Primary School 3rd Grades | Movers | A1 (Breakthrough) |
| Primary School 4th Grades | Flyers | A2 (Waystage) |
| Middle School Grades 5 | Flyers/KET | A2 (Waystage) |
| Middle School Grades 6 | KET | A2 (Waystage) |
| Middle School 7. Grades | PET | B1 (Threshold) |
| Middle School 8. Grades | PET / FCE | B1 (Threshold) / B1+ |
| High School 9th Grades | FCE | New Student (A2+) Old Student (B1/ B1+) |
| High School 10th Grades | KET FCE | New Student (B1) Old Student (B1+) |
| High School 11th Grades | PET FCE | New Sudent (B1) Old Student (B1+) |
| High School 12th Grades | FCE CAE | New Student (B1+) Old Student(B1+/B2) |

## SPANISH

International understanding, cultural awareness and historical knowledge are developed through the study of tradition and everyday life in Spanish-speaking countries all over the world. The modern foreign languages programme develops understanding and respect for other cultures.

Spanish language education, the second foreign language, starts at the age of 5-6 and continues until the 8th grade. Especially in small classes we support language development by giving them the language skills they can communicate at a basic level. We aim to make the language materials, games and songs that we offer in accordance with learning goals at all levels permanent. It is also possible for them to meet foreign cultures by reading Spanish tales.

## SUPPORT PROVIDED FOR NON-ENGLISH TURKISH STUDENTS

The students who need support are offered Turkish language instruction (starting from August) in order to improve students' speaking, reading, writing and listening skills at the basic level before the school starts. However, if the student comes in mid-term, the additional studies are done on Saturday or after school on weekdays depending on the availability of the student and the teacher.

## OTHER ACTIVITIES FOR THE DEVELOPMENT OF LANGUAGE

### Events and Celebrations

The activities and celebration programs held during the year are included in the framework of certain days and weeks program. In addition to enhancing their self-confidence in these activities, students are encouraged to adopt national and universal cultural students through these activities. Students are actively supported in these programs.

### Debates

The debates are for students; the ability to evaluate current local and global topics with a richer content. Debate improves the ability of students to speak and improve their interpretation skills.

Thus, students gain the ability to express themselves in front of the society, to produce ideas on different topics, to defend their own ideas, to empathize, to gain a better understanding of different viewpoints and to respect different perspectives.

### Drama

Drama is motivating the creativity of the student, enabling him to express himself, helping him to perceive himself and to perceive life in multiple ways and to increase his expression power.

In our drama ativites at our school, students are supported to shape their own stories by animating them through stories and a given case and adhering to their imagination. Thus, they will strengthen both visual language skills and gain reading habit with this entertaining content.

### Clubs

Our school club activities which aim having fun and learning by providing them with a pleasant time; cognitive development, creativity skills and analytical thinking.

It is easier to reach the goals that are aimed with the active participation of the students during the club hours, which allows the students to express themselves in different ways; as well as using their body language to learn whether they have learned and can get feedback.

### Language Programs Abroad

At Gökkusagi Schools , students are offered summer language schools in English and Spanish-speaking countries to improve their language skills and enable them to meet different cultures. Participation in language schools is not compulsory but our students are supported to participate.

### OVERALL EXPECTATIONS IN LANGUAGE

### Oral language—listening and speaking

**Phase 1** Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

**Phase 2** Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

**Phase 3** Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

**Phase 4** Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that

language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

**Phase 5** Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

### Visual language—viewing and presenting

**Phase** 1 Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

**Phase 2** Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

**Phase 3** Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

**Phase 4** Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

**Phase 5** Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social

commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

**Written language - reading**

**Phase 1** Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

**Phase 2** Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

**Phase 3** Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

**Phase 4** Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

**Phase 5** Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

**Written language – writing**

**Phase 1**

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

**Phase 2**

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

**Phase 3**

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

**Phase 4**

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

**Phase 5**

Learners show an understanding of the conventions pertaining to writing, in its

different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

**Sources:**

Making the PYP Happen: "A Curriculum Framework for International Primary Education", International Baccalaureate Organization, 2007,2009.