

BODRUM PRIVATE MARMARA COLLEGE

INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME

(2020)

LANGUAGE POLICY

Bodrum Private Marmara College IB DP takes the aims of IB into account while preparing the IB DP Language Policy as a working document;

The International Baccalaureate (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to access and multilingualism are reflected in the organization's activities. (Language Policy, 2014, p.1)

Purpose

Bodrum Private Marmara College Language Policy Steering Committee involving the Languages Department members, IBDP coordinator and language teachers, the administrative body having received thoughts of parents and students on the language program, has reviewed its Language Policy to;

- Provide guidelines to all stakeholders with regards to “teaching and learning” and “assessment” of the mother tongue and foreign languages at school consistent with the stipulated principles and practices of IB for accomplishing and evaluating the goals.
- Support the school's mission and vision emphasizing on building a truly multilingual and multicultural context where students express and exchange their ideas by being open-minded towards a variety of linguistic and cultural backgrounds.
- Set expectations and responsibilities for all stakeholders in mother tongue and foreign language instruction
- Set effective and clear classroom objectives and practices for learners accessing the DP in a language other than their mother tongue to become balanced bilinguals who are highly proficient, literate and knowledgeable in two or more languages.
- Investigate whether previously identified matters have been resolved.
- Monitor all the processes needed to implement a school-based inquiry related to the language policy.

Philosophy and Aims

We believe that language teaching and learning is central to globally engage with the world and for all learning and to this end, both teachers and students are expected to be responsible for developing themselves as communicators in as many languages as they can to be responsible world citizens. Through the use of different modes of communication to meet the demands of the 21st Century, the school supports this academic setting for all the students and teachers to accomplish language learning and teaching goals. We believe that for the success of the IB Diploma Programme a rich development of language and literacy for all learners is crucial. The ability to communicate in a variety of modes in more than one language is fundamental in an international education that promotes intercultural understanding. To this end, the school facilitates the teaching of English, French, German, Spanish as second foreign languages and Turkish as a mother tongue. As most universities our students apply to require students to have a standard level of language proficiency, mostly in English, French or German, it is our responsibility to enhance our students' knowledge and command of language(s) for their further education. In order to be good communicators and develop their social skills, IB DP students have to be proficient users of languages both orally and in writing whatever the purpose is. As DP students have to critically think and become inquirers, they need all the language skills which will enable them to be successful in all their selected DP subjects and core components of CAS, EE and TOK. Instruction in a language other than one's own mother tongue is challenging and requires both teachers and students to become proficient enough in that language so not only language teachers but subject teachers too have the role of fostering language learning while they act as language learners themselves. The DP teachers teach through English taking diversity into account and design their lessons paying attention to differentiation strategies for the students to boost their language skills acquisition within other disciplines. We recognize that knowing and using languages enable students and staff to develop themselves to have an understanding and appreciation of the importance of cultures in a global world to create a better world for all, which is in line with the school's mission statement.

School Language Profile and Language of Instruction

Bodrum Private Marmara College is a co-educational Private Turkish Anatolian High School which is responsible to Turkish Ministry of National Education and the majority of the students speak Turkish as their mother tongue. As a school offering education in English in most

subjects, the community recognizing the significance of language learning intensively from an early age prefers to send their children to this type of a school. The school offers a university preparatory education with a bilingual academic programme, where sciences and mathematics are taught in English. Starting from the kindergarten to the end of education in high school there are intensive English courses. In addition, from the primary school all through the middle and high school, students are taught a second foreign language, German, French or Spanish, which is mandated by the Ministry of National Education. Turkish language and literature is taught at all grades at school. There are also bilingual students whose mother tongues are different from Turkish. They are supported for the development of Turkish language in ways appropriate for them or depending on their needs. All the students at school function in English and Turkish as common languages, however especially language teachers prefer to communicate with students in English out of the classes and the information flow by teachers and the DP coordinator is carried out through e-mails, google classroom, blackboard platform and whatsapp groups, notice boards in English. The school administration communicates with the students and parents mainly in Turkish but English is also used to communicate with parents with different linguistic backgrounds. The Guidance and Counseling office keeps the records of students' language background and languages taken throughout their education and they are also entered into the e-school system of the Ministry to keep track of students' educational background.

As an IB World School we are committed to the principles and practices below;

- The school promotes foreign language teaching and learning at all grades, from kindergarten to high school offering the two IB programmes PYP and DP.
- The school recognizes that all DP teachers are basically language teachers in facilitating communication, and responsible for students' language development.
- All the students have access to at least two foreign language courses at each level in addition to the mother tongue.
- The diversity of language learning needs and styles are taken into account in language teaching practices focusing on differentiation and needs are identified through class observations.
- Assessment at the school aligns with the requirements of the IB DP.
- The school provides the necessary resources and expertise to improve language teaching and learning in the school and DP.

- The school reviews the processes used to identify the language needs of students continuously through class observations, informal discussions and/or meetings with parents and students.
- The school informs parents of the language teaching and learning practices and student progress through weekly meetings, parent-teacher meetings, advisor teachers and report cards.
- The school promotes language learning on its website and celebrates the success of the students in international exams taken.
- The school requires all students and teachers to adhere to academic honesty principles in practices and assessment.

As a school offering education in high school in English (English, Science and Maths) and Turkish (compulsory subjects required by the national curriculum), all students are given the chance to have access to DP as stated in the Admission Policy. Those students who transfer to the high school from other schools are also provided with a prep year with intensive English programme if they are not proficient enough to follow the curriculum in grades from 9 to 12. Those students who are not proficient or struggling in Turkish are also given one to one tutoring in office hours, additional and remedial lessons to improve their Turkish. In some cases, parents are suggested that their children get private tuition outside the school to catch up when in need. The Turkish Ministry of Education also mandates that all students from the 4th to the 12th grade should take at least one more modern language German, French and Spanish in addition to English as a foreign language. In the 9th and 10th grades in their English skills lessons, students are taught literature and expected to read at least one literary work to foster a love of reading as well as to practice language. The same applies to Turkish Language and Literature course, which is compulsory for all. In this way students get prepared for the DP. In English lessons in the 9th and 10th grades, students are taught to critically evaluate texts and express their thoughts in different modes as well as process writing through inquiry, presentation skills and discussion skills. These skills enable students to get ready for IB DP. The Department of Languages and the DP coordinator work collaboratively to support students and to implement the language programmes effectively, regular meetings are held. Student needs in the IB DP are communicated to the Head of Department of languages and teachers to accommodate the curriculum to better equip the prospective DP students. Those non-IB students also benefit from the English course because when they start university education, most universities require students to be proficient in English too. To implement the language

programmes successfully, the school supports the teachers with professional development training opportunities like DP subject workshops and pedagogical and skills workshops at school for the language teachers. Regular class observations are made by the administrators and teachers. This provides self-reflection opportunities for teachers. The school also hires staff members who are proficient in foreign languages to deliver subjects. Our school is also an exam center for Cambridge Exams and we encourage our students to take those exams based on their levels, like Movers, Fliers, or First Certificate. Delf and Fit exams for modern languages are also taken by most of our students learning French and German to see their progress. In terms of the language resources, the school invests in the library and ICT facilities so that students can have access to a great variety of resources in different languages. The interactive smartboards in each classrooms and stable internet connection enable both teachers and students benefit from external resources and multimedia in language lessons. To appreciate the diverse cultures and languages, students of languages celebrate different cultures and languages in festivals held at school, like Mother Language Day, Francophone Day, Halloween, Christmas, etc. To set a culture of international mindedness, high school students organize MUN activities at school inviting students within the country and the younger ones participate in the JMUN organizations in different cities. Mostly language teachers support the students for these organizations. Formative assessment involves active participation of students in discussions, presentations, group discussions, pair-work, process writing, listening and reading activities and grammar in context. Frequent feedback is given to students by teachers and opportunities for selfreflection and peer assessment are also practices for the progress of students. Summative assessment examples are mostly testing structures in context, reading, writing and listening skills testing. These practices demonstrate that the school places great importance to language learning and teaching and ensures the standards of conditions and practices in place to foster a successful teaching and learning environment for everyone at school.

IBDP Languages Offered

The IB DP offers a variety of opportunities to promote multi-lingualism, enhance personal cognitive and affective growth, intercultural awareness and international understanding. We stress the importance and the role of language learning in achieving these goals. In the DP, the medium of instruction is primarily English. However, we offer 2 subjects, Turkish A: Literature and SBS Turkey in the 20th Century in Turkish. In accordance with the IB requirements, we adopt the pedagogical approach to learning- that should be open and inclusive, affirm each

learner's identity and autonomy and promote critical thinking. TOK and CAS activities are incorporated into language courses. The language related subjects offered in the DP are;

Group 1. Language A: Literature (HL/SL)

The school offers two group 1 courses, Turkish A: Literature and English A: Literature. Those bilingual students and those highly proficient in English mostly select English A: Literature.

The Language A: Literature Subject Guide is used to meet the requirements of the course.

Students are expected to analyze and evaluate literary works, originally written in English and some translated into English, for Internal and External assessment. Here the students are encouraged to develop their critical thinking skills while taking pleasure in literary reading.

Through the different genres and text types, students find opportunities to refine their language skills and command of language. While they focus on 13 texts or literary works for High Level (10 works for Standard Level), they get engaged in writers from different countries, periods and they improve their conceptual focus as well as inquiry. The types of assessment are outlined in the Language A: Literature Guide and the assessment is criterion-based. Therefore, students are provided with opportunities to go over the criteria for each component of assessment, both internal and external and in classwork. Students can also write their extended essays in Language A: Literature if they are interested. Students are required to use conventions of MLA or APA in the assessment components and strictly adhere to the principles of academic honesty.

Turkish A: Literature is basically the same as English A: Literature course in its guiding principles and practices for assessment except for the language used as the medium of instruction and the works, which are in Turkish. Those students who are still in their further developmental stage of their English, usually prefer Turkish A: Literature and have the chance to improve their language skills in their mother tongue while they experience the pleasure they can get from literature. The translated course guide outlines all the requirements and the assessment details as in English A: Literature and they get familiar with the criteria their internal and external coursework are subjected to. The extended essay is possible in Turkish A: Literature too if students are interested to work on some other literary works. Students are required to use conventions of MLA or APA in the assessment components and strictly adhere to the principles of academic honesty. Both of these subjects enable students to communicate both orally and in written form in high standards through the study of literature and works prescribed by IBO and selected from the list by the school.

Group 2: Language B: Language Acquisition

We offer Language B in 3 different languages: English B, German B and French B in HL and SL.

English B. (HL/SL) / German B. (HL/SL) / French B. (HL/SL)

Before entry to the DP, students are administered language proficiency tests to be placed in the appropriate level of language acquisition subjects they would select. The students who are proficient and competent enough in any of the three language subjects are taught to further develop their four language skills in context. While students are engaged in global topics, they improve their critical thinking skills, too. In order to accommodate the different styles/needs of the language learners, classroom practices are based on differentiated teaching and learning strategies. Students are assessed based on the criteria for Internal and External non-exam components set by IB. Summative assessment also involves exams at the end of the two-year period. In order for all the students to have access to this course, we provide opportunities to students who are not proficient by setting a system for them to improve their language skills and competence. One to one tutoring, remedial after school or weekend courses are some opportunities depending on the needs of particular students. As a requirement for applications to universities abroad, students are also supported through extra tuition and materials provided to receive the required scores on IELTS or TOEFL exams. We don't set a limit to the number of students to offer the language courses to make it accessible for all. Students may select to write their extended essays in one of these subjects and are required to use conventions of MLA or APA in the assessment components and strictly adhere to the principles of academic honesty.

German Ab initio (SL) / French Ab initio (SL)

We offer German Ab initio and French Ab initio (SL) as electives.

Students who select one of these languages as electives in the DP, should have no or just little knowledge of them so that they start learning a new language. Because students in the middle school and 9th and 10th grades learn modern languages, we require DP students to select the other language they have not studied before. There is no limit to the class size to offer any of the subjects. The principles of academic honesty and effective use of citation and referencing rules apply to all assessment components when students complete and submit their work.

Turkish as a mother tongue instruction

Bodrum Private Marmara College understands the importance of respecting and preserving one's mother tongue. Turkish as a subject is compulsory at all levels and those students who fail this subject should take a make-up exam and if they fail again, they must repeat that grade according to the rules and regulations of the Turkish Ministry of National Education. The objectives set by the Ministry are to be accomplished at all levels. All the students are required to express themselves in various modes clearly and accurately and to effectively use their mother tongue, Turkish throughout their education and in their future lives.

This policy as a working document is to be reviewed by the language policy steering committee regularly every two years gathering information from the stakeholders and observing the practices.

References

IB Publications

Assessment procedures (2020)

Guidelines for developing a school language policy (2008)

Language Policy (2014)

Learning in a language other than mother tongue in IB programmes (2008) From principles into Practice (2015)