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Nesibe Aydın Schools

Language Policy

Chapter One

Guideline Team, Philosophy, Purpose, Scope, Basis and Definitions

Directive Team:

ARTICLE 1-

1) The Directive Team consists of the Nesibe AYDIN Schools Program Leader, 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, French, Spanish), school librarian, Guidance and Counseling unit representatives, 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 Guidelines Team reviews the guideline at least once a year and holds additional meetings as needed. Student work, teacher observations, parent feedback, and administrative input are taken into account during the review process. Annual revision outputs are archived.

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3) The following stages are followed for the development of the guideline: review of the current language curriculum of the Ministry of National Education, review of Cambridge Assessment International Education English as a Second Language and IB documents, definition of development stages, inclusion of all representative stakeholders in the development process , revision of the document, sharing and publication of the most current version.

Aim:

ARTICLE 2-

1) The purpose of this guideline is to ensure that students at Nesibe Aydın Schools acquire the language skills (listening, speaking, reading, writing, visual reading, and presentation) that will guide their lifelong learning. Through these skills, students are encouraged to develop themselves cognitively, socially, emotionally, and culturally; to communicate effectively through multilingualism and intercultural understanding; to participate enthusiastically in language learning; and to develop continuous literacy skills. To this end, the goal is to share all knowledge, approaches, and practices related to language teaching and learning with the school community and to establish a common understanding of language throughout the institution.

Scope:

ARTICLE 3-

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

Rest:

ARTICLE 4-

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1) This Directive has been prepared based on the Ministry of National Education curriculum, Cambridge English as a Second Language Program, International Baccalaureate Programs, and European Common Framework Program Levels.

Definitions:

ARTICLE 5-

In this directive;

- a. **CEFR (Common European Framework of Reference for Languages)** : An international standard that describes language ability.
- b. **E-learning**: It is an important part of our language education and is an interactive, effective and fun learning method for our students.
- c. **Modern Language Association (MLA)**: It is a citation system developed by the Modern Language Association .
- d. **American Psychological Association (APA)**: The citation system developed by the American Psychological Association.
- e. **Mother Tongue /First Language**: The language a student learns at home or at an early age and uses most strongly. The IB considers strengthening the mother tongue fundamental to the student's identity development and conceptual learning.
- f. **Target Language** : The language the student is attempting to learn in the school environment. This language can be the language of instruction, an additional language, or a second foreign language .
- g. **Language of Instruction** : The language in which lessons are conducted and learning takes place. The language of instruction should support both content learning and language development.

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- h. Translanguaging :** A pedagogical approach that allows students to learn by using multiple languages flexibly. The goal is to use students' entire language repertoire as a learning resource.
- i. Multilingualism :** The ability of an individual to use more than one language. The IB views multilingualism as an asset and a learning tool .
- j. Intercultural Understanding Understanding):** The process by which individuals come to recognize their own cultural identities and understand and respect other cultures. Language learning is a powerful tool for developing this understanding.

Philosophy:

ARTICLE 6-

1) 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 our students to develop a strong command of their native language, communicate in target languages, and embrace multilingualism as a value. Language is central to the processes of inquiry, inquiry, and meaning-making, and plays a critical role in the development of learning communities.

All our teachers are language teachers responsible for students' language development. Therefore, language development is supported through planned, holistic, and collaborative approaches across all disciplines.

In order to ensure that this philosophy is visible in practice, the following principles have been adopted:

1. Profiles of all students are respected, and differences are considered an enrichment for learning.

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2. The development of the mother tongue is supported; the student's thinking, meaning-making and identity-building processes are strengthened.
3. Learning the target language and additional languages is encouraged; multilingualism is seen as an essential tool for academic success and intercultural understanding.
4. Language teaching is carried out with shared responsibility in all disciplines.
5. Students' language skills are monitored and supported with multiple assessment tools appropriate to their age and level.
6. Learning environments are equipped with multilingual and visually rich materials to support language development.
7. Translanguaging allow learners to use their entire language repertoire.
8. Students are supported to develop cultural awareness and empathy through language .
9. Consistency with all school policies related to language learning (academic integrity, assessment, inclusiveness, etc.) is observed.
10. Access to digital and printed resources that support language development is provided; e-learning tools are used effectively.
11. To gain a deeper understanding of students' linguistic backgrounds, skills, and language use, we conduct "student language portraits." This practice allows students to acknowledge their multilingual identities and reflect on their own language learning journeys.

Part Two

Nesibe Aydın Schools Language Skills Definition

ARTICLE 7-

1) Listening/Viewing: Listening/viewing is a fundamental way of communicating and learning, encompassing the ability to accurately understand, interpret, and evaluate a given message. The increasing prevalence of visual and auditory aids in all aspects of life and their

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use in education necessitates effective listening/viewing instruction. By developing this skill, students are expected to master meta-skills such as sorting, classifying, questioning, relating, critiquing, and drawing inferences about what they listen to/watch.

2) Reading: Reading is the process of interpreting, evaluating, and interpreting signs and symbols perceived through the auditory organs and the eye. Reading skills enable students to access diverse sources and encounter new information, events, situations, and experiences. Therefore, this skill also encompasses a process that fosters learning, research, interpretation, discussion, and critical thinking. In the area of reading, students are expected to read written texts they encounter in their daily lives accurately, fluently, and using appropriate methods, and to understand what they read. to evaluate and interpret with a critical perspective and to make reading a habit Activities are included to help them achieve this.

3) Speaking: Speaking is the most effective tool that enables individuals to communicate in their social lives, share their knowledge and experience, and express their feelings, thoughts, dreams, and observations. The goal of developing speaking skills is to enable students to express themselves accurately and comfortably by utilizing their vocabulary, and to solve, interpret, and evaluate problems they may encounter in social life through speaking. To this end, examples of speaking activities include activities that develop comprehension and mental skills, such as utilizing accumulated knowledge, various visual and audio materials, presenting ideas logically and holistically, making comparisons, establishing cause-effect relationships, classifying, evaluating, and summarizing.

4) Writing: Written expression is one of the most effective tools for individuals to express themselves accurately and purposefully and to communicate. Developing writing skills aims to enable students to express their feelings, thoughts, dreams, plans, and impressions using the possibilities of language and in accordance with the rules of written expression. This allows them to make writing a habit of self-expression and, for those with writing talent, to develop

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these skills. Acquiring writing skills, which requires a long process, and achieving desired goals can only be achieved through diverse and encouraging writing practices.

ARTICLE 7/A – Definition of Expanded Language Skills with the IB Approach

As defined in the IB documents, language learning is not limited to just four core skills. Students are expected to distinguish between academic, social, and cultural contexts, and to actively participate in the language learning process, as well as in the language itself. This includes:

1) Academic Language Use: Students are supported to acquire the technical and conceptual language they will need in each subject area and to communicate fluently in this language.

2) Interdisciplinary Language Development: Language teaching is the responsibility of all disciplines . Teachers provide structured language input to help students make sense of concepts in their respective fields.

3) Communicative Language Use: Students are encouraged to communicate clearly, meaningfully, and empathically in both oral and written interactions .

4) Critical Use of Language: Students are encouraged to recognize how language is used as a tool of power, prejudice, or identity construction.

5) The Socio -Cultural Dimension of Language : The goal is to raise students who understand that language is a component of identity and belonging. In this context, students are encouraged to contribute to their communities through language and to interact with diverse perspectives.

6) Translanguaging: Translanguaging strategies are encouraged to support language development . Students are encouraged to use multiple languages flexibly to construct meaning, express their ideas, and deepen their learning. This approach provides an inclusive learning environment that honors students' identities and fosters multilingualism .

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7) **Multiliteracies** : Literacy is not limited to written texts; it also includes visual, digital, auditory, and cultural literacies. Language instruction is designed to develop students' multiliteracy skills. Students are encouraged to communicate effectively in diverse environments and ways of producing meaning.

In line with this expanded approach, Nesibe Aydın Schools support students in incorporating their entire linguistic repertoire into the learning process.

Chapter Three

Nesibe Aydın Schools Language Processes

ARTICLE 8-

- 1) The language of instruction in kindergartens and primary schools is Turkish.
- 2) Foreign language education begins with English in kindergarten and first grade. Bilingual instruction is provided in kindergarten classes.
- 3) Starting from the second year, students learn German, French or Spanish as an elective, in addition to English.
- 4) Foreign language courses are taught under the Common European Framework of Reference for Languages (CEFR) It is structured within the framework of the European Framework of Reference (CEFR).
- 5) Free foreign language courses are provided to our teachers who wish to contribute to their foreign language development.
- 6) Our school library contains publications in all the languages taught within the school. Publications or resources required for the school library are requested through the portal and purchased with the approval of the school principal.

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- 7) Our classroom libraries contain books in Turkish, the language of instruction, and English, which are available to our students as part of their foreign language education program. These books are used during instruction or as a supplement to instruction.

ARTICLE 9-

Mother Tongue

- 1) Nearly all of our students' native language is Turkish. Courses are taught through enriched Ministry of National Education curriculum and activities, and our students' native languages are supported.
- 2) Resources and an environment are provided for students whose native language is not Turkish. We work closely with the student's parents and, when necessary, obtain support from relevant government agencies (e.g., embassies, consulates, and honorary consulates).

ARTICLE 10-

Language Support

- 1) Students who need support in Turkish, English, or a second foreign language are supported through weekday and weekend study sessions. The principles and practices related to language support are explained in the appendix of this document.
- 2) Students who need support in their native language receive support from their families and, if applicable, official representatives, in addition to the environment and resources provided by the school.

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Chapter Four

Nesibe Aydın Schools Languages and Class Hours

ARTICLE 11-

1) Turkish

The primary goal of Turkish language classes in preschool classrooms is to enable students to speak Turkish, develop effective listening and speaking skills, and express themselves. Turkish language activities in our preschool classrooms allow students to listen to others' conversations, develop communication skills by responding appropriately, and use the language to conduct inquiries.

In our preschool classrooms, Turkish language activities are scheduled daily and integrated with other activities throughout the day. These activities are designed to help students develop emphasis and intonation, perceive visual language, interpret and respond to questions about visual texts, express themselves verbally, use Turkish appropriately, understand social life, and recognize their roles within it.

Turkish language activities include a variety of activities, such as tongue twisters, poems, finger plays, stories, and dramas. Teachers support students in becoming aware of new vocabulary and in using it correctly in daily conversations. Activities are conducted to improve students' speaking skills, vocabulary, articulation, and pronunciation. Language development is supported through library activities. Visual reading is practiced during book reading days to support language development. Author interviews are also held periodically, providing opportunities for students to develop social communication skills.

The Ministry of National Education's 1st-4th grade Turkish Curriculum, used in our primary school, is structured as a unified whole encompassing knowledge, skills, and values that will enable students to acquire lifelong language and cognitive skills related to listening/watching,

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speaking, reading, and writing. They will use these skills to develop themselves individually and socially, communicate effectively, and develop a love of Turkish and a habit of reading and writing with enthusiasm. The Turkish Curriculum considers the development of language skills and proficiency as a prerequisite for learning in all other areas, personal and social development, and acquiring professional skills. In the curriculum, which is based on a thematic approach, reading and writing outcomes are structured to enable the construction of meaning through in-text, extra-text, and intertextual reading. The structure and hierarchy of outcomes from first to eighth grade are designed to support students in developing higher-order cognitive skills in addition to basic language skills. Taking into account students' developmental characteristics, outcomes related to grammar and spelling are structured progressively and with increasing intensity. With the Turkish Language Curriculum prepared in line with the General Purposes and Basic Principles of Turkish National Education expressed in the National Education Fundamental Law No. 1739, students;

1. Acquiring first reading and writing skills,
2. Developing positive attitudes towards reading and writing,
3. Acquire basic language skills that will facilitate their academic and social life,
4. Developing the four basic language skills (listening/watching, speaking, reading and writing),
5. To reach language awareness and enjoyment by using Turkish consciously, correctly, effectively and productively,
6. Enriching their vocabulary,
7. Developing language skills holistically in the context of values, tendencies and other skills,
8. Developing four basic language skills by putting their knowledge and experience to work,
9. Developing the ability to access, organize and use information by questioning the source and accuracy of information,
10. Internalize national, spiritual, moral, historical, cultural and social values,

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11. Strengthening their national feelings and thoughts,
12. It is aimed for them to realize and adopt aesthetic and artistic values through Turkish and world cultural and artistic works.

Our primary school provides opportunities for collaborative work across grade levels through planned activities. Students are encouraged to read books on specific themes and engage in content-related activities. Effective and rapid reading skills are systematically developed. Students actively participate in language activities (e.g., reading, writing poetry, etc.) at school. Reading time is scheduled during designated weekly periods. Planned library activities are also conducted.

In our secondary school, with the Secondary School Turkish Course Curriculum prepared in line with the General Purposes and Basic Principles of Turkish National Education expressed in the Basic Law of National Education numbered 1739, the students;

1. Developing listening/watching, speaking, reading and writing skills,
2. To understand what they read, listen to/watch and evaluate it from a critical perspective,
3. Developing their language skills and reaching language awareness by enriching their vocabulary based on what they read, listen to/watch,
4. Developing their emotional, intellectual and imaginary worlds,
5. To be able to express their feelings and thoughts by taking advantage of the rich expression possibilities of Turkish,
6. Use Turkish consciously and carefully in accordance with the rules of speaking and writing,
7. Accessing information from printed materials and multimedia sources; developing their skills in organizing, questioning, using and producing the information they have accessed,
8. Developing conceptual skills, dispositions, values, social-emotional learning skills, and literacy skills through language skills,

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9. To give importance to national, spiritual, moral, historical, cultural and social values and to develop their national feelings and thoughts,
10. It is aimed for them to recognize and embrace aesthetic and artistic values through selected cultural and artistic works from Türkiye and the world.

In our high school, with the Turkish Language and Literature Course Curriculum prepared based on the "General Purposes and Basic Principles of Turkish National Education" stated in Article 2 of the Basic Law of National Education numbered 1739, students;

1. Use listening/watching, speaking, reading and writing skills effectively,
2. Enriching their vocabulary based on what they read, listened to/watched,
3. Develop their questioning, interpreting and evaluating skills based on what they read, listen to/watch,
4. To acquire national and moral values based on what they read, listen to/watch, and to internalize these values and carry them into their lives,
5. To acquire an active reader identity by turning reading into a habit,
6. Communicate effectively by following the rules of speaking and writing,
7. They should make it a habit to produce written products by creating texts related to the genres and contents they have determined,
8. They make it a habit to produce oral products related to the genres and contents they have determined,
9. To gain the pleasure and habit of listening to/watching cultural, scientific and artistic events,
10. Access and use information appropriate to their purpose from multimedia sources and printed materials,
11. Realize artistic values and develop aesthetic taste,
12. Developing their universal awareness by examining text samples from Turkish and world literature,

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13. It is aimed to develop cultural sensitivity by establishing relationships between Turkish culture and other cultures.

Most of our students are Turkish citizens. Students whose native language is not Turkish receive support through small group or one-on-one instruction during weekdays and weekends. These students are provided with books, reading materials, and activities appropriate to their level. In collaboration with parents and the Psychological Counseling and Guidance Department, individual learning plans are developed and implemented for students whose native language is not Turkish.

2) Additional Languages

a) English preschool classes

Our foreign language programs aim to help students acquire English as a life skill. The concept of "learning through fun" is at the forefront in 4- and 5-year-old classrooms. Within the scope of the bilingual education model, both Turkish and English are used simultaneously in the classroom; this approach supports students' comprehension and communication skills in both languages. Students actively learn English through enriched learning experiences such as songs, drama activities, games, group work, and storytelling. In line with the PYP philosophy, language is not merely a subject; it is a fundamental tool for learning, thinking, and expressing. In interactive lessons, students use their creativity to create activities and reinforce their learning by expressing these activities in English.

Listening

- Can understand short stories supported by visuals, facial expressions and body language.
- Can paint and number (sort) by understanding verbal commands.

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- He/she can understand the songs he/she listens to about the subjects he/she has learned and the words/sentences in these songs.

Speech

- Can use basic expressions regarding personal information and answer very simple questions asked in this context.
- Can use a limited number of basic words, phrases and sentences related to classroom objects, activities and routines.
- Can relate some extended stories and activities to a limited range of general and curriculum topics.

b) English lesson hours for kindergarten classes

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

c) Primary School English

Our school-specific English program, approved by the Ministry of National Education's Board of Education, aims to develop grammar, listening, reading, conversation, oral expression, and writing skills. Progress monitoring processes are implemented in third and fourth grades to monitor students' levels, and those below or at the borderline level are supported. We believe

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that learners are responsible for learning a foreign language, and we provide opportunities for students to self-assess.

Cambridge English Qualifications after consulting their English teachers. **Pre A1 Starters** or **Cambridge English Qualifications They take the Movers** exam.

Listening

- Our students can understand familiar words and very basic phrases related to themselves, their families, and their immediate environment when spoken slowly and clearly.

Reading

- Can understand sentences consisting of familiar names, words and expressions.

Oral Expression

- Can use simple phrases and sentences to describe where he/she lives and people he/she knows.

Written Expression

- Can make simple sentences about himself and others.

d) Primary School Second Foreign Language (German, French and Spanish)

Starting from the second grade, a second foreign language (German, French or Spanish) is taught as an elective, and our students learn this language at a level where they can express themselves both verbally and in writing.

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Listening

- Our students can understand familiar words and simple sentence patterns.

Reading

- Can understand familiar names, words and simple sentences in written texts.

Dialogue

- Can ask and answer simple questions on familiar topics. Can communicate in simple ways.

Oral Expression

- Can describe himself and his family using simple sentences.

Written Expression

- Can fill out forms containing personal information and write sentences using given keywords.

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Primary School Language Class Hours and Levels

CLASS	LANGUAGE	HOUR	TOTAL	CEFR
1st Grade	Turkish	10		
	English	11	14	A1
	English Application	3		
2nd Grade	Turkish	10		
	English	9	12	A1
	English Application	3		
	German	3	3	Pre A1
	French	3	3	
	Spanish	3	3	

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CLASS	LANGUAGE	HOUR	TOTAL	CEFR
3rd Grade	Turkish	8		
	English	9	12	A1
	English Application	3		
	German	3	3	Pre A1
	French	3	3	
	Spanish	3	3	
4th Grade	Turkish	8		
	English	8	11	A1
	English Application	3		
	German	3	3	Pre A1
	French	3	3	
	Spanish	3	3	

e) Middle School English (Grades 5, 6, 7 and 8)

- In English classes, **Cambridge Assessment International Education English as a Second Language** curriculum is applied.
- The levels of students who will begin their studies at our school are determined based on the English Level Determination Exam-1 and Level Determination Exam-2, which are held in the first weeks of June and September.

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- Students in grades 5, 6, 7, and 8 who need additional support are given **English remedial lessons before school begins** . These English remedial lessons continue on Saturdays after school begins.
- studies are also carried out for the High School Transition Exams (**LGS**) **in the MEB curriculum**.
- Our eager students document their English proficiency by taking the **Cambridge English Qualifications A2 FLYERS , A2 KEY for Schools** and **B1 Preliminary for Schools** exams.
- the 8th grade, all our students are expected to complete **the Common European Framework of Reference for Languages (CEFR) B1** level in line with the following achievements:

Listening

- Can understand the main points of clear, standard speech on familiar topics routinely encountered in work, school, leisure, etc. Can understand the main points of most radio and television programmes on current affairs or topics of personal interest when spoken slowly and clearly.

Reading

- Can understand texts containing the most frequently used vocabulary in professional or everyday language. Can understand events, feelings and wishes expressed in personal letters.

Speech

- Can deal with a wide range of situations likely to arise when travelling in an area where the language is spoken. Can enter into conversation without preparation on

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topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events).

Oral Expression

- Can use simple, connected phrases to describe experiences, dreams, hopes, wishes, and events. Can briefly give reasons and explanations for opinions and plans. Can tell a story, describe the plot of a book or film, and describe impressions.

Written Expression

- Can write text related to topics that are familiar or of interest to him/her. Can write personal letters describing experiences and impressions.

f) Secondary School Second Foreign Language (German, French and Spanish)

- **Elective second foreign language** education (German, French, Spanish) starting from **the 2nd grade** of primary school continues to be given **at the Common European Framework of Reference for Languages A2 level , 2 hours per week.**

Listening

- Can understand phrases and frequently used words related to topics that directly concern him/her (e.g., basic personal and family information, shopping, local environment, occupation). Can grasp the main idea in short, clear, simple messages and announcements.

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Reading

- Can read short, simple texts. Can grasp general information from simple everyday texts such as notices, instruction manuals, menus and timetables, and can understand short personal letters.

Dialogue

- Can communicate in simple, routine tasks requiring a direct exchange of information on familiar topics and activities. Can participate in short conversations, although usually not enough to sustain a conversation.

Oral Expression

- Can use a range of phrases and sentences to describe in simple language his/her family and other people, living conditions, educational background and last job.

Written Expression

- Can write short, simple notes and messages. Can write very short personal letters such as thank-you letters.

a) Secondary School Language Class Hours and Levels

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CLASS	LANGUAGE	HOUR	TOTAL	CEFR
5th Grade	Turkish	4	6	
	Turkish Writing	2		
	English	8	12	A2
	English Application	4		
	German	2		A1
	French	2		
	Spanish	2		
6th Grade	Turkish	4	6	
	Turkish Writing	2		
	English	8	12	A2
	English Application	4		
	German	2		A1
	French	2		
	Spanish	2		
7th Grade	Turkish	4	5	
	Turkish Writing	1		
	English	8	11	B1
	English Application	3		
	German	2		A1/2
	French	2		
	Spanish	2		
8th Grade	Turkish	5	5	
	English	6	8	B1
	English Application	2		B1
	German	2		A2
	French	2		
	Spanish	2		

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i) High School English (9th, 10th, 11th and 12th grades)

Our aim is for our high school foreign languages department students to be successful in their social, academic and business lives after graduation by using the foreign languages they have learned at our school.

Our school is a part of **Cambridge Assessment** , a **department of the University of Cambridge. International Education** Authorized by **Cambridge International School** and **Cambridge Exam Centre with licenses.**

As a “Cambridge International School”, it has the authority to implement **Cambridge International General Certificate of Secondary Education (IGCSE)** programs. We have. **The IGCSE** includes international curricula developed for students aged 14-16 and is one of the most widely recognized and accepted certificates in international academic circles. We use the Ministry of National Education (MEB)-approved **Cambridge English as a Second Language** curriculum in English language teaching. From ninth grade onward, all our students take the Cambridge IGCSE exam in English courses. The grading system is based on an 8-point scale : **A*-G. A C grade** in the IGCSE English exam corresponds to the English proficiency level required for university entrance at many universities in the UK and some universities in other English-speaking countries .

Our high school students who want to document their English language proficiency are supported in preparing for the **Cambridge English Qualifications for Schools B2 First exam.**

we aim for our students to graduate at the **B2 level of the Common European Framework of Reference for Languages** by acquiring the following achievements :

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IB School Code: 49668 **School CEEB Code:** 696481 **Mersis No:** 0115082231900013 **Cambridge School Code:** TR071

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Listening

- Can understand extended speeches and presentations on a current topic and can follow discussions using complex sentences. Can understand most television news and current affairs programmes. Can understand most films using standard language.

Reading

- Can read articles and reports on current issues in which the writers adopt particular attitudes or views. Can understand contemporary literary prose.

Dialogue

- Can communicate with a degree of fluency and naturalness that enables interaction with native speakers. Can effectively explain and support one's own views in discussions on familiar topics.

Oral Expression

- Can provide clear and detailed information on a variety of topics within his/her field of interest. Can express an opinion on a topic, outlining the pros and cons of various options.

Written Expression

- Can provide clear and detailed information on a variety of topics within his/her field of interest. Can express an opinion on a topic, outlining the pros and cons of various options.

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**English teaching in our IB classes is at the C1 level of the Common European Framework of Reference for Languages.*

i) High School Second Foreign Language (9th, 10th, 11th and 12th grades)

We begin teaching, promoting, and developing a second foreign language in the second grade of primary school, and it continues through the final year of high school. Our students can express themselves and communicate in a second foreign language by learning German, French, or Spanish.

Foreign Languages Day connects second foreign language learning to daily life through activities such as presentations, concerts, projects and dramas.

Our students who take international second foreign language exams achieve outstanding success:

German: FIT in Deutsch / TELC

French: DELF (*Diplome d'Etudes en Langue Française*)

Spanish: DELE (*The Diplomas de Espanol como Lengua Extranjera*)

able to study European Languages in the second foreign language they choose.

The aim is to graduate with the achievements of **the Common Framework Programme A2 level.**

Listening

- Our students can understand phrases and frequently used words related to topics that directly concern them. (For example, the most basic personal and family information,

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shopping, local environment, profession, etc.) They can grasp the main idea in short, clear, simple messages and announcements.

Reading

- Can read short, simple texts. Can grasp general information from simple everyday texts such as notices, instruction manuals, menus and timetables, and can understand short personal letters.

Dialogue

- Can communicate in simple, routine tasks requiring a direct exchange of information on familiar topics and activities. Can participate in short conversations, although usually not enough to sustain a conversation.

Oral Expression

- Can use a range of phrases and sentences to describe in simple language his/her family and other people, living conditions, educational background and last job.

Written Expression

- Can write short, simple notes and messages. Can write very short personal letters such as thank-you letters.

**In our 11th and 12th grade International Baccalaureate (IBDP) classes, French is taught as a second foreign language at B1 level.*

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j) High School Language Course Hours and Levels

HIGH SCHOOL (NATIONAL)	CLASS	LANGUAGE	HOUR	TOTAL	CEFR
	9th Grade		Turkish Language and Literature and Reading	4	4
		English	8	10	B1+
		English Application	2		
		German	2	2	A2.1
		French	2		A2.1
		Spanish	2		A1.1
10th Grade		Turkish Language and Literature and Reading	4	4	
		English	8	10	B2
		English Application	2		
		German	2	2	A2.2
		French	2		A2.2
		Spanish	2		A1.2
11th Grade		Literature (TM)	3	MF: 2	
		Language Expression (TM)	2	TM: 5	
		Language Expression (MF)	2		
		English	6	6	B2+
		German	2	2	A2.2
		French	2		A2.2
		Spanish	2		A2.1
12th Grade		Literature (TM)	4	MF: 2	
		Language and Expression (TM)	2	TM: 6	
		Language and Expression (MF)	2		
		English (TM /MF)	2	2	B2+
		German	2	2	B1
		French	2		B1
		Spanish	2		A2.2

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CLASS	LANGUAGE	HOUR	TOTAL	CEFR
9th Grade	Turkish Language and Literature and Reading	4	4	
	English	8	10	B1+
	English Application	2		
	German	2	2	A2.1
	French	2		A2.1
	Spanish	2		A1.1
10th Grade	Turkish Language and Literature and Reading	4	4	
	English	8	10	B2
	English Application	2		
	German	2	2	A2.2
	French	2		A2.2
	Spanish	2		A1.2
11th Grade	Literature (TM)	3	MF: 2	
	Language Expression (TM)	2		
	Language Expression (MF)	2	TM: 5	
	English	6		
	German	2	2	A2.2
	French	2		A2.2
	Spanish	2		A2.1
12th Grade	Literature (TM)	4	MF: 2	
	Language and Expression (TM)	2		
	Language and Expression (MF)	2	TM: 6	
	English (TM /MF)	2		
	German	2	2	B1
	French	2		B1
	Spanish	2		A2.2

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CLASS	LANGUAGE	HOUR	TOTAL	CEFR
9th Grade	Turkish Language Literature and Book Reading	3	3	
	English	5	8	B1+
	English Application	3		
	German	3	3	A2
	French	3		A2
	Spanish	3		A2
	10th Grade	Turkish Language Literature and Book Reading	3	
English		5	9	B2
English Application		4		
German		4	4	A2
French		4		A2
Spanish		4		A2
11th Grade	Turkish Literature HL	6	6	
	Turkish Literature SL	4	4	
	Turkish Language and Literature (Turkish National)	2	2	
	English A SL	4	4	C1
	English B HL	6	6	B2+
	French B SL	4	4	B1
	MEB German/French/Spanish (If IB 2nd Foreign Language is not selected)	2	2	A2
12th Grade	Turkish Literature HL	6		
	Turkish Literature SL	4		
	Turkish Language and Literature (Turkish National)	2		
	English B HL	6	6	C1
	French B SL	4	4	B1

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	MEB German/French/Spanish (If IB 2nd Foreign Language is not selected)	2	2	A2
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Chapter Five

COMMON FRAMEWORK PROGRAMME FOR EUROPEAN LANGUAGES

ARTICLE 14-

1) Foreign language teaching in European countries is carried out in accordance with the educational policies determined by the Modern Languages Section of the Council of Europe. The Council of Europe Modern Languages Section, aiming to develop a common foreign language curriculum and a common standard, common criteria, and a tool based on this in foreign language teaching, has developed the Common European Framework of Reference for Languages (The Common European Framework of Reference for Languages). Today, foreign language teaching in all European countries is based on this framework program.

ARTICLE 15-

Basic Principles of the Common European Framework of Reference for Languages

1) The Common European Framework of Reference for Languages (CEFR) contains a table of indicators for foreign language teaching and learning levels and validated language proficiency criteria. The primary objective of the Common European Framework of Reference for Languages is to base foreign language teaching on three fundamental philosophies: Learner Autonomy, Self-Assessment, and Cultural Diversity.

2) Private Nesibe Aydın Schools English and 2nd Foreign Language (German, French and Spanish) studies are structured according to the Common European Framework of Reference for Languages criteria.

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ARTICLE 16 – Global Scale

Basic User	A 1	Can understand and use familiar, everyday expressions and very basic idioms to meet concrete needs. Can introduce himself/herself and others, communicating in this context by asking basic questions such as where he/she lives, who he/she knows, what he/she has, etc. Can interact at a simple level if other people speak slowly and clearly and are willing to help.
	A 2	Can understand basic idioms and phrases frequently used in personal, family, shopping, work, and immediate social circle matters. Can communicate at a simple level by directly exchanging information on familiar topics. Can provide information about one's background and immediate social circle using simple language and meet immediate needs.
Independent User	B 1	Can understand the basics of written and spoken expressions on familiar and frequently encountered topics in daily life, at work, or at school. Can deal with most situations likely to arise when traveling or in areas where the language is spoken. Can express himself/herself through simple texts that establish connections between ideas, on topics of personal interest or familiarity. Can recount events and experiences; can talk about dreams, hopes, and aspirations; and can briefly explain and justify his/her opinions and plans.
	B 2	Can understand the main points of complex texts based on both abstract and concrete topics and engage in technical discussions on topics within their area of expertise. Can communicate with native speakers without undue difficulty, using language naturally and fluently. Can express oneself clearly and in detail on a variety of topics, presenting one's own perspective by highlighting both the pros and cons of a topic.
Power User	C 1	Can understand long, complex texts with varying structures and can recognise indirect speech and implications. Can express himself/herself naturally and fluently, finding the expressions he/she needs without much effort. Can use language flexibly and effectively for academic and professional purposes and in everyday situations. Can express him/herself fluently on complex topics through well-structured, detailed text in which connections and relationships are clearly established.
	C 2	Can easily understand everything heard and read. Can summarize information from different written or oral sources, structure a discussion based on these sources, and present it fluently and naturally. Can express him/herself fully using fluent language. Can make use of subtle nuances of meaning when expressing himself/herself even in complex situations.

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ARTICLE 17 - COMMON EUROPEAN FRAMEWORK PROGRAMME SELF-ASSESSMENT

TABLE

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	LISTENING	I can understand familiar words and very basic phrases related to me, my family and my immediate environment when spoken slowly and clearly.	I can understand phrases and frequently used words related to topics that concern me directly (e.g., very basic personal and family information, shopping, local environment, job). I can catch the main idea in short, clear, simple messages and announcements.	I can understand the main points of clear, standard speech on familiar topics frequently encountered in work, school, leisure, etc. I can understand the main points of most radio and television programs on current events or topics of personal interest when they are slow and clear.	I can understand extended speeches and presentations on a current topic, and I can follow discussions using complex sentences. I can understand most television news and current affairs programmes. I can understand most films using standard language.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not stated explicitly. I can understand television programmes and films without much difficulty.	I have no trouble understanding any type of speech, whether live or broadcast. I may need some time to get used to the accent if it's at a normal native speaking pace.
	READING	I can understand familiar names, words and very simple sentences in written texts such as catalogues, announcements or posters.	I can read short, simple texts. I can grasp general information from simple everyday texts such as notices, instruction manuals, menus and timetables, and I can understand short personal letters.	I can understand texts containing the most frequently used vocabulary in professional and everyday language. I can understand the expression of events, feelings and wishes in personal letters.	I can read articles and reports on current issues in which the authors adopt particular attitudes or views. I can understand contemporary literary prose.	I can read long and complex, concrete or literary texts, distinguishing stylistic differences, and I can understand articles and long technical information in any field of expertise, even if they are not related to my field of interest.	I can easily read and understand almost all types of abstract, structurally and grammatically complex texts, such as user manuals, specialized articles and literary works.
SPEECH	DIALOGUE	I can interact in a simple way provided the other person is willing to repeat things at a slower pace and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple, routine tasks requiring a direct exchange of information on familiar topics and activities. I can take part in short conversations, although I usually cannot understand enough to maintain a conversation.	I can deal with most situations likely to arise when travelling in an area where the language is spoken. I can enter into conversation without preparation on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with native speakers with sufficient fluency and spontaneity to facilitate understanding. I can take an active role in discussions on familiar topics, explaining and supporting my own views.	I can express myself fluently and naturally without searching for words. I can use language flexibly and effectively for social and professional purposes. I can express my thoughts and ideas clearly and relate them to other people's speech.	effortlessly in any conversation or discussion and have a good understanding of idiomatic expressions and colloquialisms. I can express myself fluently and highlight subtleties of meaning with precision and accuracy. If I encounter a problem, I can go back and restructure my expressions with such skill that the other person won't even notice.
	ORAL EXPRESSION	I can use simple phrases and sentences to describe where I live and people I know.	I can use a range of phrases and sentences to describe, in simple language, my family and other people, my living conditions, my educational background and my last job.	I can connect various phrases in a simple way to describe my experiences, dreams, hopes, wishes and events. I can briefly give reasons and explanations for opinions and plans. I can tell a story, describe the plot of a book or film, and express my impressions.	I can give clear and detailed information on a variety of topics that interest me. I can express my opinion on a topic, outlining the pros and cons of various options.	I can present clear, detailed descriptions of complex topics, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can deliver a clear, fluent description or opposing viewpoint on any topic, in a style appropriate to the context and structured effectively and logically, helping the listener to identify and remember important points.
DON'T WRITE	WRITTEN EXPRESSION	I can write postcards with short, simple sentences. For example, sending greetings on a holiday postcard. I can fill out forms containing personal information. For example, writing my name, nationality, and address on a hotel registration form.	I can write short, simple notes and messages. I can write very short personal letters, such as thank-you letters.	I can write text related to topics that are familiar or of my own interest. I can write personal letters describing my experiences and impressions.	I can write clear, detailed text on a wide range of topics related to my interests. I can write an essay or report, presenting information and giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express my views in clear, well-structured text, expressing myself at length. I can write a letter, essay, or report. I can write on complex subjects, highlighting what I consider to be important issues. I can choose a style appropriate to my target audience.	I can write clear, fluid text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the reader to identify and remember key points. I can write summaries and critiques of professional or literary works.

Chapter Six

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Nesibe Aydın Schools Writing and Reference Protocol

ARTICLE 18-

- Presentation of the sources used (reference protocol), widely used in the field of language and literature, Modern Language Association (MLA) and American Psychological Association (APA) writing format. It is written according to the Association (APA) writing format.
- According to MLA writing format, sources are shown in the bibliography, not in footnotes or endnotes.
- Brief references to the bibliography are included throughout the text. This method, widely used in the field of language and literature, highlights the names of authors and works.
- By using MLA and APA, our students become accustomed to the universal referencing system.
- The MLA Handbook ” is available in our school library for use in academic writing studies .

Chapter Seven

Nesibe Aydın Schools and E-learning

ARTICLE 19-

At Nesibe Aydın Schools, students are offered e-learning opportunities such as E12 (PORTAL) integration . Students' language skills are supported with the Edutalkinn artificial intelligence tool.

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Nesibe Aydın Schools Language Use Joint Decisions

ARTICLE 20-

- Students are expected to communicate using the languages taught outside the classroom.
- All directional signs on the school campus are in Turkish, English, French, German and Spanish.
- Classrooms are equipped with a wide range of language materials to encourage students to develop their language skills.
- Students can use the library as a research center while learning the target language.
- The school portal provides e-learning platforms content in all languages taught in the school.
- The school provides information including a variety of resources and activities to help students continue their language development.

Chapter Nine

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

ARTICLE 21 -

1) It is aimed to help students improve their listening, speaking, writing, grammar and vocabulary skills to a level where they can use the language effectively and fluently as a global communication tool.

is provided through various classroom activities designed with laptops, projectors and smart boards.

3) Language teaching studies are based on the following four pillars within the framework of the International Baccalaureate programs:

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Activating Prior Knowledge Prior Understanding and Building Background Knowledge)

It is a learning-teaching process based on the understanding that prior knowledge and experience are brought to the surface. Students' prior knowledge or the knowledge they will carry with them from their language may not be the same or equal when learning a new language. Therefore, teachers:

- It should activate students' prior knowledge from their mother tongue or another language.
- In new learning, homework and tasks should be given to students in a differentiated way to form the basis.
- profiles and levels should be determined for use in planning .
- Historical information should be taken into account in the planning of units.

Guided Learning (Scaffolding Learning)

Guided learning is the process of enabling students to perform tasks they cannot independently with the guidance and support of a teacher. Guided learning is crucial for increasing their sense of responsibility in developing their own language learning strategies. In this approach, students are exposed to various activities that help them construct new learning by making sense of the text they read. These activities are concrete rather than abstract.

- Visual and application activities
- Graphics
- Demonstrations
- Drama
- Small, collaborative groups
- Language instruction

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Extending Language

It is a strategy that suggests that students should engage in text-based reading and writing within the school curriculum. The academic language of these texts,

- students must master.
- It should also contain technical words, although not too often, of Latin and Greek origin.
- complex grammatical structures (passive (like voice ...)

Affirming Identity

How a person behaves is related to their linguistic identity. Their native language, or the target language they learn, is directly linked to their relationship with and perception of the world. Identity verification is crucial for each learner's development of personal identity, intercultural awareness, and self-confidence. Therefore, each learner's linguistic identity must be supported. In this context, at Nesibe Aydın Schools:

- Efforts are underway to create a classroom and school climate where diverse languages, cultures, and perspectives are welcomed. International Mother Language Day (21 February) and European Language Day (26 September) are celebrated with various events to enhance students' understanding of different languages and cultures.
- In language classes, an atmosphere is created where students will enjoy participating in order to improve their communication skills and mastery.
- Drama clubs are important in our language education for intellectual development and a deep appreciation of the arts. Our students are given the opportunity to present

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their prepared performances to a school audience after a series of challenging but enjoyable rehearsals.

- During their language acquisition process, our students participate in speaking clubs and vocabulary competitions, and have the opportunity to share their work with other friends through atrium activities.
- International projects are our gateway to the global world. Comenius projects and exchange programs motivate our students to become global citizens. Our students host fellow students from other countries during their stay in our country.
- We also organize visits to other schools abroad for our students. In addition to these projects, our school also organizes summer school programs at renowned British universities. These international events provide valuable cultural exchange. These activities help our students become more aware of the importance of acquiring a foreign language.

Chapter Ten

Nesibe Aydın Schools Foreign Languages Teaching Principles

ARTICLE 22-

1. We believe that using a foreign language effectively and competently is a valuable life skill.
2. We value foreign languages as a tool to communicate and share intellectual ideas with the world.
3. Our foreign language teaching processes are in line with the Common European Framework of Reference for Languages (Common European Framework of Reference for Languages) European Framework of Reference for Languages) levels and age characteristics.

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4. We conduct our foreign language teaching processes, focusing on language skills such as "Listening, Reading, Conversation, Oral Expression and Writing", as well as including grammar knowledge.

5. We constantly inform our students and parents about student language development through feedback such as level determination and level monitoring.

We support our students who are below level 6 and at the borderline outside of class hours (such as Study, Problem Solving and Free Study Hours).

7. We believe that the learner is responsible for the foreign language learning process and we allow our students to make a "Self-Assessment" once a semester.

8. We encourage our students to take external exams so that they can see where they stand among their peers in terms of language proficiency.

9. We organize and participate in in-school, out-of-school, national and international activities in order to accelerate our students' foreign language acquisition process.

10. We believe that teaching and learning a foreign language is an enjoyable and entertaining activity, and we use debate, competition, drama, storytelling, games and music in our lessons, in accordance with age levels.

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Chapter Eleven

Final Provisions

Force:

ARTICLE 23-

1) This Directive shall enter into force on the day it is approved by the Nesibe Aydın Schools Board of Directors and published on the school portal .

Executive:

ARTICLE 24 -

1) The articles of this Directive shall be implemented by the relevant Kindergarten and Primary School Coordinator Director, the International Baccalaureate Primary Years Program Coordinator and the coordinator group heads on behalf of Nesibe Aydın Schools.

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Annex 1: LANGUAGE SUPPORT POLICY

At Nesibe Aydın Schools, as in all areas, students' individual differences in language are addressed within the program. Numerous language learning opportunities are provided to support students' language development and help them become effective language users. Learning and assessment opportunities form the foundation of instruction, encouraging them to develop reading habits and enjoy reading; to develop their own narratives through reflective thinking in written expression and to take action; to develop fluent and effective speaking skills through presentation skills; and to utilize active listening skills while achieving all of these.

When planning instruction, the inquiry process is supported by using teaching materials specific to each level group and planning teaching processes for students with language differences in terms of the language of instruction or additional languages. If the student needs additional support throughout this process;

- Extension lessons are provided when necessary to work with students in smaller groups.
- Students are given books, reading materials and worksheets according to their level.
- Additional support classes are organised after school.
- Through collaboration with parents and the Psychological Counseling and Guidance Department, an individual learning plan is prepared and implemented for each student.

Most of our students are Turkish citizens, and therefore their first language is Turkish; however, every year we receive a few students whose first language is a language other than Turkish. Our school offers these students the following opportunities:

- When necessary, extension lessons or after-school classes are offered to work with students in small groups or one-on-one.
- Students are given books, reading materials and worksheets according to their level.

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- Through collaboration with parents and the Psychological Counseling and Guidance Department, an individual learning plan is prepared and implemented for each student.

Annex 2: CONNECTION OF LANGUAGE POLICY WITH OTHER POLICIES OF THE SCHOOL

School Admission Policy: Students whose languages differ from the language of instruction are admitted. The differences these students bring to the school culture and curriculum are met with respect and understanding, and cultural diversity is valued throughout the school system.

Behavior Policy: Demonstrating effective communication skills in maintaining routine behaviors and using language effectively and respectfully in problem-solving situations is essential. Language is considered a tool that shapes our behavior.

Special Educational Needs Policy: The school considers the language support needs of new students identified with specific learning needs. Students with learning disabilities or difficulties in these areas receive individualized support from their teachers both in and outside of class, and exams are administered individually, taking these special circumstances into account.

Academic Integrity Policy: Students are expected to submit original assignments and projects based on their creativity, individual and original ideas, and their own language expression. It is the responsibility of all teachers to guide and encourage students in the preparation of original work, and to ensure that their language skills are effectively demonstrated during this process.

Assessment Policy: Various process and summative assessments are developed for the language of instruction and additional language courses. Evidence of student language development is clearly presented to parents, administrators, and students. In addition to end-of-

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term report cards, student work displayed on bulletin boards, personal projects, portfolios, presentations, diaries, and performance tasks are also used in the assessment process.

NESİBE AYDIN SCHOOLS

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