

Publication Date: 01.09.2011

Revision Date: (1) 01.09.2021, (2) 30.06.2023, (3) 30.10.2025

NESİBE AYDIN EDUCATIONAL INSTITUTIONS

LANGUAGE POLICY

Chapter One

Language Policy Committee, Philosophy, Purpose, Scope, Basis and Definitions

ARTICLE 1: Policy Development Committee

1. Policy Development Committee consists of the Nesibe Aydın Schools Program Leaders, Principals, International Baccalaureate Diploma and Primary Years Program Coordinators, kindergarten class representatives, primary school class representatives, Turkish (mother tongue) middle and high school representatives, additional language representatives (English, German), school librarian, School Counselling Unit representative and student and parent representatives. Care is taken to ensure that student representation encompasses different age groups.
2. The development and updating of the Language Guidelines is the responsibility of this team, which consults with all stakeholders. The committee reviews the Guidelines annually and whenever major curricular or programmatic updates occur. Student work, teacher observations, parent feedback, and administrative input are taken into account during the review process. Annual revision outputs are archived.
3. The following stages are followed in the development and updating process of the Language Guidelines:
 - Reviewing the current Ministry of National Education (MEB) language curriculum
 - Reviewing Cambridge Assessment International Education and IB language-related documents
 - Defining developmental goals and stages
 - Involving all representative stakeholders in the drafting and review process

- Revising, finalizing, and publishing the most current version for implementation

ARTICLE 2: Aim

1. The purpose of this Language Policy is to ensure that students at Nesibe Aydın Schools acquire and effectively use language skills, listening, speaking, reading, writing, viewing, and presenting, that will guide their lifelong learning journey.
2. Through the development of these skills, students are encouraged to enhance their cognitive, social, emotional, and cultural growth; to communicate effectively through multilingualism and intercultural understanding; to participate actively and with enthusiasm in language learning; and to cultivate continuous literacy and global awareness.
3. This policy also aims to promote a shared institutional understanding of language, ensuring that all knowledge, approaches, and practices related to language teaching and learning are collaboratively developed, communicated, and implemented across the school community.

ARTICLE 3- Scope

This Directive covers the language teaching principles of Nesibe Aydın Schools.

Language Profile Summary: The primary language of instruction across the school is Turkish. English is the medium of instruction in the IGCSE and IB Diploma Programme (DP). German is taught as a second foreign language from Grade 2 onwards. The school community includes multilingual students and teachers, promoting intercultural communication and linguistic diversity.

ARTICLE 4- Basis

This Language Policy has been prepared based on the Ministry of National Education (MEB) curriculum, the Common European Framework of Reference for Languages (CEFR), the Cambridge English as a Second Language Programme, and the International Baccalaureate (IB) Programmes.

Definitions

- a. **CEFR (Common European Framework of Reference for Languages):** An internationally recognized standard for describing language proficiency. At Nesibe Aydın Schools, CEFR levels are used to benchmark students' language development and to align instruction and assessment with global standards.
- b. **E-learning:** Digital and blended learning opportunities integrated across all programmes, including online language platforms, digital research databases (e.g., **JSTOR**), and **AI-supported learning tools**. These resources enhance language acquisition, independent inquiry and differentiated learning.
- c. **American Psychological Association (APA):** An international citation and referencing system commonly applied in the social sciences. Diploma Programme students are guided in the use of **APA** for Extended Essays, research papers, and TOK essays when relevant.
- d. **Mother Tongue (First Language)** The language a student learns at home or from early childhood and uses most fluently. Strengthening the mother tongue is considered essential for identity formation, cultural belonging, and conceptual understanding. School-Supported Self-Taught (SSST) Literature A courses are offered in the DP to support students' mother tongue development.
- e. **Target Language:** The language that students are learning in the school context. In the DP, the primary target language is English (as the language of instruction and assessment), alongside Turkish A (mother tongue) and additional languages such as German
- f. **Translanguaging:** A pedagogical approach that encourages students to flexibly use their full linguistic repertoire to construct meaning, deepen understanding, and foster intercultural competence.
- g. **Multiliteracies:** An expanded concept of literacy that includes not only reading and writing but also **visual, digital, cultural, and media literacies**. In the DP, students develop multiliteracies through cross-disciplinary research, digital presentations, and CAS projects.

ARTICLE 5: Philosophy

At Nesibe Aydın Schools, we view language not only as a means of communication but also as a fundamental component of learning, thinking, identity formation, and

intercultural understanding. We encourage all students to develop strong literacy in their mother tongue, communicate confidently in target languages, and embrace multilingualism as a lifelong value.

Language is central to inquiry, meaning making, and community building, playing a vital role in the development of internationally minded learners.

All teachers are considered **language teachers**, responsible for supporting students' language development within their disciplines. Therefore, language learning is fostered through planned, holistic, and collaborative approaches across all subject areas.

To ensure this philosophy is reflected in practice, the following principles have been adopted:

1. Each student's linguistic profile is valued, and diversity is seen as an enrichment for learning.
2. The development of the mother tongue is supported to strengthen thinking, meaning-making, and identity.
3. Learning of target and additional languages is encouraged; multilingualism is viewed as essential for academic success and intercultural understanding.
4. Language teaching and learning are shared responsibilities across all disciplines.
5. Students' language skills are monitored and supported through multiple, age-appropriate assessment tools.
6. Learning environments are enriched with multilingual and visually supportive materials.
7. Translanguaging allows learners to use their full linguistic repertoire to construct meaning and deepen understanding.
8. Students develop cultural awareness and empathy through language learning experiences.
9. Consistency is maintained with all school policies related to language learning, including assessment, inclusion, and academic integrity.
10. Students have access to digital and printed resources that support language development, and e-learning tools are used effectively.

11. To deepen awareness of linguistic identity and growth, students create Language Portraits (Language Biographies) that help them reflect on their multilingual experiences.
12. Reflective tools such as language portraits are encouraged especially in the DP, allowing students to examine their linguistic identities critically.

Philosophy in the IB Diploma Programme Context

13. In the IB Diploma Programme (Grades 11–12), language learning is directly connected to academic inquiry and the development of IB Learner Profile attributes such as being Communicators, Open minded, and Reflective.
14. All DP teachers embed academic language development into their subjects, ensuring students can access complex concepts in English while valuing their mother tongue.
15. Turkish A: Literature (Group 1) strengthens critical thinking and cultural identity, while English B (Group 2) enhances academic English and prepares students for global higher education.
16. Multilingualism is promoted through subject integration, CAS projects, and international collaborations, aligning with the IB mission to develop internationally minded learners.
17. Students are guided to use academic referencing systems (APA) and digital resources (e.g., JSTOR) to support the Extended Essay, TOK, and subject-based research.

Chapter Two

Nesibe Aydın Schools' Language Skills Definition

ARTICLE 6 — Language Skills

1. **Listening and Viewing:** Listening and viewing are fundamental modes of communication and learning. These skills encompass the ability to accurately understand, interpret, and evaluate spoken or visual messages.
With the increasing prevalence of visual and auditory media in education and daily life, effective listening and viewing instruction are essential.
Through these skills, students develop meta-skills such as sorting, classifying, questioning, relating, critiquing, and drawing inferences from what they hear or watch.

In the IB DP, listening and viewing also include engaging with academic lectures, TOK discussions, global media sources, and oral commentaries. These practices prepare students to analyse multiple perspectives and apply critical thinking in both local and international contexts.

2. **Reading:** Reading is the process of perceiving, interpreting, and evaluating written symbols. Reading skills enable students to access diverse sources and encounter new information, events, and experiences. This process promotes inquiry, research, interpretation, discussion, and critical thinking. Students are expected to read accurately and fluently, using appropriate strategies, and to evaluate and interpret texts with a critical perspective. In the IBDP, reading focuses on critical and comparative analysis of literary texts, research articles, and academic resources. Students learn to identify bias, synthesise perspectives, and evaluate global issues through reading.
3. **Speaking:** Speaking is an essential skill for communication, enabling individuals to share knowledge, express emotions and opinions, and solve problems collaboratively. The goal is for students to express themselves accurately and confidently using a rich vocabulary, logical reasoning, and effective oral techniques such as comparison, evaluation, and summarising. In the IBDP, speaking is further developed through TOK presentations, CAS reflections, debates, and subject-specific oral assessments. Students are expected to present arguments clearly, support ideas with evidence, and communicate with intercultural awareness.
4. **Writing:** Writing is one of the most powerful tools for self-expression and communication. The aim is to help students express feelings, ideas, plans, and reflections effectively, in accordance with the conventions of written language. Writing instruction fosters creativity, accuracy, and purposeful expression, turning writing into a habit of lifelong learning. In the IBDP, writing is central to academic success in TOK essays, the Extended Essay, and subject-specific research papers. Students are trained to use APA referencing conventions, ensuring academic integrity and scholarly rigour. Writing tasks promote critical analysis, structured argumentation, and reflective thinking.

Expanded Language Skills in the IB Context

As defined in IB documentation, language learning extends beyond the four traditional skills. Students are expected to distinguish between academic, social, and cultural contexts, and to participate actively in meaning-making processes. This includes:

1. **Academic Language Use:** Students acquire technical and conceptual language needed for each subject area and learn to communicate fluently in academic contexts.
2. **Interdisciplinary Language Development:** Language teaching is the shared responsibility of all disciplines. Teachers provide structured language input to help students understand concepts in their respective fields.
In the DP, all teachers are language teachers who integrate subject-specific vocabulary, critical-thinking language, and academic writing practices across the curriculum.
3. **Communicative Language Use:** Students are encouraged to communicate clearly, meaningfully, and empathetically in both oral and written interactions.
4. **Critical Use of Language:** Students learn to recognise how language can be used as a tool of power, bias, or identity construction.
5. **Socio-Cultural Dimension of Language:** Students are guided to understand that language shapes identity and belonging. CAS experiences and intercultural projects highlight how language fosters empathy, social responsibility, and international mindedness.
6. **Translanguaging:** Translanguaging strategies are encouraged to support language development. Students flexibly use multiple languages to construct meaning, express ideas, and deepen understanding. In the DP, translanguaging may be used for reflection and brainstorming; however, final assessments (essays, examinations, Extended Essays) are produced in the IB-required language (English or Turkish A).
7. **Multiliteracies:** Literacy extends beyond reading and writing to include visual, digital, auditory, and cultural literacies. Students are encouraged to communicate effectively in diverse environments and to create meaning through multiple modes. In the IBDP, multiliteracies are strengthened through the use of academic databases (e.g., JSTOR), digital tools, and global media resources, preparing students for university-level research and critical engagement.

Language across the DP Core

Language development supports success across all components of the DP Core:

- **Theory of Knowledge (TOK):** Students use precise academic language and command terms when constructing knowledge questions, developing arguments, and delivering presentations.
- **Extended Essay (EE):** Research and writing skills are developed through scaffolding, feedback cycles, and explicit teaching of APA citation and referencing conventions.
- **Creativity, Activity, Service (CAS):** Students reflect on their experiences through structured journaling and oral sharing, demonstrating empathy, intercultural awareness, and growth in communication.

Through these practices, language functions as a bridge across the DP Core, enabling students to articulate ideas clearly, think critically, and engage authentically in multiple contexts.

Chapter Three

Language Processes in Nesibe Aydın Schools

ARTICLE 7 — Language of Instruction and Implementation

- The primary language of instruction at Nesibe Aydın Schools is Turkish. In Grades 9–10, the Cambridge IGCSE Programme is implemented, where English serves as the main language of instruction, preparing students for the IB Diploma Programme (DP). In Grades 11–12, the IB DP is fully delivered, with English as the language of instruction for all subjects and core components (TOK, EE, CAS), except Group 1: Turkish A: Literature.
- Foreign language education begins with English in kindergarten and Grade 1. Kindergarten classes follow a bilingual education model, ensuring early exposure to both Turkish and English. This continuum of English language learning supports students' readiness for academic English in the DP.
- From Grade 2 onward, students learn German as an additional elective language alongside English. In the DP, German continues as the additional foreign language.

- Foreign language instruction is aligned with the Common European Framework of Reference for Languages (CEFR). CEFR benchmarks are used to guide teaching, learning, and assessment in all language programmes. In the DP, CEFR levels inform evaluation of students' English and additional language proficiency, supported by international exams such as Cambridge English Qualifications and IELTS.
- Teacher professional development: Free foreign language courses are offered to teachers who wish to enhance their proficiency. All DP teachers participate in IB Category 1 training and continuous professional development (CPD) sessions to ensure the consistent application of IB pedagogy and integration of academic language development across all subjects.
- The school library provides printed and digital materials in all languages taught within the school. Resources are requested via the internal portal and purchased with the principal's approval.

For DP students, the library includes access to academic databases such as JSTOR, supporting Extended Essay research, TOK inquiry, and subject-specific investigations.

- Classroom libraries contain books in Turkish (language of instruction) and English, enriching the foreign language learning programme. At the DP level, resources expand to include academic journals, reference works, and multilingual materials that directly support students' coursework and research.
- **DP Placement and Mobility:** All students in the Diploma Programme take Group 1 – Turkish A: Literature and Group 2 – English B as mandatory language subjects. Placement decisions for English B at Standard Level (SL) or Higher Level (HL) are made based on diagnostic evidence such as IGCSE results, internal placement tests, and teacher recommendations. Movement between SL and HL in English B may occur during the first term of DP Year 1, following IB deadlines and school procedures, to ensure fairness, access, and compliance with IB regulations.

Connections between Language and the IB Learner Profile

Language learning and use directly contribute to the development of all ten **IB Learner Profile attributes**:

- **Inquirers:** Students use multilingual sources to conduct research and frame TOK and Extended Essay questions.
- **Knowledgeable:** Learners expand disciplinary and interdisciplinary understanding by engaging with texts and research in multiple languages.
- **Thinkers:** Students analyse and evaluate perspectives across languages through oral commentaries and debates.
- **Communicators:** Communication is strengthened through TOK presentations, MUN debates, CAS reports, and collaborative discussions.
- **Principled:** Students apply academic honesty through accurate citation and referencing (**APA**), respecting authorship and intellectual property.
- **Open-minded:** Exposure to diverse languages and the **SSST Programme** fosters appreciation for different cultural viewpoints.
- **Caring:** Language is used empathetically in CAS reflections and community projects to build connections.
- **Risk-takers:** Students step beyond their comfort zone by presenting in foreign languages and participating in bilingual events.
- **Balanced:** Language learning supports social, emotional, and cognitive balance through creative and academic expression.
- **Reflective:** Students assess their own language growth through portfolios, journals, and teacher feedback, setting goals for continuous improvement.

ARTICLE 8 — Mother Tongue

1. The majority of students' mother tongue is Turkish. In the DP, Turkish is offered as Group 1: Turkish A: Literature (HL/SL), enabling students to develop advanced analytical, critical, and academic writing skills in their mother tongue.
2. For students whose native language is not Turkish, the school provides resources and an inclusive environment to support linguistic identity and access. Collaboration with families and when necessary, with relevant agencies (e.g., embassies, consulates) ensures additional support. In the DP, non-Turkish-speaking students are encouraged to take School-Supported Self-Taught (SSST) Literature A courses to maintain and deepen their linguistic and cultural identity. Families are encouraged to reinforce

mother tongue development through reading, cultural engagement, and collaboration with the school.

3. **Communication with Families:** Official communication with families is primarily conducted in Turkish and English. Translation and bilingual documents are provided when necessary to ensure that all parents have access to essential school information.
4. **Cultural and Linguistic Diversity:** The school community includes both Turkish and international students, as well as teachers from diverse national backgrounds (e.g., Egypt, Cameroon, Syria). This diversity enriches intercultural dialogue and multilingual learning.
5. **School-Supported Self-Taught (SSST) Literature A Implementation**

The School-Supported Self-Taught (SSST) Literature A option enables students whose mother tongue is not offered as a taught subject at the school to study Language A: Literature (SL) in their own language, in accordance with IB Diploma Programme requirements. This provision ensures equity, supports linguistic and cultural identity, and reflects the school's commitment to multilingualism and international-mindedness.

Implementation Framework:

- a. **Supervision and Coordination:** Each SSST student is assigned a supervising teacher approved by the DP Coordinator. The supervisor acts as a liaison between the student, the family and the IB Diploma Programme team, ensuring that all learning activities, assessments, and deadlines align with IB standards and practices. The DP Coordinator monitors overall progress and ensures that school support meets IB expectations.
- b. **Programme Structure:** The SSST course follows the IB prescribed Language A: Literature (SL) curriculum. An approved reading list consisting of works in the student's mother tongue and in translation is developed collaboratively by the student, family and supervising teacher and then submitted to the DP Coordinator for authorization. A reading schedule, assessment calendar, and reflection plan are created at the beginning of the course to provide structure and consistency throughout the two-year programme.
- c. **Resources and Access:** The school ensures that each SSST student has access to appropriate resources in their language, including:

- Physical and digital copies of literary works;
- Dictionaries, grammar and stylistic reference materials;
- A quiet and well-equipped study environment;
- Access to digital academic databases (e.g., JSTOR) for contextual and comparative research.

d. Monitoring and Feedback: Supervising teachers meet with SSST students at regular intervals (at least once every two weeks) to review reading progress, discuss literary analysis, and provide formative feedback. The DP Coordinator conducts formal progress checks each term and communicates outcomes to families.

Assessment components, including the Individual Oral, Paper 1, and Paper 2, are monitored to ensure alignment with IB requirements, deadlines, and academic integrity expectations. All submitted work follows APA citation conventions, and students receive explicit guidance on academic honesty and use of sources.

e. Family and Community Engagement: Families play an active role in supporting the student's language development and maintaining their cultural connection.

They are encouraged to participate in planning meetings, monitor progress, and provide cultural resources (e.g., access to native-language media, local community connections). This collaborative approach reinforces the IB belief that home languages are integral to identity and cognitive development.

f. Alignment with IB Policies: The SSST implementation is consistent with the school's Language Policy, Academic Integrity Policy, and Assessment Policy. All written work must adhere to APA citation conventions, and students receive explicit guidance on proper referencing and use of sources. The process ensures that SSST students experience the same level of academic rigour, reflection, and support as their peers in taught language courses.

6. International-Mindedness and Intercultural Understanding

The Language Policy at Nesibe Aydın Schools directly supports the IB Mission of developing internationally minded learners who recognize their common humanity and shared guardianship of the planet. By engaging with multiple languages and diverse cultural perspectives, students learn to respect and value different traditions, identities, and worldviews.

Language learning serves as both a tool and a pathway to intercultural understanding. Through authentic communication, students appreciate that every language carries unique cultural expressions, ways of thinking, and perspectives on global issues. They become aware that multilingualism enhances empathy, tolerance, and global citizenship.

Classroom practices and co-curricular activities such as Model United Nations (MUN), TED-Ed, and Drama Clubs offer authentic opportunities for students to apply their multilingual and intercultural skills in real-world contexts. These activities foster:

- Confidence in public speaking and effective academic communication.
- Intercultural awareness through collaborative discussions, debates, and performances.
- Development of empathy, creativity, and open-mindedness through interaction with global perspectives.

Teachers model open mindedness and empathy by creating linguistically inclusive environments that welcome all voices and backgrounds. Through multilingual events such as the European Day of Languages, the school celebrates linguistic diversity and promotes the idea that language is both a bridge and a mirror of culture.

International-mindedness is also embedded in the IB Learner Profile attributes. Through multilingual engagement, students become:

- **Communicators**, who express ideas confidently and creatively in more than one language.
- **Open-minded**, who appreciate their own culture while exploring others.
- **Reflective**, who critically consider how language shapes thought, values, and identity.
- **Caring**, who use language to foster understanding, compassion, and positive community action.

In this way, language learning at Nesibe Aydın Schools goes beyond academic achievement, it becomes a means of building a community of global citizens who can think, communicate, and act responsibly in an interconnected world.

ARTICLE 9 – Language Support

- a. General Support:** Students who require support in Turkish, English, or a second foreign language receive assistance through structured weekday and weekend sessions. Detailed principles and practices regarding language support are defined within this policy and implemented through structured support programmes. In the IB DP, additional guidance is provided to strengthen students' academic English, particularly in essay writing, oral presentations, and research skills for TOK, the Extended Essay, and Internal Assessments. Differentiated instruction and individual academic counselling ensure that every student can effectively access the curriculum.
- b. Mother Tongue Support:** Students whose mother tongue is not Turkish are encouraged to pursue SSST Literature A (SL) courses in the DP, allowing them to maintain and deepen their linguistic and cultural identity. The school collaborates with families to provide reading materials, cultural resources, and continuous guidance to sustain home-language development alongside the DP curriculum.
- c. Inclusive Language Accommodations:** For students with diverse learning needs, language accommodations are implemented in accordance with the Inclusion Policy. These may include differentiated tasks, adapted assessments, extended deadlines, additional exam time, the use of glossaries or dictionaries and the provision of a reader or scribe when appropriate. Scaffolded writing support and ongoing feedback cycles are also provided to ensure equitable access to the DP curriculum. All accommodations are documented collaboratively by the DP Coordinator, Guidance and Counselling Department and subject teachers and applied consistently across all subjects.
- d. Approaches to Learning (ATL) and Language Development:** Language learning directly supports the development of ATL skills throughout the DP.
 - Communication skills are enhanced through presentations, debates, and the explicit teaching of academic vocabulary and command terms.
 - Research skills are strengthened through guided practice in note-taking, paraphrasing, and APA citation, as well as through access to multilingual resources such as JSTOR and digital libraries. Teachers employ scaffolding

strategies and reflective feedback to help students transfer these language skills across all subjects, fostering success in TOK, CAS, and the Extended Essay.

Chapter Four

Languages and Class Hours in Nesibe Aydın Schools

ARTICLE 10 — Languages and Class Hours in Nesibe Aydın Schools

1. Turkish Language Education

a. **Preschool – Primary – Middle – High School:**

Turkish instruction develops listening, speaking, reading, and writing skills progressively from preschool through high school. Activities include storytelling, poems, drama, and library sessions that nurture vocabulary, pronunciation, and communication. The Ministry of National Education curriculum is followed at all levels, ensuring literacy, comprehension, critical thinking, and written/oral expression skills aligned with cultural and national values.

- a. **Support for Non-Native Speakers:** Students whose mother tongue is not Turkish receive small-group or one-on-one support during weekdays and weekends. Individual learning plans are designed in cooperation with parents and the School Counsellor.

b. **IB Diploma Programme (Grades 11–12):**

- **Group 1 – Turkish A:** Literature (HL/SL): Students analyze Turkish and world literature to develop interpretive and academic writing skills.
- **School-Supported Self-Taught (SSST) Literature A:** Offered for non-native Turkish speakers to sustain mother tongue development.

2. English Language Education

- a. **Preschool (Ages 4–5):** English is introduced through a bilingual model where Turkish and English are used simultaneously. Learning through songs, games, drama, and storytelling builds early comprehension and communication skills.

Learning Outcomes:

- Understand short visual stories and songs.

- Follow simple oral commands.
- Use basic expressions and vocabulary about daily routines.

b. Primary School (Grades 1–4): The English programme, approved by the Ministry of National Education’s Board of Education, aims to develop grammar, listening, reading, and writing skills. Students are encouraged to sit for Cambridge English Qualifications (Pre-A1 Starters, Movers) to document their progress. Remedial and enrichment classes support students according to their CEFR level progressions.

Learning Outcomes:

- Understand familiar words and phrases in spoken and written form.
 - Use simple phrases and sentences to describe themselves, their families, and surroundings.
 - Write basic sentences and complete short forms with personal information.
- c. Middle School (Grades 5–8):** The Cambridge Assessment International Education English as a Second Language curriculum is implemented. Incoming students’ levels are determined by Level Determination Exams 1–2 (June and September). Students requiring additional support receive remedial lessons before and after the start of the school year. Preparation for the High School Transition Exam (LGS) is also provided. Students may take Cambridge English Qualifications A2 Flyers, A2 Key, and B1 Preliminary for Schools exams. By Grade 8, all students are expected to reach **CEFR B1** proficiency.

Learning Outcomes (CEFR B1):

- **Listening:** Understand main points of clear speech on familiar topics and media content.
 - **Reading:** Comprehend texts with common vocabulary and personal correspondence.
 - **Speaking:** Engage in conversations on familiar topics and describe experiences.
 - **Writing:** Write short, connected texts and personal letters on everyday subjects.
- d. High School English (Grades 9–12):** The goal of the High School Foreign Languages Department is to prepare students for academic and professional life using English effectively. Gaziantep Nesibe Aydın Schools is accredited by Cambridge

International Education (Centre TR961) and authorized as a Cambridge Exam Centre. All students follow the Cambridge IGCSE English as a Second Language curriculum and sit for the IGCSE exams (grades based on an 8 point scale A*–G). Students achieving Grade C or higher meet international university entrance language requirements. Additionally, students may take Cambridge English Qualifications B2 First for Schools.

Expected CEFR Progression:

By graduation, students reach B2 level, achieving the following:

- **Listening:** Understand extended speech, presentations, and standard media.
- **Reading:** Comprehend articles, reports, and literary prose.
- **Speaking:** Communicate fluently with native speakers and justify opinions.
- **Writing:** Produce clear, detailed texts expressing viewpoints and arguments.

e. English in the IB Diploma Programme (Grades 11–12)

- **Language of Instruction:** All IB DP subjects and core components (TOK, EE, CAS) are delivered in English, except Group 1 Turkish A: Literature.
- **Group 2 – English B (HL/SL):** Develops advanced academic English, critical reading, and research-based writing.
- English language instruction aligns with IB academic requirements (EE, TOK, IAs), with training in APA referencing for academic integrity.
- Students are expected to achieve minimum CEFR C1 proficiency by graduation.

3. Additional Language: German

- a. Primary and Middle School:** German is introduced as a second foreign language from Grade 2 onward and continues throughout secondary and high school. Instruction focuses on practical communication, listening, reading, and intercultural understanding in alignment with CEFR standards.

Learning Outcomes:

- Understand familiar words and expressions in simple contexts.
- Engage in short dialogues and simple routine communication.

- Write short, simple sentences and notes about personal topics.
 - Recognize cultural aspects of German-speaking countries.
- b. High School and IBDP (Grades 9–12):** At the Gaziantep campus, German is the only second foreign language offered across both the IGCSE and IB Diploma Programme. Students may take FIT in Deutsch / TELC international exams. In the IB DP, German continues as an additional language (not as Group 2 subject). Instruction aims for CEFR A2–B1 proficiency by graduation.
- 4. Resources and Academic Language Development:** All language programmes (Turkish, English, and German) are supported by the school library and digital databases such as JSTOR, Cambridge Online, and multilingual e-learning platforms. Students are encouraged to conduct research, access academic materials, and apply appropriate citation methods (APA). Language learning is integrated into CAS, TOK, and Extended Essay processes to promote multilingualism, academic integrity, and IB Learner Profile development.

Pre School Language Class Hours and Levels

CLASS	LANGUAGE	HOUR	CEFR
4 Years Old	Language of Instruction Activity and Preparation for Reading and Writing	5	
	English	10	Pre A1
5 Years Old	Language of Instruction Activity and Preparation for Reading and Writing	6	
	English	14	Pre A1

Primary School Language Class Hours and Levels

CLASS	LANGUAGE	HOUR	CEFR
1st Grade	Turkish	10	
	English	10	A1
2nd Grade	Turkish	10	
	English	10	A1

	German	3	Pre A1
3th Grade	Turkish	8	
	English	10	A1
	German	3	Pre A1
4rd Grade	Turkish	8	
	English	10	A1
	German	3	Pre A1

Middle School Language Class Hours and Levels

CLASS	LANGUAGE	HOUR	CEFR
5th Grade	Turkish	5	
	English	8	A2
	German	2	A1
6th Grade	Turkish	5	
	English	8	A2
	German	2	A1
7th Grade	Turkish	5	
	English	8	B1
	German	2	A1/2
8th Grade	Turkish	5	
	English	6	B1
	German	2	A2

High School National Programme Language Class Hours and Levels

HIGH SCHOOL (NATIONAL)	CLASS	LANGUAGE	HOUR	CEFR
	9th Grade	Turkish Language & Literature	5	
		English	8	B1+
		German	2	A2.1
	10th Grade	Turkish Language & Literature	5	
		English	7	B2
		German	2	A2.2
	11th Grade	Turkish Language & Literature	2	
		English	4	B2+
		German	2	A2.2
	12th Grade	Turkish Language & Literature	3	

High School International Programme (IGCSE & IB DP) Language Class Hours and Levels

HIGH SCHOOL (IGCSE & IB DP)	CLASS	LANGUAGE	HOUR	CEFR
	9th Grade	Turkish Language & Literature	4	
		English	5	B1+
		German	2	A2
	10th Grade	Turkish Language & Literature	3	
		English	5	B2
		German	2	A2
	11th Grade	Turkish A Literature HL	7	
		Turkish A Literature SL	5	
		English B HL	7	B2+
		English B SL	5	B2+
		German	2	A2
	12th Grade	Turkish A Literature HL	7	
		Turkish A Literature SL	5	
		English B HL	7	C1
		English B SL	4	C1

Chapter Five

COMMON FRAMEWORK PROGRAMME FOR EUROPEAN LANGUAGES

ARTICLE 11: Overview

Foreign language teaching in European countries is guided by the educational policies and quality standards established by the Council of Europe's Modern Languages Division. The Council of Europe developed the Common European Framework of Reference for Languages (CEFR) to provide a unified approach to language teaching, learning, and assessment across Europe.

The CEFR establishes common levels of proficiency, shared learning outcomes, and transparent assessment criteria that promote mobility, mutual understanding, and lifelong language learning.

Today, most European and international education systems, including the IB DP and IGCSE, use the CEFR as a reference for curriculum design and proficiency benchmarks.

ARTICLE 12: Basic Principles of the Common European Framework of Reference for Languages (CEFR)

1. The Common European Framework of Reference for Languages (CEFR) defines a set of descriptive indicators for language proficiency and provides validated standards for assessing communicative competence. The CEFR's educational philosophy is grounded in three key principles:
 - **Learner Autonomy:** Encouraging learners to take active responsibility for their progress, using self-assessment and reflection to identify strengths and areas for growth.
 - **Self-Assessment:** Promoting awareness of language proficiency through the use of “Can Do” descriptors and performance-based evaluation.
 - **Cultural and Linguistic Diversity:** Recognizing language learning as a means of fostering intercultural dialogue, tolerance, and global citizenship.
2. At Nesibe Aydın Schools, instruction in English and German is structured according to CEFR standards to ensure alignment with international benchmarks. Each level of instruction includes defined learning outcomes, assessment criteria, and progression pathways that correspond to CEFR levels A1–C1, depending on the grade and programme (national, Cambridge IGCSE or IB DP). This approach supports vertical alignment across grade levels and horizontal consistency between programmes, ensuring that students develop communicative competence, intercultural awareness, and lifelong language learning skills.

ARTICLE 13: Global Scale

The **Common European Framework of Reference for Languages (CEFR)** defines six global proficiency levels that describe what learners can do in listening, reading, speaking, and writing. These levels provide a universal reference used internationally to assess, compare, and report language proficiency.

User Level	CEFR Level	Description
Basic User	A1	Can understand and use familiar everyday expressions and very basic phrases to meet concrete needs. Can introduce themselves and others, ask and answer simple questions about personal details (e.g., where they live, who they know, what they have). Can interact in a simple way if others speak slowly and clearly and are willing to help.
	A2	Can understand phrases and common expressions related to personal, family, shopping, work, and immediate surroundings. Can communicate in simple, routine tasks involving direct exchange of information on familiar topics. Can describe aspects of their background and immediate environment using simple language.
Independent User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, or leisure. Can handle most situations likely to arise when travelling in an area where the language is spoken. Can produce simple connected text on familiar topics, describe experiences and events, and briefly give reasons and explanations for opinions or plans.
	B2	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions. Can interact with native speakers with a degree of fluency and spontaneity. Can produce clear, detailed text on a wide range of subjects and explain viewpoints on topical issues.
Proficient User	C1	Can understand long, demanding texts and recognize implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes, producing well-structured, detailed text on complex subjects.
	C2	Can easily understand virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts coherently. Can express themselves precisely and naturally, differentiating finer shades of meaning even in complex situations.

ARTICLE 14: Common European Framework Programme Self-Assessment Table

Purpose of the Table

This self-assessment table, adapted from the Common European Framework of Reference for Languages (CEFR), allows students to reflect on their language proficiency and identify their strengths and areas for development., It supports learner autonomy, goal setting, and ongoing

self-reflection, in line with the language learning philosophy of Nesibe Aydın Schools and the IB Learner Profile.

Skill Area	A1	A2	B1	B2	C1	C2
Listening	Understand simple words and phrases about myself and family when spoken slowly.	Understand short, clear messages on familiar topics.	Understand main points of clear speech on work, school or leisure topics.	Follow extended speech and discussions on current issues.	Comprehend long, complex speech and films without much effort.	Understand any spoken language, adapting easily to accent or speed.
Reading	Recognize familiar names and very simple sentences.	Read short, simple everyday texts (e.g., notices, letters).	Understand routine texts and personal correspondence.	Read detailed reports and articles on familiar issues.	Read long, complex factual or literary texts, recognizing tone.	Read virtually all written texts, including abstract or technical ones.
Speaking / Interaction	Ask and answer simple questions with help.	Communicate in short exchanges on familiar topics.	Deal with most daily situations and short conversations.	Interact fluently with native speakers and join discussions.	Express ideas clearly and naturally in social or professional contexts.	Speak effortlessly, using idioms and nuanced meanings precisely.
Oral Production	Use simple phrases to describe people or places.	Describe family, work, or study in short sentences.	Connect ideas to tell stories or explain opinions.	Give clear, detailed descriptions and viewpoints.	Present structured, detailed talks on complex topics.	Deliver fluent, well-organized speech on any subject.
Writing	Write short sentences or fill simple forms.	Write short notes or brief personal letters.	Write connected texts on familiar topics.	Write clear, detailed reports or essays on varied subjects.	Write coherent texts on complex issues in suitable style.	Write fluent, precise, well-structured academic or professional texts.

Chapter Six

Nesibe Aydın Schools Writing and Reference Protocol

ARTICLE 15: Academic Writing and Referencing Standards

3. APA referencing style is the official writing and citation system used at Nesibe Aydın Schools for all academic work, including essays, projects, research papers, and the IB

Diploma Programme (DP) components (Extended Essay, TOK, and Internal Assessments). The use of APA ensures consistency, academic integrity, and alignment with international standards.

4. According to the APA format, all sources used in a piece of writing are cited within the text (in text citation) and fully listed in a bibliography or reference list at the end of the document. Footnotes and endnotes are not used for source citation, except where explanatory notes are necessary for clarity.
5. Students are guided to make brief in-text references throughout their writing, including the author's surname, publication year, and page number when applicable. This practice highlights the author's work transparently and prevents plagiarism.
6. Through the use of APA referencing, students become familiar with universal academic writing conventions, learning to respect intellectual property, acknowledge sources, and maintain scholarly ethics in all written work.
7. The APA Publication Manual (7th Edition) is available in both printed and digital format in the school library and is used as a reference tool for all academic writing and research across grade levels.
8. Teachers across all disciplines integrate APA referencing instruction into coursework to promote consistent application of academic integrity principles. In the DP, APA is explicitly taught as part of the Academic Honesty and Language Development framework, ensuring that all students understand how to credit sources appropriately.

Chapter Seven

Digital Learning, Artificial Intelligence, and Language Education

ARTICLE 16: Integration of E-Learning and Artificial Intelligence

At Nesibe Aydın Schools, digital and AI supported learning tools are integrated into the teaching and learning process to enhance students' language acquisition, autonomy, and digital literacy.

Students benefit from E12 (PORTAL), which provides access to digital learning materials, progress tracking, and feedback tools that support differentiated instruction across all grade

levels. In addition, AI-assisted platforms such as Edutalkinn are used to improve students' listening, speaking, and comprehension skills through interactive practice and personalized feedback.

AI supported tools are encouraged as supplementary aids that foster creativity, engagement, and self-assessment. However, students are explicitly guided to ensure the ethical and responsible use of these technologies in full compliance with the Academic Integrity Policy. Teachers model responsible AI use, emphasizing that such tools are supportive instruments, not substitutes for human reasoning, creativity, or original thinking.

The school promotes digital citizenship and academic honesty by raising awareness about potential risks such as plagiarism, misinformation, over-reliance, and data privacy concerns. Students are taught to cite AI generated content using APA referencing standards, maintaining transparency and authenticity in their academic work.

Regular training sessions for both teachers and students are organized to ensure safe, ethical, and effective AI use. Through this balanced approach, Nesibe Aydın Schools aim to foster critical thinking, ethical awareness, and reflective digital engagement, preparing students to act responsibly in a technology-driven academic environment.

Chapter Eight

Our Practices in Language Teaching and Learning Processes at Nesibe Aydın Schools

ARTICLE 17: Principles and Practices

1. **General Framework:** Language education at Nesibe Aydın Schools aims to develop students' listening, speaking, reading, writing, grammar, and vocabulary skills to a level that allows them to use language fluently and effectively as a tool for global communication. Instruction integrates technology through laptops, projectors, and smart boards to create interactive learning environments.
2. In Grades 9–10, the Cambridge IGCSE English as a Second Language programme is implemented, enabling students to strengthen academic writing, critical reading, and oral communication skills while preparing for internationally benchmarked assessments.

3. In Grades 11–12, the IB Diploma Programme (DP) is delivered. All subjects and core components (TOK, CAS, and the EE) are taught in English, except Group 1 – Turkish A: Literature.
4. Students study Group 1 – Turkish A Literature (HL/SL), Group 2 – English B (HL/SL) and may also pursue School-Supported Self-Taught (SSST) Literature A in their mother tongue.

Examples of Language Policy in Practice:

- Student-led TED-Ed talks in both English and Turkish.
- CAS projects involving bilingual community outreach.
- TOK exhibitions exploring the role of language in knowledge.
- Annual Language Week, where students present multilingual performances and cultural projects.

5. **Four Core Pillars of Language Teaching and Learning:** Language teaching at Nesibe Aydın Schools is structured around four interrelated pillars aligned with IB philosophy and practices.

- a. **Activating Prior Knowledge and Building Background Understanding:** Language learning builds on students' previous experiences and linguistic repertoires.

Recognizing that learners' prior knowledge may vary across languages, teachers:

- Activate students' linguistic and cultural background knowledge to support new learning.
- Differentiate assignments to connect prior experience with new language content.
- Identify learner profiles and proficiency levels for unit planning.
- Incorporate relevant historical and contextual information when planning lessons.

In IGCSE and DP classrooms, this includes connecting students' prior language skills to exam writing, oral assessments, and DP research tasks such as the Extended Essay and TOK essays.

- b. **Guided Learning (Scaffolding):** Guided learning helps students perform tasks that they cannot yet accomplish independently. This approach gradually reduces teacher

support as students gain autonomy in developing their own learning strategies.

Common scaffolding strategies include:

- Visual aids and demonstrations.
- Graphic organizers.
- Drama, role-play, and collaborative group work.
- Language modelling and structured dialogues.

In IGCSE, scaffolding supports listening comprehension, extended writing, and oral presentation skills.

In the DP, it is essential for academic writing, argument development in TOK, and the structuring of the Extended Essay.

- c. Extending Language Use:** Students are encouraged to read, write, and communicate using academic language within and beyond the classroom. Language extension activities develop both cognitive and linguistic skills through exposure to diverse text types and genres.

Academic language instruction focuses on:

- Mastering key subject-specific terminology.
- Understanding complex grammatical structures.
- Developing advanced writing conventions appropriate for academic and creative contexts.

In the DP, language extension aims to help students achieve CEFR C1 proficiency, supporting success in Internal Assessments, TOK essays, and the Extended Essay.

- d. Affirming Identity:** Language is central to personal and cultural identity.

Recognizing this, the school fosters a climate in which all languages and cultures are valued and respected.

Key practices include:

- Celebrating International Mother Language Day (21 February) and European Day of Languages (26 September) through multilingual and multicultural events.

- Promoting inclusive classrooms where students feel confident and motivated to participate.
- Encouraging participation in Drama Clubs, Speaking Clubs, and Vocabulary Competitions to enhance communication and creativity.
- Organizing international exchange programs, Comenius projects, and summer schools at partner institutions abroad, providing authentic opportunities for cultural exchange and global awareness.

In the IB Diploma Programme, Affirming Identity is reinforced through SSST Literature A, which allows students to study their mother tongue at an academic level, validating linguistic diversity and supporting intercultural understanding in line with the IB Mission Statement.

Chapter Nine

Nesibe Aydın Schools Foreign Languages Teaching Principles

ARTICLE 18 : Core Principles

- 1. Philosophy of Language Learning:** At Nesibe Aydın Schools, we believe that using a foreign language effectively and confidently is a lifelong skill that enriches intellectual, cultural, and professional life. Foreign languages are valued not only as tools of communication but also as gateways for sharing ideas, fostering intercultural understanding, and developing international-mindedness.
- 2. Alignment with International Standards:** All foreign language teaching is structured according to the Common European Framework of Reference for Languages (CEFR) and adapted to students' developmental and age characteristics. Instruction integrates the five key language competencies, Listening, Reading, Conversation, Oral Expression, and Writing, while reinforcing grammatical accuracy and linguistic awareness.
- 3. Assessment and Feedback:** Students' language development is continuously monitored through diagnostic and formative assessments, including level determination and progress tracking tools. Regular feedback is shared with both students and parents. Students performing below or near expected proficiency levels

receive additional support during after-school sessions such as study periods, problem-solving workshops, and free study hours. To promote learner autonomy, all students conduct a self-assessment once each semester, reflecting on their own language progress.

4. **External Certification and Enrichment:** Students are encouraged to participate in international language examinations to benchmark their proficiency against global standards. The school also organizes and participates in in-school, national, and international activities, including debates, competitions, drama, storytelling, and music-based projects, to make language learning an enjoyable, creative, and collaborative process.

Foreign Language Learning in the IB Diploma Programme (Grades 11–12)

5. **Language of Instruction:** As stated in the *Language Processes* section, English serves as the main language of instruction in the Diploma Programme. In this context, students continue to develop their academic English through Group 2 – English B (HL/SL) and sustain their mother tongue through Group 1 – Turkish A: Literature (HL/SL) or where applicable SSST Literature A.
6. **Academic Integration:** Foreign language teaching in the DP is directly connected to academic requirements. Students receive explicit instruction in research writing, essay structure, oral presentation skills, and academic referencing (APA format) to ensure academic integrity and consistency across all DP components.
7. **Proficiency Goals:** By the end of the Diploma Programme, students are expected to achieve a minimum of CEFR C1 proficiency in English, preparing them for admission to international universities and effective participation in global professional environments.
8. **Second Foreign Language (German):** German continues to be offered as a second foreign language as part of the national curriculum, running parallel to the Diploma Programme. It is not offered as an IB Group 2 subject, but students may continue their German studies throughout Grades 11 and 12 in alignment with CEFR A2–B1 proficiency levels. Instruction emphasizes practical communication, intercultural

awareness, and literacy development, supporting students' multilingual competence and international-mindedness.

- 9. Alignment with the IB Mission:** Foreign language education at Nesibe Aydın Schools supports the development of internationally minded learners who use language as a bridge for communication, empathy, and global engagement.

Chapter Ten

Roles and Responsibilities

ARTICLE 19: Implementation, Roles, and Policy Review Procedures

1. Shared Responsibility

The successful implementation and continuous development of the Language Policy at Nesibe Aydın Schools relies on the collaborative efforts of the entire school community. Responsibilities are distributed as follows:

- **DP Coordinator:** Oversees the implementation, monitoring, and periodic review of the Language Policy. Ensures alignment with IB standards and facilitates collaboration among subject and language teachers.
- **Language Teachers:** Lead the development of students' language proficiency and intercultural understanding. Provide explicit instruction in reading, writing, speaking, and listening, and support students in both academic and creative expression.
- **All Teachers:** Recognize their role as language teachers by embedding subject-specific language instruction into their lessons. Contribute to the development of academic language and support multilingual learners through differentiated strategies.
- **School Leadership Team:** Provides strategic direction, professional development, and resources to ensure the effective implementation of the Language Policy in alignment with the school's mission and educational goals.
- **Parents and Students:** Participate actively in language-learning decisions and reflection processes. Students set personal language goals; parents support language development at home and collaborate with teachers when needed.

- **Librarian:** Ensures access to multilingual and academic resources (print and digital), supports students in information literacy, referencing, and research (APA), and assists SSST candidates with appropriate literary materials.
- **Counselling Department:** Guides students with language-related anxiety or adaptation challenges, collaborates with teachers to ensure emotional well-being, and advises parents on supporting language development at home.

2. Policy Review, Communication, and Development

The Language Policy is reviewed annually by a committee composed of the DP Coordinator, language teachers, administrators, students, and parent representatives. Revisions are informed by the school's language profile, updated IB requirements, and stakeholder feedback.

- Feedback is collected through surveys, focus group discussions, and the analysis of language-use data.
- Updates and revisions are communicated via faculty meetings, student assemblies, and parent newsletters.
- The current version of the Language Policy is published on the school website and shared with all stakeholders at the beginning of each academic year.

3. Cross-Policy Alignment

This Language Policy operates in concert with the school's Assessment, Inclusion, and Academic Integrity policies. It clarifies language accommodations, assessment communication, and ethical source use (APA) across the DP Core (TOK, EE, CAS) and subject areas. Cross-references are reviewed annually to ensure coherence with IB Programme standards and practices.

4. This Language Policy is developed and implemented in close alignment with the **Assessment Policy**, **Inclusion Policy** and **Academic Integrity Policy** of Nesibe Aydın Schools. Together, these policies ensure coherence across assessment practices, equitable access, and ethical academic conduct in both national and IB programmes.

Chapter Eleven

Final Provisions

ARTICLE 20 – Enforcement

1. This Language Policy enters into force on the date of its approval by the Nesibe Aydın Schools Board of Directors and upon publication on the official school portal.

ARTICLE 21 – Execution

1. The provisions of this Language Policy are implemented under the authority of the Nesibe Aydın Schools Board of Directors and executed by the School Principals, the IB PYP and DP Coordinators, and the Group Heads, on behalf of Nesibe Aydın Schools.

References

Following key resources were consulted in the preparation of this Language Policy:

- International Baccalaureate Organization. (2023). *Diploma Programme: A guide to developing a school language policy*. IB Publishing.
- International Baccalaureate Organization. (2020, updated 2023). *IB Programme standards and practices*. IB Publishing.
- International Baccalaureate Organization. (2018). *Learning and teaching*. IB Publishing.
- International Baccalaureate Organization. (2018). *How multilingual is my school? – A self-audit tool*. IB Publishing.
- International Baccalaureate Organization. (2018). *Translanguaging*. IB Publishing.
- International Baccalaureate Organization. (2015). *Diploma Programme: From principles into practice*. IB Publishing.
- International Baccalaureate Organization. (2024). *Diploma Programme assessment procedures*. IB Publishing.

- Council of Europe. (2020). *Common European Framework of Reference for Languages: Companion volume*. Council of Europe Publishing.
- Cambridge English. (n.d.). *Fitness for purpose: Cambridge English exams and the CEFR*.
- Republic of Turkey Ministry of National Education. (2019). *Turkish language course curriculum (Primary and Secondary School, Grades 1–8)*.
- Republic of Turkey Ministry of National Education. (2018). *Secondary school Turkish language and literature course curriculum (Grades 9–12)*.