

Gökkuşığı Schools

Language Policy

Overview

Gökkuşığı College recognizes 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.***

At Gökkuşığı College, every teacher engaged in delivering IB courses acknowledges the pivotal role language plays within the framework of the IB philosophy. The integration of language is not merely a component of the curriculum; rather, it is a deliberate and fundamental approach that permeates every aspect of our teaching. By intertwining language throughout various subjects, we instill in students a profound appreciation for culture, diversity, and sensitivity. This holistic approach goes beyond linguistic instruction; it serves as a vehicle for fostering a deeper understanding of language itself. Emphasizing the significance of language extends beyond its utilitarian aspects; our objective is to cultivate a genuine love for literature and a heightened awareness and appreciation for the perspectives and experiences of others. Through this intentional integration of language across disciplines, we aim to create an educational environment that not only imparts linguistic skills but also nurtures empathy, cultural appreciation, and a broader understanding of the world.

Language Across the Curriculum: In science classes, students not only learn scientific concepts but also engage in discussions, write lab reports, and present findings using precise scientific language. This approach not only enhances their understanding of scientific principles but also strengthens their language skills.

Literature Circles: English literature classes incorporate literature circles where students read and discuss novels from diverse cultures and backgrounds. Through these discussions, students not only analyze literary themes and techniques but also gain insights into different cultural perspectives and experiences.

Multilingual Assignments: In humanities classes, students are encouraged to research and write essays on topics related to global issues, such as climate change or human rights, in multiple languages. This allows them to explore complex topics from various linguistic and cultural viewpoints.

Language Immersion Experiences: Language immersion programs are organized where students spend time in countries where the target language is spoken. These immersive experiences provide opportunities for students to practice their language skills in

authentic contexts while also deepening their understanding of the local culture.

Cross-Cultural Collaborations: Students collaborate with peers from different countries on projects and presentations, requiring them to communicate effectively in a shared language. These collaborations not only improve language proficiency but also promote intercultural understanding and collaboration.

Interdisciplinary Projects: Teachers design interdisciplinary projects that require students to research and present on topics that span multiple subjects, incorporating language skills along with other academic disciplines. For example, a project on sustainable development may involve research, writing, and presentations in both the students' native language and English.

Community Language Events: The school organizes language-themed events such as mother tongue day, poetry readings, language festivals, and cultural showcases where students showcase their language skills through performances, presentations, and exhibitions.

For our English Language Learners, we offer a comprehensive program through which they acquire the skills and knowledge needed to access the regular curriculum.

While students are given the opportunity to pursue the IB Diploma Programme starting from grade 11, Gökkuşuğu College recognizes the importance of facilitating an inclusive educational environment. For learners who express the desire to engage in the IB curriculum and possess the academic background for it but lack the required proficiency in English, we have established a comprehensive catch-up program. This specialized initiative is designed to support students who demonstrate the potential to become IB learners but may need additional language support. Those with a moderate level of English, assessed through diagnostic tests (at least at the intermediate level), and whose mother tongue academic language skills meet the necessary criteria (at least at the intermediate level), are eligible to join the International Programme directly from Grade 9. This approach ensures that students with diverse language capabilities can access and benefit from the internationally acclaimed IB curriculum, fostering an inclusive and supportive learning environment at Gökkuşuğu College.

In grades 9 and 10 at Gökkuşuğu Schools, a robust language education program is maintained, with a particular emphasis on English and German. Both languages, English and German, are allocated a substantial number of sessions to ensure a comprehensive language education experience. Additionally, students have the option to choose a third elective foreign language, broadening their linguistic skills. Notably, we offer the opportunity for learners to commence German as a second foreign language in Grade 9, enhancing language diversity within our curriculum.

Furthermore, recognizing the significance of language proficiency in academic subjects, Mathematics, Biology, Chemistry, and Physics are introduced in English starting from Grade 9. This intentional approach aims to equip learners with the necessary foundational academic subject-specific language skills well before the commencement of IB subjects in Grade 11. This early exposure ensures a smooth transition into the more advanced IB curriculum.

It is noteworthy that our language education approach is tailored to each language's requirements. For German, students benefit from a dedicated 4 hours of instruction for all proficiency levels. In contrast, English instruction is intensified in grades 9 and 10, with 8 hours per week, and later adjusted to 6 hours per week in grades 11 and 12. This strategic allocation of language sessions reflects our commitment to providing a well-rounded and language-rich educational experience that prepares students for the challenges of the IB program and beyond.

At Gökkuşığı College, fostering a multicultural and English-speaking classroom environment is a priority, and to support this initiative, we offer discounts for foreign students. These discounts, ranging between 15-20 percent, are granted based on their academic progress. The goal is to create an inclusive atmosphere that encourages diversity within our student body.

For foreign students in their foundation and Grade 9 years, we provide additional Turkish lessons to facilitate their integration into the local culture and community. Furthermore, as part of our commitment to accommodating diverse linguistic needs, we offer school-supported self-taught IBDP Language A subjects during Grade 11 and 12. This tailored approach ensures that foreign students receive the necessary language support to thrive academically and socially within our educational community. Through these measures, Gökkuşığı College not only recognizes the unique needs of our international students but actively seeks to provide a supportive and enriching environment that promotes academic excellence and cultural exchange.

All subject teachers are good communicators of the language and the foreign language is the medium of instruction and communication in IB and IB preparation courses.

For our entire student population (K-12), we offer English as a world language. The program both supports and extends the IB subjects. Students also learn about the cultures of people in English speaking countries.

We promote maintenance and enrichment of the mother tongue (Turkish) by encouraging learners to continue speaking, reading, and writing the language. Learners are encouraged to do speech in front of the audience, do presentations, present their book reviews, add their compositions or poems on the school website and magazines.

All aspects of our language programme require formal as well as ongoing informal assessments. These assessments are used to plan appropriate instruction and to evaluate student progress.

All kinds of online resources and eBooks, library resources and books are provided for students who would like to develop their second language and mother tongue. Learners have the chance to use the library resources after school and at the weekends. As mother tongue development is necessary for cultural identity, foreign students with different mother tongues are also supported providing them books and material especially for the IB Language A subject (SL).

Learners who have difficulty in learning a foreign language have an assistant teacher who gives extra sessions and help after school.

All the school staff is encouraged to learn foreign languages or is chosen according to their foreign language levels to make the school a perfect place to give the chance to learners practice the target language.

Language Philosophy

- All language programmes should prepare the students to the intercultural and global changing world
- Language is the basis of all communication, learning and thinking
- Learning a language is a lifelong process and important for intellectual development
- Language proficiency of students can lead them to acquire other subject contents effectively
- Language is an essential part of students' identity
- Viewing and noticing the things in different perspectives through language foster international mindedness.
- All teachers are language teachers.

School Language Profile

At Gökkuşığı College, our student body primarily consists of individuals with Turkish as their mother tongue. To enrich their educational experience, students are afforded the unique opportunity to explore two or even three foreign languages before embarking on their IB subjects. This deliberate approach not only broadens linguistic proficiency but also cultivates a global perspective among our students.

Moreover, in line with our commitment to creating an international and culturally diverse environment, we extend discounts to international students who demonstrate proficiency in English. This initiative aims to attract students from various backgrounds, contributing to a vibrant and multicultural atmosphere within both the school and the classrooms.

To enhance this international environment, our teaching staff comprises educators from diverse nationalities, each bringing a unique linguistic and cultural perspective to the learning environment. While these educators are fluent in English, their multilingual abilities further contribute to the richness of the educational experience at Gökkuşığı College. This intentional blend of linguistic diversity, language-learning opportunities, and a supportive teaching staff underscores our dedication to fostering a truly global and inclusive educational community.

Language of Instruction

The language of instruction in Diploma Programme is English with the exception of our language A classes and language ab initio. All subject teachers are expected to maintain their communication with the students during the lessons and after school via the language they teach their subjects. All language teachers are responsible for conducting required informal and formal assessments tasks; monitoring/analyzing/reporting/recording students' progress; and modeling the language, making learning experiences meaningful and comprehensible.

Languages Offered in Diploma Programme

Gökkuşağı College is planning to offer one Turkish A (HL), one or more school-supported self-taught language A (SL), two languages B: English B (HL) and German ab initio (SL) in the IB Diploma Programme.

Language Practices-Language A

Students in the Diploma Programme study IBDP Language A at high level. Writing is emphasized in all subject areas. Formal writing is formatted in APA style. Formative and summative assessments are used to evaluate student progress.

Students are expected to develop oral and written skills in their mother tongue. Teachers choose works from prescribed lists of authors and to construct the course that suits the particular needs and interests of their students.

Language Practices-Language B

Students have the opportunity to acquire a significant amount of language B instruction. In both English and German, we have course offerings beginning with introductory levels and ending with IB Diploma Programme. Emphasis is placed on listening, speaking, reading, presenting, and writing. Formative and summative assessments are used to enhance teaching and evaluate student progress. Courses encourage students to appreciate other cultures as well as their own. All content is taught in context. Teachers develop students' linguistic abilities through receptive, productive and interactive skills. Teachers encourage independent and collaborative learning.

Mother Tongue Support and Language A Support

Students whose mother tongue is not Turkish are screened by a language proficiency test (TÖMER) developed by Ankara University Turkish Teaching Centre. 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.

It is easy for the Turkish native students to have support because they are surrounded with many resources. To support the mother tongue development of the foreign students, the school tries to find teachers and resources and provide them school-

supported self-taught subject.

Parent communication

In our communication with parents, Gökkuşığı College employs either Turkish or English language. This approach is intended to ensure clarity and accessibility for all parents, recognizing the diverse linguistic backgrounds within our school community. This commitment to bilingual communication enhances transparency and inclusivity, allowing us to effectively engage with parents in a manner that accommodates their language preferences. Whether conveying important information, updates, or school-related details, our formal communication efforts are consistently conducted in either Turkish or English to uphold the highest standards of clarity and understanding.

Language Policy Review:

The IB Diploma Programme Coordinator plays a pivotal role in guaranteeing the effectiveness of the Language Policy review at Gökkuşığı College. The Language Policy Steering Committee, comprising esteemed language teachers and administrative staff, holds the responsibility of annually evaluating and refining the language policy. This dedicated committee, consisting of leading language educators, ensures a comprehensive and insightful assessment of language-related strategies and practices.

To maintain transparency and keep the school community informed, the outcomes and updates resulting from the Language Policy review will be disseminated through various channels. These include our official website, Google Classroom, and the digital platforms currently in use or adopted in the future. Additionally, pertinent information will be incorporated into school brochures and magazines. This multifaceted communication approach ensures that the school community remains well informed about any developments or adjustments in the Language Policy, fostering a collaborative and informed educational environment at Gökkuşığı College.