



# **HÜSEYİN AVNİ SÖZEN ANATOLIAN HIGH SCHOOL**

## **LANGUAGE POLICY**

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## **IB DIPLOMA PROGRAM**

### **LANGUAGE POLICY**

#### **1. Purpose and Principles**

This language policy aims to ensure the implementation of our school's language learning program and the IB DP program. This document outlines the philosophy and practices of language education. This policy has been prepared in accordance with the IB's "Guidelines for Developing a School Language Policy" document and has been developed in accordance with the IB philosophy. It is reviewed and updated at the end of each academic year.

#### **2. Language Philosophy**

Language is not only the primary means of communication, but also the basis of lifelong learning. It is an undeniable fact that language is the basis of all learning. Language enables students to demonstrate critical thinking, social skills and personal development. As HASAL, our mission is to provide our students with an education that meets the demands of the 21st century, with a deep understanding and respect for all cultures and languages, and will enable them to become world citizens. Our aim with the IB program is to create inquisitive, intellectual and competent students who will learn throughout their lives and work for a better world.

HASAL accepts multilingualism as a reality, a right and a source of learning. In line with this understanding, students are supported in their development in both their mother tongue and their language of learning.

#### **3. Languages of Instruction**

**Language of Instruction - English:** The language of the IB Diploma Program is English. The preparatory program is designed to ensure that students develop in four

basic skills (reading, writing, listening, speaking). Students take 20 hours of English lessons per week; they also work with native English teachers in weekend programs. After the preparatory program, intensive English education continues in the 9th, 10th, 11th and 12th grades. Students continuously improve their language proficiency by taking English lessons within the framework of both national and IB programs.

**Mother Tongue - Turkish:** Turkish course is mandatory for all students. 4 hours of Turkish Language and Literature course is given in the preparatory class and 5 hours in the following years. Reading, analysis, expression and cultural connection skills are developed through Turkish literature texts.

**Second Foreign Language - German:** German, which is compulsory in all classes, is supported with weekly lessons and weekend courses. Preparation is given for the Goethe A2/Fit exam. Equal importance is given to four skills in the lessons and various teaching materials are used. In the last two years, a German preparatory class has also been opened and students take 20 hours of German lessons per week in these classes. These students prepare for the Goethe Institute's B2 level German certificate; in addition, they receive intensive English training. This practice aims to further strengthen the development of multilingualism.

#### **4. Language Support and Mother Tongue Preservation**

Students in need of language development are provided with in-class and out-of-class support. Individual or small group focused support plans are prepared for students determined in line with teacher observations, exam results and consultant opinions. Summer schools, weekend courses, study hours and one-on-one studies are the main tools of this support.

Students whose native language is not Turkish are given individual or group lessons by Turkish teachers during or after school hours. This support aims to facilitate students' adaptation to both academic and social life.

HASAL adopts respect for students' cultural identities as a fundamental principle. The school environment provides a supportive structure for all Turkish and foreign students to develop and maintain their native language. Projects, debates, MUN and sister school activities carried out in the school also encourage students to express themselves in both their native language and target language.

## 5. Physical and Virtual Resources

Our school provides extensive access to both physical and digital resources to support language development.

**School Library:** We have a rich library containing classical and contemporary literature works, academic resources and dictionaries in Turkish, English and German. The library is actively used in research, independent reading and project development processes.

**Mini Library:** The mini library created for preparatory class students is equipped with leveled English story books, workbooks for language skills and current periodicals. These resources contribute to students' development of reading habits and increase their exposure to the target language.

**Digital Resources:** The school offers various e-book platforms, online academic databases and digital library systems that are accessible to students. In addition, mobile applications, interactive web platforms, online dictionaries and video-based content that support English and German language learning support students' individual language development.

**Library Guidance:** The school librarian provides guidance services so that students can access and use resources effectively. Students are provided one-on-one support on issues such as research methods, resource selection and information verification.

## 6. Responsibilities of Community Members, Application Examples and Language Profile Planning

All teachers are responsible for supporting language development. Subject teachers are also seen as language teachers. Parents are included in the students' language profile planning process through information and feedback. Individual language profiles are created by taking into account students' previous language learning history, mother tongue proficiency, language(s) spoken at home, personal language preferences and academic goals. In this process, information received from parents is evaluated together with guidance teachers and language teachers, and appropriate support strategies are determined for each student's language development needs. Students also take responsibility in the language learning process and actively participate in projects and activities. Practices such as the debate club, Model United Nations (MUN), German theater activities, foreign language song and poetry competitions, reading days, English

and German short film screenings, and language week activities organized in our school allow students to develop their communication skills in multilingual environments. In addition, international sister school projects, summer schools abroad and cultural exchange programs support this process.

## 7. Language Policy Committee

It consists of the IB coordinator, language department heads, teachers, school-family association members, student council representatives, librarian and school administration members. The committee ensures the implementation and development of the policy.

Committee members work in accordance with the following distribution of duties:

<b>Role</b>	<b>Responsibilities</b>
IB Coordinator	Supervises the compliance of the policy with IB guidelines, manages the process, prepares reports
Language Department Heads (English, Turkish, German)	Monitor the implementations specific to their branches, evaluate the resources and teaching processes
Language Teachers	Monitor the language development processes of the students, provide observations and suggestions
School Management Representative	Ensures the integration of the policy with the general functioning of the school, provides administrative support
Librarian	Ensures the accessibility of physical and digital resources, provides resource suggestions
Parent Representative (School Family Association)	Communicates the opinions of the parents, ensures the flow of information to the parents about the policy
Student Council Representative	Carries the student needs and suggestions to the committee, increases student participation

## **8. Review Process**

The policy is evaluated by the committee at the end of each academic year. Last review date: September 2024.

The policy is published on the school website and provided to new IB students in their introductory folder.

## **9. Resources**

IB. (2014). Guidelines for Developing a School Language Policy

- IB Learner Profile Booklet
- MEB Ortaöğretim Kurumları Uluslararası Programlar Yönergesi