TED ÜSKÜDAR COLLEGE LANGUAGE POLICY

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10. **OBJECTIVE**

This policy aims to set the guidelines for recognizing the importance of language diversity at TED Üsküdar College, assisting all language learners and their families, even if the language of instruction is not their mother tongue, and creating a system for language education within our schools.
TED Üsküdar College strives to nurture students who not only fulfill their educational experiences in their native language but also enhance their proficiency in multiple languages, enabling them to communicate their opinions and knowledge using various resources and methods.
Learning a language requires social interactions and exposure. Students learn various languages by adopting a hands-on approach like extracurricular activities.
The objectives of the Turkish National Curriculum are covered, with the belief that all teachers are language teachers. The students' language diversity consists of Turkish, English, Russian, Persian, Arabic, German and French.

# IB MISSION STATEMENT

# The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

# To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

# These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1. **TED ÜSKÜDAR COLLEGE VISION AND MISSION STATEMENT**

**TED Üsküdar College Vision**

As TED Üsküdar College, our vision is to raise individuals who take confident steps towards the future and to whom we can safely entrust the future.

**TED Üsküdar College Mission Statement**

\* As an institution founded through Atatürk's wishes and counsel, to maintain and uphold an institutional identity that adheres to the tenets of Atatürk and the republic.

\* To raise individuals who possess confidence and self-esteem, show respect for human rights, are aware of social and universal issues and willing to find solutions to them, and advocate peace, wisdom, and progress.

\* To be a school that any student would like to have the privilege to attend and that boasts a spirit and sense of community that endures long after graduation.

1. **TED ÜSKÜDAR COLLEGE LANGUAGE PHILOSOPHY**

The language of instruction at TED Üsküdar College is Turkish in the primary school and the middle school. In high school Maths and all Sciences are taught in English. The subjects except Maths and Sciences are taught in Turkish. English is the first foreign language and is taught in an intensive Programme starting from preschool. Students can choose German or French as a second foreign language starting from the 5th grade.

 Language teaching at TED Üsküdar College aims to create an environment that will help each student achieve excellence in the written and oral use of Turkish which is mother tongue of most students and additional languages in line with the classroom activities and extracurricular activities. In line with the common goal and cooperation, the aim is to ensure that students use Turkish correctly and effectively, integrate their cultural identity with universal culture, and communicate in first and second foreign languages. Using Turkish language accurately and efficiently is the main aim for only native Turkish students, but students whose mother tongue is not Turkish are also supported to improve their Turkish language abilities. In this context, all teachers of TED Üsküdar College are expected to act with the understanding of 'Every teacher is a language teacher' by setting a good role model in using the language accurately, fluently and intellectually both in spoken and written forms. All teachers have a significant role to promote and encourage the development of the students. When thinking about pedagogical approaches to meet learning needs of each student, teachers must also take into account the linguistic profile of students.

Acquiring language skill is one of the most important skills at TED Üsküdar College.
It is one of the objectives of TED Üsküdar College to motivate students to learn new languages through authentic experiences and to help them develop positive attitude towards learning. Moreover, we strive to educate global citizens who inquire, are enthusiastic about acquiring multiple languages, consider the goals and interests of society, and have a mindset of experiential learning with the support of the students’ social initiatives.
People who excel in their native language, while also acquiring other languages simultaneously, and are able to make a positive impact on society.
At TED Üsküdar College the Turkish National Education Curriculum's learning objectives are understood and implemented through inquiry-based teaching. The guidelines outlined in this policy were created collaboratively by the school community, taking into account the various perspectives of parents, students, and teachers.

1. **LINK WITH OTHER POLICY DOCUMENTS**

TED Üsküdar College Language Policy should be read in conjunction with the school policies listed below, which are available on the school website.

* + Inclusion Policy,
	+ Assessment and Evaluation Policy,
	+ Admission Policy,
	+ Academic Integrity Policy
1. **DEFINITIONS AND ROLES**
	1. **Definitions**
* Mother tongue: The language a student speaks at home, in social situations, and outside the classroom or the school. Other words like "first language," "home language," "preferred language," "native language," "heritage language," and even "best language" are used instead of this phrase. Sign language is also included in this definition. Since many second-language learners use more than two languages in their social lives, mother tongue might cover numerous languages. The mother tongue of the school is accepted as Turkish since the majority of the students are native Turkish speakers.

• Language B: denotes the language or languages that were acquired after mastering the first language.
• Language Acquisition: The course that helps students acquire language B by offering guidance and assistance.
	1. **The Role and The Importance of Language at TED Üsküdar College**

TED Üsküdar College, which has set out to be the torchbearer of the Turkish Education Association in Üsküdar, gives utmost importance to the correct use of the mother tongue, the acquisition of English at a native-like mastery level, and learning process of a second foreign language by each and every student. Turkish Language and Literature classes are based on the quote of Ludwig Wittgenstein, one of the most important names in the philosophy of language, who said "The limits of my language are the limits of my world." (Wittgenstein, 2011). The main idea is that expanding the limits of our world is the key for the limits of our language. Expanding the limits of our language depends on three components, these are the external world, thinking and language.

The aim is for our students to reflect on how they can expand the boundaries of their language, and therefore the boundaries of their world, and to translate their theoretical knowledge into practice through in-class and extracurricular activities and practices. The correct use of language, which is a prerequisite for healthy communication, is an important issue not only for our students but also for the entire school community. For this reason, language is considered to be the most effective tool for the "merging of horizons" and all stakeholders are expected to pay attention to the use of language in order to create a healthy learning environment and establish healthy communication.

* 1. **Mother Tongue Approach and Applications**

According to TED Üsküdar College mission and program model the school's objective is to enhance students' communication abilities through mother tongue education and to develop the skills, attitudes, and behaviours outlined in the program. The main objective of the school is to enhance students' life skills along with their academic skills.

Although the mother tongue of the majority of students is Turkish, TED Üsküdar College has students whose mother tongue is Russian, Persian, Arabic, German and French. Therefore TED Üsküdar College makes the necessary arrangements to meet the needs of the students whose mother tongue is other than Turkish. Teachers are expected to design differentiated learning plans, tasks and resources for students. TED Üsküdar College supports the non-native Turkish speakers by school supported self-taught courses. School supported self-taught Language A Literature courses can be taken only at standard level (SL).

As per TED Üsküdar College inclusion policy, guided by IB expectations, differentiation techniques are applied mostly in-class educational content and in class assessment and evaluation tools.

* 1. **Language of Instruction**

TED Üsküdar College believes that the development of the mother tongue is very important for the development of cognitive identity and contributes to the cultural development of the students, so the language of instruction at TED Üsküdar College is Turkish in the primary school and the middle school. Language of instruction at high school is Turkish and English, while it is only Turkish at primary and middle schools, where English is also taught as a foreign language. In high school Math and all Sciences are taught in English. The subjects such as Turkish Language and Literature, History, Geography, Religious Education are taught in Turkish in high school. English is the first foreign language and is taught in an intensive program starting from preschool until the end of the high school. Students can choose German or French as a second foreign language starting from the 5th grade until the end of the high school.

* 1. **Additional Languages**

The second language (at K-4) from preschool till graduation from primary school is English. From the fifth grade on till the end of high school, (at 5-12) either German or French is chosen to study as an additional foreign language in addition to Turkish and English. When it is feasible, natural and physical environments are used to enhance language learning and to complement the interdisciplinary elements.

* 1. **Additional Language Teaching Approach and Applications**

The aim of the program is to guide students in an age-appropriate learning environment as they acquire English. The course focuses on a variety of high interest topics which expand the vocabulary necessary for varied and more independent communication in English. Students are introduced to topics and themes through different activities using age-appropriate written, visual, audio materials and software. The approach is communicative and topic- based. All the skills; listening, speaking, reading and writing as well as structural and lexical knowledge of the language are developed systematically.

Learning strategies are actions and thoughts students apply for the purpose of understanding, remembering, producing and managing information and skills for learning. Students must have frequent opportunities to speak, listen, write, read, and view in various situations, for different purposes and audiences. They also need to be aware of the strategies they use to construct and communicate meaning. Therefore, teachers are not only required to explain and model these language strategies, but also to give students opportunities to use, practice, and apply them. These strategies can be used for all language skills as well as content information.

Learning strategy instruction can help students by:

▶ showing them techniques for how to learn

▶ developing their independence as learners

▶ increasing their confidence and academic motivation

▶ developing their awareness of their own thinking and learning processes.

1. **STAGES OF LANGUAGE**
	1. **Language in the Primary School**

At TED Üsküdar College Primary School, activities and practices are carried out in accordance with the levels of students in mother tongue and foreign language classes. The aim is for students to learn and correctly apply the basic rules of Turkish, enrich their vocabulary, and develop a love of reading. Foreign language courses are taught by bilingual and native speaker teachers, students communicate only in English, and digital platforms are utilized in addition to printed resources for classroom work and homework assignments. When students reach the end of primary education at TED Üsküdar College Primary School, they are expected to be proficient in A1 and A2 levels of English. This goal is determined according to CEFR levels. Through Turkish and English portfolios at the end of each year during their education from K to grade 4 at TED Üsküdar College, primary school students showcase the knowledge and the skills gained over the years and reflect on their learning process. The schools regularly organizes events such as competitions, games, drama shows throughout the school year to help students use acquired language skills in English and Turkish.

* 1. **Language in the Middle School**

In grades 5, 6, 7 and 8, the correct use of language is emphasized in all classes, especially in Turkish. At all levels, our students are made to read examples of classical and contemporary works of Turkish and world literature and to do different studies related to these works. In these studies, our students are expected to adopt and internalize basic human values and reflect them in their daily lives. Students do individual and group work on the books they read in written and oral forms. These activities also aim to enrich the correct use of the mother tongue. Prepared and unprepared speaking, listening, reading and writing activities are practiced in Turkish lessons. Each book is analyzed with the help of a booklet prepared by TED Üsküdar College Turkish teachers, who incorporates different teaching methods. Throughout the program, students are assessed on the targeted level described by MoNE. School clubs are available in both English and Turkish.

TED Üsküdar College Middle School program provides the opportunity to acquire two additional languages, English (starting from the kindergarten) and one of German or French (starting from the fifth grade). Throughout the program, students are assessed on the targeted level described by TED Schools K12 English Teaching curriculum and CEFR.

The aim of the Middle School English program is to improve students’ language skills within a positive, safe, responsible, and respectful learning environment. It is an intensive reading and writing English program, which also aims to extend the grammatical skills and vocabulary repertoire acquired in the previous years. The reading texts are comprised of a variety of authentic fiction and non-fiction representing various genres. Through the study of these texts and language course books, students will be empowered with the language to express themselves in English in both written and oral communication with a high degree of accuracy and fluency. Enhancing critical thinking skills, applying active reading strategies, process writing, analysing different genres and making effective speeches are some of the main goals of this program.

In addition, assessment is carried out according to the criteria specified in the assessments or class work. When students graduate from TED Üsküdar College Middle School, they are expected to be at B1 and B2 levels of English.

* 1. **Language in the Diploma Programme**

The Turkish A course in Group 1 of the Diploma Programme is a course that native Turkish speaker students have to take at the standard level SL or at the higher-level HL. Our non-native Turkish speaker students take school supported self-taught instead of Turkish A SL. In the Diploma Programme, which is a two-year Programme, students taking the Turkish A course at the standard level are required to examine seven books in detail, and students taking the course at the higher level are required to examine ten books in detail, to make oral and written studies on these books, to access secondary sources, to compare different opinions and criticisms on the same text, and to analyze intertextual relations. At this stage, it is important for our students to first read the main text and then turn to secondary sources.

In order to be able to analyze the books read in the Turkish A course in a healthy way, our students are expected to develop a philosophical perspective and to be able to look at literature with philosophy, and for this reason, philosophical research and discussions are planned to be held in mother tongue lessons. We will discuss how a text can be analyzed according to philosophy of language, philosophy of art, phenomenology, ontology, epistemology, human philosophy; how the views of important philosophers such as Heidegger, Schopenhauer, Hartmann on art and literature can be used effectively in text analysis. This approach will also strengthen the programme's requirements like interdisciplinary connections.

In the Diploma Programme, Turkish A and TITC (Turkey in the Twentieth Century) courses are taught in Turkish, while all other courses are taught in English.

The following language courses are offered in DP;

Group 1 Studies in Language and Literature

Language A- Turkish A Literature

School supported self-taught courses are also an option for students whose mother is different than Turkish.

Group 2: Language acquisition:

Language B – English

**Curriculum before the IB DP and the non-IB curriculum**

Turkish and Turkish Language and Literature courses at TED Üsküdar College follow the curriculum approved by the Ministry of National Education. Reading books in Turkish Language and Literature course are determined by subject teachers, separately for each level. These are integrated into the lessons in accordance with the Ministry of National Education curriculum. The selection of reading books takes into account the diversity of genres, the gender of the authors, the periods in which they were written and the countries they are from. Although the curriculum is taken as a basis in the studies carried out for the purposes such as students learning the grammar rules of their mother tongue in detail, distinguishing different types of words and using them appropriately in written expression studies, following the spelling rules, using punctuation marks correctly and appropriately, and paying attention to the soundness of sentence structures, subject expression and repetition can be made according to the needs of the students.

English Language and English Literature courses are designed in accordance with the K12 English teaching curriculum framework, it is also moderated according to the needs of the students and the requirements of the upcoming years.

The aim of the English Language program is to maintain the students’ smooth transition into a higher academic level of English. While reaching this aim, the students will be developing interest in reading, writing, thinking and creating. They will also focus on Academic Essay writing, which will help them to organize their ideas and thoughts logically. The overall course is comprised of literature, and reading-writing books.

The aim of the English Literature program is designed to offer students a general perspective on how to view and study literature as an art form. The course will focus on enhancing students' creative, critical and analytical thinking skills as well as equipping them with vocabulary and style that boast literariness. Novels studied as part of the English Literature program are determined in harmony with the themes of IB DP to prepare the students for the diploma programme.

The objectives of English Literature program are as follows:

* Introduce students to the culture of literacy in English
* Familiarize students with literary tools and concepts
* Guide students on their path to self-improvement
* Boost students' confidence in their own abilities
* Help students think originally and creatively
* Present students with authentic points of view
* Lead students' efforts to develop a more advanced command of English
	+ 1. **Assessments for DP Grades**

The evaluation criteria of the Turkish A course, which is a Group 1 course in the Diploma Programme, have been determined by the IBO. During the two-year period, our students will be evaluated according to the criteria specified in the Language A guide. Our students will do guided literary analysis writing, comparative essay writing, individual oral presentations, etc. about the books they have read and examined in detail in different genres such as poetry, novels, theater, and opinion pieces. In order to prevent problems that may arise in terms of academic integrity, it is planned that writing activities will be carried out in the lessons and evaluated primarily by peer assessment method.

Internal weekly/monthly quizzes or exams, internally assessed mock exams and mini mock exams, external exams are held during the two years Diploma Programme. Internal assessments are completed per subject under subject-specific criteria. After standardization, IB chosen samples are uploaded to IBIS. You need to give details on the internal assessment. The internal assessment is an individual oral. It must be carried out by both SL and HL students. Two extracts are used from two different literary works studied in the course. One of the works must be written originally in the language studied. The other work must be a work studied in both SL and HL students are required to carry out an individual oral in response to a prompt, using two extracts from two different works, one of which must be written originally in the language studied and the other of which must be a work studied in translation, to focus their analysis of how perspectives on a global issue are presented in them. Before the diploma programme starts TED Üsküdar College Turkish Language and Literature teachers set assignments to practice short individual orals in order to prepare the students for the programme.

* + 1. **Diagnostic Tests and Differentiation**

**Differentiation in Language Classes**

In language lessons, our students are expected to make use of different sources and to use written, visual and digital resources appropriately. We discuss with our students whether language is sufficient to convey their thoughts, and in cases where language is thought to be insufficient, students are asked to find different means of communication and explore the possibilities of communicating their thoughts through non-linguistic means. Students whose mother tongue is not Turkish are assigned different homework assignments and the process is carried out in communication with their parents. We have parents’ meetings once in two weeks and we differentiate the expectations like not memorizing the whole poem, instead they memorize half of it. Students who are gifted or whose language skills are more advanced than their peers are given additional work and homework assignments.

* 1. **Assessment and Evaluation of Language**

Assessment is both summative and formative. Students receive feedback from teachers about how to improve as well as praise for their positive efforts.

Using a variety of assessments gives a more complete picture of student success. Apart from exams, performance tasks, and projects; students are encouraged to reflect on their own learning, assess their own and their peers’ work in order to monitor how their learning is progressing. With the help of self-assessment, students are expected to become critical, active thinkers who can take responsibility for their own learning. It helps them perceive the process and growth of their language learning; thus, giving them the tools to examine and improve their own learning methods.

Through peer-assessment, students can be models for each other by sharing their experiences. It helps them learn from others’ strengths. Students can compare how they view their own work with how their peers evaluate it, and then compare them all with their teacher’s evaluation. Rubrics and checklists are given to students to help them reflect, review and evaluate their performance on a completed learning task, recognizing their strengths and weaknesses and taking steps to improve themselves.

* 1. **Differentiation**

Group learning is used by teachers to differentiate their instruction, challenging each student according to his or her level and thereby maximizing learning for all. In preparation for differentiating, the teacher diagnoses the difference in readiness, interests and learning styles of all the students in class. At the beginning of each academic year TED Üsküdar College students who are Grades 5-12 sit a placement and readiness exam prepared by the TED Headquarter. The results and statistics prepared by the Assessment and Evaluation Unit at the TED HQ are shared with the school and teachers are expected to modify content, processes, the product or the learning environment for their students. The essential curriculum concepts may be the same for all students but the complexity of the content, learning activities and/or products, or even the learning environment will vary so that all students are challenged and no student is frustrated. Considering different learning styles, interests, and needs of the students in the same class, teachers should differentiate instruction.

* + 1. **Applications for students whose native language is not Turkish**

Students whose mother tongue is not Turkish can also receive education at TED Üsküdar College. Especially for these students who have difficulty in Turkish A classes, different studies are prepared per their level in Turkish, and our students are responsible for or exempted from some of the texts that contain a lot of old words. Our counselor also works on the adaptation process of students whose mother tongue is not Turkish. This process is followed for the new students who are enrolled in the school for the 9th or the 10th grade before DP starts. For the 11th and 12th grade no students from other schools are accepted.

* 1. **Developing Book Reading Habits**

At TED Üsküdar College, various activities and practices are carried out at all levels in order to instill love of books and reading habits in our students. Students are subscribed to an online reading platform both in English and Turkish. These digital reading platforms offer more than a thousand age-appropriate books in a wide range of genres. Teachers are expected to regularly assign reading projects on these platforms and students are also encouraged to read suggested books at their own Lexile levels. Teachers closely monitor students’ via learning management system of reading platforms and prepare certificates for students who excel at reading at the end of each quarter. In Turkish Language and Literature classes our students are responsible for reading books appropriate to their level in and out of class and completing the review booklets prepared for the books they read. Reading the books and doing the necessary work are assessed effectively in determining the performance points of our students. These studies and assessment criteria are shared with students and parents via the K12 system. They are also explained in class. Our students are advised to read books from a list prepared by Turkish A teachers during short and long vacations. In order to instill a love of books in our students, the first TED Üsküdar Book Fair was organized in 2024, where students, teachers and parents met with important authors of Turkish Literature. Teachers who have written books in various fields also came together with our students at different levels at this fair. TED Üsküdar Book Fair is planned to become a traditional event.

* 1. **Events and Celebrations**

Our students participate in the Traditional Novel Heroes Day organized by the Novel Heroes magazine in the costume of their favorite novel hero, and in novel hero animation competitions with the texts they write. In our classes, activities related to December 21 Novel Heroes Day, February 14 World Story Day, February 21 Mother Language Day, March 21 World Poetry Day, and March 27 World Theater Day are organized. In addition, poetry recitals are organized at the middle school level to introduce our students to poems by different poets. On September 26, special activities are organized for Turkish Language Day, and expert guests are invited to raise language awareness.

Celebrations and commemorations at TED Üsküdar College are bilingual. The presenters present the ceremonies in Turkish and English.

* 1. **Extra-Curricular Activities for Language Development**

At TED Üsküdar College, we aim to support our students' language development not only in the classroom but also in extracurricular activities based on the knowledge that language is a living entity and a carrier of culture. With the knowledge that every teacher is a language teacher and that every member of the school community should use language in a way that sets an example for our students, attention is paid to the correct and careful use of language in all activities. The correct use of language is emphasized in events, ceremonies, recitals and performances throughout the year.

At TED Üsküdar College, students at the middle and high school levels are encouraged to develop their language skills in a natural environment through extracurricular activities in different fields by school teachers. Extracurricular activities carried out by the school teachers range from cooking, drama, vocalization, creative writing, reading clubs, debates and Model United Nations simulations. At pre-school and primary school levels, our students have the opportunity to develop the language they have learned through different activities at the festivals held in the fall and spring. Spelling bees, puppet theater, storytelling activities are some of the traditional activities at these levels.

1. **POLICY DEVELOPMENT, REVISION AND SHARING PROCESS**

The designated principles in this policy have been developed by a committee of administrators and teachers in the primary, middle and high school by taking IB documents standards and practices into consideration in the light of TED Üsküdar College’s mission statement. This document includes policies for a language of all students in IB Programmes and curriculum in the direction of the IB and TED Üsküdar College mission statements. The Language Policy will be revised annually in line with changing needs with the contribution of teachers, students, parents and administrators. The Language Policy is shared with the school staff, parents and students through the TED Üsküdar College website, parent meetings and distributed handbooks in both Turkish and English

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| --- | --- |
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| Nevzat Kulaberoğlu  | Head of School and High School Principal |
| Aylin Tavukçuoğlu  | Vice Principal in Primary School |
| Dr. Suzan Üstün  | Vie Principal in High School and Head of Foreign Languages Department  |
| Dr. Nermin Nemlioğlu  | Head of Turkish Language and Literature – Social Sciences Department  |
| Fatin Bayraktar  | IB Diploma Programme Coordinator  |

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