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İSTEK PRIVATE ATANUR OGUZ ANATOLIAN HIGH SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME LANGUAGE POLICY

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1. The Importance of Foreign Language in the IB Diploma Programme

The IB aims for students to become not only academically competent but also culturally enriched individuals. Knowledge of foreign languages provides access to global opportunities and strengthens intercultural understanding. The goal of language acquisition extends beyond achieving linguistic proficiency; it fosters intellectual curiosity, creativity, and the ability to communicate effectively in diverse contexts.

Language learning in the IB DP supports the development of inquiring, knowledgeable, and caring individuals who can contribute meaningfully to the global community. Exposure to multiple languages promotes cultural competence, open-mindedness, tolerance, and empathy. It also nurtures the ability to engage respectfully with diverse perspectives.

Research demonstrates that multilingual learning enhances problem-solving, creativity, and critical thinking. IB programmes integrate these benefits and support students in acquiring the linguistic skills necessary for success in an interconnected world.

One of the core objectives of the IB is the development of **international-mindedness**. Foreign language learning allows students to build global connections, strengthens intercultural understanding, and supports their growth as global citizens. At İSTEK Atanur Oguz Schools, students experience this through the study of English, German, and Spanish.

2. Scope

This Language Policy outlines how language learning is approached within the IB Diploma Programme and across the wider school community. Language is the foundational medium through which knowledge is constructed and shared; therefore, consistent practices must be maintained across programmes and disciplines.

Language learning in the IB DP encompasses a broad spectrum of skills, from fundamental communication to advanced academic analysis. İSTEK Atanur Oguz High School aims to educate students who can use their mother tongue accurately and who can confidently learn at least two foreign languages.

This document was prepared collaboratively by school administrators, the IB DP Coordinator, Turkish Language and Literature teachers, foreign language teachers, and department heads from various academic groups. It applies to all teachers and students, recognizing that **all teachers are, in practice, language teachers** with responsibilities for supporting academic communication in their subjects.

3. Purpose of the Language Policy

The primary objectives of this Language Policy are to:

- Implement a student-centered educational programme that promotes inquiry, innovation, and curiosity.
- Create an environment in which students can adapt to the modern world and contribute positively to their communities.
- Ensure that students express themselves effectively and confidently in both their home language and English.
- Develop students' written and oral communication skills.
- Enhance reading and comprehension skills that support analytical, critical, systematic, and reflective thinking.
- Foster cultural awareness and international-mindedness.
- Make language learning enjoyable and intellectually stimulating.
- Encourage students to recognize social issues and take action toward solutions.
- Support students in becoming open-minded individuals.

In alignment with IB requirements, this policy also aims to:

- Support the development and maintenance of home/personal languages.
- Ensure that students learn at least one language in addition to their home language.
- Establish practices that guarantee inclusion and equitable access to the DP.
- Promote multilingualism as essential for multiliteracies.
- Respect and promote the language(s) of the wider community.

4. Foreign Language Education at İSTEK Atanur Oguz High School

The medium of instruction in the IB Diploma Programme is **English**. Students also study German or Spanish as a second foreign language when entering the IB DP.

English Language Learning Programme (CEFR Alignment):

- **Preparatory Class:** B1 (Intermediate)
- **Grade 9:** B1+ (Upper Intermediate)
- **Grades 10–12:** B2–C1 (Advanced)

Instruction in English focuses on academic reading, analytical writing, inquiry skills, research-based learning, and oral communication, preparing students for the demands of DP subjects, Internal Assessments, Extended Essay, and TOK.

5. Student Profile

Nearly all students at İSTEK Atanur Oguz High School speak Turkish as their home language. The school delivers a strong, intensive English programme, with German and Spanish offered to support multilingual development.

The Turkish Language and Literature and TITC courses are taught entirely in Turkish, while all other IB DP courses are taught in English. Language Days, bilingual presentations, and

school events promote language learning and cultural appreciation. The school library offers resources in multiple languages, including original literary works.

The sociocultural context of the school—a predominantly Turkish-speaking student body with increasing exposure to global languages—shapes the school’s language practices and support structures.

6. Multilingualism as a Fact, a Right, and a Resource

The school embraces multilingualism as:

- **A fact:** Students come from linguistically diverse backgrounds.
- **A right:** Every student has the right to develop their home language and additional languages.
- **A resource:** Linguistic diversity strengthens learning, identity development, cognitive growth, and intercultural understanding.

The school encourages students to draw on all their languages during inquiry, problem-solving, and collaborative work, and promotes multilingual expression in academic and creative contexts.

7. Inclusion, Equity, and Access

The school is committed to ensuring equitable access to the IB DP for all learners, including those learning in a language other than their home language.

Support includes:

- Differentiated teaching methods
- Scaffolding for academic vocabulary and writing
- Visual, verbal, and structured learning supports
- Dedicated feedback through ManageBac
- Additional guidance for students requiring language reinforcement
- Use of digital tools to support comprehension and communication

No student is denied access to the programme based on language proficiency.

8. Supporting Home/Personal Languages

The school supports the maintenance and development of home languages through:

- Turkish Language and Literature instruction
- Optional use of home languages during brainstorming and inquiry
- Encouragement of bilingual presentations
- Availability of Turkish resources and literature in the library
- Family engagement in sustaining the home language

Maintaining the home language is recognized as essential for identity, academic achievement, and emotional well-being.

9. Roles and Responsibilities

Students

- Use language respectfully and effectively.
- Engage actively in reading, writing, listening, and speaking.
- Develop their home language and additional languages.
- Demonstrate open-mindedness toward linguistic and cultural diversity.

Teachers

- All teachers are language teachers.
- Model effective communication and teach academic vocabulary in their subjects.
- Provide constructive feedback to support language development.
- Promote multiliteracies and multilingual perspectives.
- Ensure that assessments are accessible to all learners.

Parents

- Support their child's home language and language development.
- Participate in discussions about language profiles.
- Encourage reading and communication at home.

Administrators

- Oversee the implementation and review of the Language Policy.
- Ensure access to professional development and resources.
- Monitor language learning practices across the school.

10. Resources Supporting Language Development

Physical Resources

- Multilingual literature (Turkish, English, German, Spanish)
- Print dictionaries and reference materials
- Classroom displays supporting subject-specific vocabulary

Virtual Resources

- ManageBac for communication, feedback, and submissions
- Turnitin for academic writing development and authenticity
- Online dictionaries (Cambridge, Oxford, TDK)
- CEFR-aligned digital learning platforms
- Audiovisual tools for listening and speaking development

These resources support multilingual learning and strengthen students' academic literacy.

11. Parent–School Collaboration

The school involves parents in:

- Understanding their child's language profile during admission
- Participating in orientation and information meetings
- Supporting home language maintenance
- Engaging with school activities that promote multilingualism

12. Policy Review Process

This language policy is reviewed **every August** by the IB DP Coordinator, administration, Turkish A teachers, foreign language teachers, and the Guidance Department. Updates are shared with teachers, students, and parents through official school platforms (K12, Classroom, ManageBac) and during beginning-of-year meetings.