



Revision Date: 15.09.2025

## NESİBE AYDIN SCHOOLS LANGUAGE POLICY

### **Rationale:**

At Nesibe Aydın Schools, we firmly believe that language is vital for a life-long learning, clear communication, intercultural understanding and identity formation. We support our students to become multilingual, internationally minded learners who can pursue life with open-mindedness in both their immediate surroundings and others all around the world. With these in mind, we have developed this language policy which is informed by IB's Language Policy (2024) and is aligned with the IB Programme Standards and Practices (2020)

### **Purpose:**

This policy aims to explain the ways the school community implements its programme in different languages as it is designed to affirm the importance of our students' mother tongue Turkish as it is a fundamental part of their identity, promote the development of proficiency in their second language English, provide a clear framework for language teaching and learning, ensure access to the IB curriculum for all, encourage intercultural understanding and awareness, foster a positive attitude toward multilingualism by celebrating linguistic diversity, cherish international mindedness and encourage our students to reflect on the importance of language learning in shaping their identities.

### **1. Language Profile of the School Community**

Most students at Nesibe Aydın Educational Institutions are Turkish citizens, and their mother tongue is Turkish. The school's official language of instruction is Turkish in the national programme and English in the IB Diploma Programme except Turkish A classes.

However, our institution embraces diversity and welcomes students and staff from various countries, cultures, and linguistic backgrounds. We recognize the role of multilingualism in promoting international awareness, intercultural understanding, and global inclusion. Accordingly, we integrate this vision into all learning environments, including both written and oral communication tasks.

Nesibe Aydın Educational Institutions is founded on principles of **inclusive diversity**, and this approach is embedded into both academic and cultural life. It applies to students as well as faculty—whether native or international teachers. Hence, our school recognizes all its teachers as language teachers who facilitate communication. The importance of language as a bridge across identities is continuously reinforced in all formal school communication, including correspondence, seminars, and school-wide meetings.

Community language: Turkish ( for majority of students and staff)

Language of instruction: English (for all subjects except Turkish A)

Offered Language A: Turkish A: Literature/ Language and Literature

Offered Language B: English B: (HL/SL) As a second language

Other Languages: offered in pre-IB classes only (French/ Spanish/German)

## **2. Language Learning and Curriculum**

Language instruction at Nesibe Aydın Educational Institutions is designed to ensure that all students acquire the linguistic skills necessary for academic success and global citizenship. The curriculum reflects the requirements of the IB Diploma Programme while respecting students' individual language backgrounds and needs.

### **2.1 Language A**

The school offers Language A courses to promote deep engagement with literature, language analysis, and personal expression in students' best language. These courses also provide opportunities for exploring culture and identity through literary interpretation.

- Turkish A: Literature (HL/SL)

### **2.2 Language B**

Language B courses aim to develop students' communicative competence in a second or additional language. The focus is on meaningful communication, intercultural understanding, and gradual mastery of academic and social language.

- English B (HL/SL)

Placement is based on diagnostic testing, teacher evaluation and requirement details of intended school applications. The school ensures alignment with CEFR and DP Subject Guides.

### 3. Approach to Language Education

Nesibe Aydın Educational Institutions prioritize comprehensive and student-centered language education as a core aspect of cognitive and personal development. We believe that early exposure to multiple languages enhances students' confidence, intercultural understanding, and academic success.

Language instruction is integrated into curricular and extracurricular life. English language teaching and learning is supported through classroom instruction as well as clubs, celebratory events, seminars (e.g., MUN). Students are encouraged to use foreign languages confidently in various authentic settings including public presentations and collaborative projects.

The school also integrates academic honesty practices into language education, including the use of MLA 9 citation systems in extended essays, internal assessments, TOK exhibition and essays and other research-based tasks to promote integrity and responsibility in scholarly communication.

### 4. Language Implementation Practices at Nesibe Aydın Schools

This section outlines the concrete language teaching processes and structures used across all levels (K–12) of Nesibe Aydın Educational Institutions, demonstrating our commitment to holistic and inclusive language education in both national and international programmes.

#### 4.1 Instructional Languages by Level

- The **language of instruction** in kindergarten, primary, secondary, and high school is Turkish.
- The **IB Diploma Programme** is delivered in **English**, and instruction in core and subject groups adheres to IB requirements.
- In kindergarten, a **bilingual model** is used (Turkish-English), with a 25-hour weekly program supporting inquiry-based, integrated learning.
- Students begin learning German as a second foreign language starting from Grade 2

#### 4.2 Curriculum Alignment and CEFR

- Foreign language instruction is aligned with the **Common European Framework of Reference for Languages (CEFR)**.
- English instruction focuses on listening, speaking, reading, writing, grammar, and vocabulary development.
- CEFR-aligned language certification exams (Cambridge English and IELTS) are offered at various grade levels to monitor student proficiency and provide international benchmarks:
  - **Primary:** Pre-A1 Starters, A1 Movers
  - **Secondary:** A2 Flyers, A2 Key, B1 Preliminary
  - **High School:** B2 First (FCE), IELTS, DELE

### 4.3 Language Development in Practice

Language teaching at our institution is structured around four pedagogical pillars:

**a) Activating Prior Knowledge and Building Background Knowledge:** Teachers draw on students' existing knowledge and experiences, tailoring instruction to individual language profiles and differentiated learning needs.

**b) Guided Learning (Scaffolded Learning):** Structured support is offered through visuals, demonstrations, drama, and linguistic modeling, ensuring accessibility for all students.

**c) Extending Language Proficiency:** Students engage with academic texts, complex vocabulary, and advanced grammar through subject-based content in both their native and foreign languages.

**d) Affirming Identity:** We foster an inclusive environment where cultural and linguistic identity is celebrated. Language days, exchange programmes, international events, and clubs (e.g., MUN, Debate, Drama) enrich students' experiences and global citizenship.

### 4.4 Instructional Strategies for Language Learning

At Nesibe Aydın Educational Institutions, language education is rooted in global standards and progressive pedagogy that cultivates both communication skills and intercultural understanding.

**a)** The primary goal of language instruction is to empower students to use language effectively and fluently as a tool for global communication. This includes the development of listening, speaking, writing, grammar, and vocabulary competencies.

**b)** Instructional practices are based on communicative language learning, which addresses individual differences through diverse and inclusive classroom activities. Teachers actively integrate educational technologies such as laptops, smart boards, and projectors to enhance engagement and multimodal learning.

**c)** Building on this foundation, language teaching at our institution is structured around four key instructional pillars designed to support student growth across proficiency levels and cultural contexts:

- **Activating Prior Knowledge and Building Background Knowledge:** Teachers assess and draw upon students' existing knowledge and experiences. Through differentiated planning, they adapt instruction to students' language profiles and integrate prior learning into new contexts.
- **Guided Learning (Scaffolded Learning):** Students receive intentional support in tasks they are not yet able to complete independently. Techniques include visual aids, demonstrations, drama, and explicit language modeling to reinforce comprehension.
- **Extending Language Proficiency:** Learners engage in rich, text-based reading and writing tasks that explore complex topics, subject-specific vocabulary, and advanced grammatical structures.
- **Affirming Identity:** Language is deeply tied to identity and behavior. Nesibe Aydın cultivates a supportive and inclusive environment that celebrates linguistic and cultural diversity. Activities such as

language days, student-led clubs, competitions, and international exchange programs enhance global awareness and foster meaningful language acquisition.

## 5. Roles of Language Teachers in Supporting Student Learning

At Nesibe Aydın Educational Institutions, all foreign language teachers understand their core responsibility as facilitators of language acquisition and intercultural understanding. They model the values embedded in the school's Language Policy and contribute to a language-rich environment through deliberate instructional practices.

- Language teachers design lessons that reflect student perspectives and are aligned with collaboratively established faculty goals.
- Feedback is used as a tool for growth, addressing individual language needs and enhancing student performance.
- Differentiated instruction is employed to meet the needs of learners from diverse linguistic backgrounds, including those whose mother tongue differs from the language of instruction.

Language instruction—whether in a student's mother tongue or a foreign language—plays a critical role in fostering not only communication skills but also identity formation, creativity, and metacognition. It enables students to:

- Develop proficiency in **listening, speaking, reading, writing**, as well as **media and presentation literacy**
- Build confidence in expressing ideas across a range of personal and academic contexts
- Cultivate critical and creative thinking through **textual interpretation and cultural analysis**
- Engage with global perspectives in a thoughtful and respectful manner

By prioritizing these competencies, language teachers empower students to become culturally sensitive communicators, confident learners, and reflective individuals who are well-prepared to participate actively in an interconnected world.

## 6. Inclusive Language Support: Students, Teachers, and Community

At Nesibe Aydın Educational Institutions, inclusive language education is central to academic equity and student well-being. The school recognizes the diversity of its learners and commits to providing comprehensive support for both students and staff through coordinated efforts in three main areas:

### 6.1 Mother Tongue Development

- Cultural celebrations, literature collections in multiple languages, international projects, and student clubs provide meaningful opportunities for linguistic and cultural expression.
- Families are involved in decision-making regarding mother tongue support and learning pathways.

- Collaborative planning with other subjects especially other languages that fosters the vitality of knowing and using mother tongue context appropriately ensures its development and serves one of our intentions of making students proficient in all.

## 6.2 Language Support for Diverse Learners

To promote access and equity in language development:

- English language development programs are offered across the curriculum.
- Differentiated instruction strategies are applied in all subjects to meet diverse language profiles.
- Academic language, discipline-specific terminology, and writing skills are explicitly taught and scaffolded.
- Newcomer students and those with different language backgrounds receive tailored support to foster integration and success.
- Language proficiency exams are encouraged for all stakeholders of the community to follow the student improvement.

## 6.3 Teacher Development and Community Engagement

- All teachers are trained to integrate language-sensitive strategies into subject instruction.
- Ongoing professional development includes IB workshops, CEFR-aligned practices, academic language support, and inclusive pedagogy.
- The school encourages teachers to improve their own language skills through institutional resources.
- The Language Policy is communicated transparently to all stakeholders through the school website, orientations, and parent meetings.
- Feedback from students, teachers, and parents is collected regularly via surveys and focus groups to improve the effectiveness of the policy.

## 7. Roles and Responsibilities

The successful implementation and continuous development of the Language Policy 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 foster intercultural understanding. They provide explicit instruction in reading, writing, speaking, and listening, and support students in academic and creative expression. In addition to these, language teachers support the students for language proficiency exams that are important for both their own understanding of their development and upcoming university applications.

- **All Teachers:** Acknowledge and enact their role as language teachers by incorporating subject-specific language instruction into their lessons. They contribute to the development of academic language and support multilingual learners through differentiated instruction.
- **School Leadership Team:** Provides strategic direction, professional development opportunities, and the allocation of necessary resources to support the effective implementation of the policy. Ensures the integration of the language policy with the school's overall educational goals.
- **Parents and Students:** Actively participate in language-learning decisions and support mechanisms. Students reflect on their own language needs and goals; parents are encouraged to support language development at home and collaborate with school staff when appropriate.

## 8. Policy Review, Communication, and Development Process

The Language Policy is reviewed **biennially** by a committee consisting of the DP Coordinator, language teachers, administrators, students, and parent representatives. Revisions are based on changes in the school's language profile, evolving IB requirements, and stakeholder feedback.

### 8.1. Review and Communication

- Feedback is collected systematically through surveys, focus group discussions, and the analysis of language-use data across the school community.
- Updates and policy changes are communicated through faculty meetings, student assemblies, and newsletters for parents.
- The current version of the policy is published on the school's website and made available to all stakeholders at the start of each academic year.

### 8.2. Language Policy Creation Process

The development and implementation of this policy is a shared responsibility. All members of the school community are expected to promote and model the values and practices described in the policy. Their engagement ensures that the policy remains:

- Effective in guiding language development,
- Comprehensible and transparent to all stakeholders,
- Applicable across diverse educational contexts and student profiles.

Key areas considered during policy creation and review include:

- Raising awareness about accurate and purposeful use of the mother tongue,
- Implementing research-based foreign language teaching techniques,
- Enriching the school's language-learning environments, including library and digital resources,
- Supporting international-mindedness and global citizenship through language,
- Addressing the needs of learners with different styles, interests, abilities, and language profiles.

- Aligning with the IB language policy and understanding.

The final review report is prepared by the Language Policy Committee and is shared with the school community annually via web-based platforms.

## 9. Relationship to Other School Policies

The Language Policy of Nesibe Aydın Educational Institutions is closely aligned with the school's broader academic framework and works in harmony with other institutional policies to ensure consistency, inclusivity, and high-quality educational practice across all programmes. Its principles are embedded in the following key policy areas:

- **Admissions Policy:** Students whose mother tongue differs from the language of instruction are welcomed and supported through differentiated language learning strategies. Linguistic diversity is considered a strength that contributes to the school's inclusive and international culture.
- **Assessment Policy:** Formative and summative assessment practices consider the language needs of learners and their varying language profiles. Students' progress in both the language of instruction and additional languages is monitored through a range of assessment tools including written exams, projects, oral presentations, oral exams, journals, exhibitions, school clubs and other events like MUN, culture or language days.
- **Inclusion Policy:** The school provides language-related accommodations for students with diverse learning needs. This includes modified tasks, adapted assessments, and differentiated instruction to ensure full access to language learning for all students, regardless of ability.
- **Academic Integrity Policy:** Language learning is directly tied to academic honesty. Students are guided to produce original work and use proper referencing systems (e.g., APA or MLA) in all research-based assignments. Teachers support students in expressing their ideas authentically and ethically in both their native and foreign languages.

The Language Policy is therefore not a stand-alone document, but a foundational element of the school's learning ecosystem. It reinforces the IB's core values of equity, multilingualism, academic rigor, and intercultural understanding while supporting every learner's linguistic and cognitive development in alignment with institutional expectations.

## 10. Integration with the IB Learner Profile

The Language Policy at Nesibe Aydın Educational Institutions is fully aligned with the IB Learner Profile, which represents the core values and educational philosophy of all IB programmes. Language development—both in the mother tongue and in additional languages—is seen as a critical pathway to cultivating the attributes of internationally minded learners.

The ten attributes of the IB Learner Profile are reflected throughout our language teaching and learning practices as follows:

- **Inquirers:** Students engage in language-rich inquiries that foster curiosity and develop research skills in multiple languages.
- **Knowledgeable:** Learners expand their understanding across disciplines through multilingual access to diverse knowledge sources.
- **Thinkers:** Language instruction encourages students to analyze ideas, evaluate perspectives, and communicate ethical decisions.
- **Communicators:** Students are empowered to express themselves clearly and confidently in more than one language across oral, written, and digital modalities.
- **Principled:** Through academic integrity practices, learners are guided to use language responsibly, respecting authorship and originality.
- **Open-minded:** Exposure to different languages and cultures fosters appreciation for diverse viewpoints and traditions.
- **Caring:** Language is used as a means to build empathy and respectful relationships within and beyond the school community.
- **Risk-takers:** Students are encouraged to step outside their linguistic comfort zones, embrace new forms of expression, and take intellectual risks.
- **Balanced:** Language education supports emotional, social, and cognitive well-being, ensuring students maintain a healthy balance in their development.
- **Reflective:** Students are guided to evaluate their language learning progress and set personal goals for further development.

By embedding these attributes into the Language Policy, the school ensures that language learning is not only a functional skill but also a vehicle for developing internationally minded, reflective, and principled learners in alignment with the IB mission.

## 11. Ethical Use of Artificial Intelligence in Language Learning

Nesibe Aydın Educational Institutions acknowledges the increasing role of artificial intelligence (AI) tools in language education. The school promotes the **ethical and purposeful** use of AI-based applications (e.g., translation tools, language practice apps, writing assistants) to enhance language acquisition and support differentiated learning.

- Students are guided to use AI tools as **supportive instruments**, not as substitutes for original thinking and expression.
- Teachers model and monitor responsible AI use, especially in research tasks, translation support, and language development.
- The use of AI is integrated into **academic honesty guidelines**, ensuring that students maintain authenticity in their language work and properly acknowledge external assistance.
- AI-based language tools are selected based on **pedagogical merit**, data privacy standards, and alignment with the IB's ethical framework.
- This integration ensures that students not only become effective communicators, but also responsible digital citizens in a multilingual, AI-enhanced world.

## References

Cambridge English. (n.d.). *Fitness for purpose: The relationship between Cambridge English exams and the CEFR*. Retrieved April 30, 2025, from <https://www.cambridgeenglish.org/english-research-group/fitness-for-purpose/#cefr-relationship>

Council of Europe. (n.d.). *Common European Framework of Reference for Languages: Level descriptions*. Retrieved April 30, 2025, from <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

Council of Europe. (n.d.). *European Centre for Modern Languages (ECML)*. Retrieved April 30, 2025, from <https://www.coe.int/en/web/education/ecml>

International Baccalaureate Organization. (2014). *Language policy*. Retrieved from <https://www.ibo.org/globalassets/new-structure/assessment/pdfs/ib-language-policy-en.pdf>

International Baccalaureate Organization. (2015). *Diploma Programme: From principles into practice*. Geneva, Switzerland: International Baccalaureate.

International Baccalaureate Organization. (2014). *Programme standards and practices*. Geneva, Switzerland: International Baccalaureate.

International Baccalaureate Organization. (2024). *Diploma Programme assessment procedures (2024)*. Geneva, Switzerland: International Baccalaureate.