



GÖKKUŞAđI EđİTİM
KURUMLARI

TABLE OF CONTENT

1.0 MISSION STATEMENT OF GOKKUSAGI SCHOOLS	3
2.0 AIM OF THE LANGUAGE POLICY	3
3.0 LANGUAGE PHILOSOPHY	4
4.0 THE PLACE AND IMPORTANCE OF IB LEARNER PROFILE IN LANGUAGE POLICY.....	4
5.0 RESPONSIBILITIES AND APPLICATIONS OF MOTHER TONGUE AND FOREIGN LANGUAGES DEPARTMENT	5
5.1 TURKISH MOTHER TONGUE/TEACHING LANGUAGE RESPONSIBILITIES AND APPLICATIONS.....	5
5.2 FOREIGN LANGUAGE RESPONSIBILITIES AND APPLICATIONS.....	6
5.2.1 English as a second language	6
5.2.2 Spanish.....	8
5.2.3 German.....	8
5.3 SUPPORT PROVIDED FOR NON-ENGLISH TURKISH STUDENT.....	8
6.0 OTHER ACTIVITIES FOR THE DEVELOPMENT OF LANGUAGE.....	9
6.1 Events and Celebrations	9
6.2 Debates	9
6.3 Drama	9
6.4 Clubs.....	9
6.5 Language Programs Abroad	10
7.0 OVERALL EXPECTATIONS IN LANGUAGE.....	10
7.1 Oral language: listening and speaking	10
7.2 Visual language: viewing and presenting	11
7.3 Written language: reading	11
7.4 Written language: writing	12
RESOURCES	13

1.0 MISSION STATEMENT OF GOKKUSAGI SCHOOLS

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

At Gökkuşığı 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.

2.0 AIM OF THE LANGUAGE POLICY

Gökkuşığı 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.

Our aim is to;

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

3.0 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.

It is also important that each student recognizes his / her own background and cognitive development and maintains his / her cultural identity. In our language-oriented studies, we include differentiated studies to develop our own self and culture, our beliefs and values. We provide environments in a variety of different languages to reinforce creativity, imagination and awareness. From this point of view, we are aware of the fact that all of our teachers are language teachers regardless of which language they speak. We are committed to providing our students and parents with a learning community that supports language development in a multilingual environment that is self-confident, creative and responsible, through research-based learning, which nurtures students. We update our language policy at the beginning and end of the academic year every year and adopt a common attitude in measurement and evaluation practices.

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

Students in our institutions are aimed to be;

- Inquirer; use language to reach and make sense of knowledge,
- Thinker; express their feelings, thoughts and ideas clearly,
- Communicator; uses the language effectively in all areas, such as listening, reading and writing.
- Risk taker; self-confidence in speaking, reading and writing in public,
- Knowledgeable; have the right vocabulary and literary knowledge to discuss and share literary styles,
- Caring; 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 and also respect the differences and similarities between languages.

5.0 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 trans-disciplinary 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 Gökkuşuğu 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

5.1 Turkish Mother Tongue / Teaching Language Responsibilities and Applications

The language of instruction at Gökkuşuğu 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.

5.2 Foreign Language responsibilities and applications

5.2.1 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 Student (B1) Old Student (B1+)
High School 12th Grades	FCE CAE	New Student (B1+) Old Student (B1+/B2)

5.2.2 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 4-5 and continues until the 8th grade. Especially in small classes we support language development by giving them the language skills they can communicate with at a simple 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.

5.2.3 German

In 2015 our students in high school has started to learn German as third foreign language. German is one of the most popular languages in the World and we aim our students to express themselves in German as fluent as it can be. We also think that they will be one step ahead in their future life by knowing German beside English. Our native German speaker teachers also help students to pronounce the language in a right way.

Our students will have a chance to express themselves, improve their writing and reading skills, play a role in a sketch in German.

5.3 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.

6.0 OTHER ACTIVITIES FOR THE DEVELOPMENT OF LANGUAGE

6.1 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.

6.2 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.

6.3 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 activities 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.

6.4 Clubs

Our school has Foreign Languages Club, English Speaking Club, Robotics and Mind Games Club, Music Club, Children's Games Club, Social Responsibility Club, Ecology Club, Drama Club, Journalism Club and Library Clubs. The main aim of these clubs is 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 expressions; as well as using their body language to learn whether they have learned and can get feedback.

6.5 Language Programs Abroad

At Gökkuşagi 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.

7.0 OVERALL EXPECTATIONS IN LANGUAGE

7.1 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.

7.2 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.

7.3 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.

7.4 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.



GÖKKUŞAĐI EĐİTİM KURUMLARI

Sources:

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