



Özel Bilkent Primary, Middle and High School

LANGUAGE POLICY

FOREWORD

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were founded 25 years ago and, thanks to the support and feedback of our school community, over that time we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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1. Introduction

At IDF Özel Bilkent Schools, we believe that language is an important tool in the development of national identities and international-mindedness, and plays a key role in the transmission of cultural values from the past to the present. Thus, we focus on developing language skills in an environment where our students are immersed in a foreign language and respect the cultural values of that language, while being committed to their own identities and cultural values.

Our culture is marked with bi / multilingualism. Communications and visuals are prepared in two languages and, when possible, in the mother tongue(s) of individuals in the school community. The primary language of instruction in our school is Turkish with English being taught as a second language. In all grades, our students follow an intensive inquiry-based English curriculum that is differentiated according to academic achievement and individual differences.

We have created this Language Policy for all members of IDF Özel Bilkent Schools; both International Baccalaureate (IB) and National Curriculum students, teachers, and parents so as to recognise and respect all members of our school community, their culture and respective language(s).

2. Language Profile

In our endeavor to develop fully educated individuals, we believe that language plays a key role at IDF Özel Bilkent Schools.

The majority of our students are Turkish nationals, however, our school is open to students from all countries, cultures and nations. Language competence, despite differing from one culture to another, is a uniting element for all humans and offers a chance to develop common understandings among cultures. The school environment recognises students' differences, and we prepare visuals representing the different languages and cultures which are displayed across the three schools. Students whose native language is not Turkish are given individual Turkish language support.

The following table is an example representing the list of international students currently studying in our high school for the 2018 - 19 academic year.

Table 1: Distribution of International Students at IDF Özel Bilkent High School (2018 – 19)

	No. of Students	Nationality
Grade 9	1	Iraqi
	1	Iranian
Grade 10	2	Japanese
	1	Bulgarian
	1	Uzbek
	1	American
Grade 11	1	Russian
	1	Iranian
Grade 12	1	English
	1	Azerbaijani
	1	American
	1	Russian & Turkmen
	1	English & Canadian

3. Development Process of the Language Policy

Our language policy is based on the principle of nurturing a love of language in order to develop an understanding and appreciation of the cultures of other languages and to serve as the continuation from the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) to the Diploma Programme (DP) and Turkish national education track. This Language Policy ensures that students attach due importance to their mother tongue and enables students to develop their skills in English as a second language and, should they choose, in German and French (all schools), or Spanish (Primary & Middle School only) as a third language through elective courses.

*“A language policy is an action statement... it is concerned less with where the students in a school are going, and more with how they are going to get there”
(Corson, 1999)*

The Language Policy has been developed in consideration of the IB PYP, MYP, and DP ‘Language Guides’. The policy is a product of a collaborative process involving students, teachers, and administrators from the three schools which have become one IB Continuum School. The aims of the policy include:

- clearly laying out the principles about language teaching and learning for teachers and all members of the school community;
- establishing a common understanding and approach to language to ensure that implementation reflects the purpose;
- adopting a shared attitude towards assessment and feedback given to student work;
- raising awareness about the importance of following spelling rules;
- adding variety to library resources in foreign languages;
- offering differentiated instruction to students with different skills and language levels;
- promoting international-mindedness.

The School Principals, IB Coordinators, Unit Coordinators, and teachers of Language A: Literature, Language and Literature, and Language B: Language Acquisition, school librarians, administrative personnel, students, and parents have been responsible for the school-wide dissemination, implementation and promotion of this Language Policy. The policy is available to all members of the school community on the website.

The Language Policy is regularly reviewed and updated. At the end of each academic year, further plans are made for the upcoming year. A set of criteria is developed to evaluate the implementation of the policy and is shared with the school community, and, based on the feedback received, the required modifications to the policy are made.

In light of the Language Reflection Guide, an online survey entitled “Designing the Language Policy” was administered in Özel Bilkent Middle School in October 2016 and the data obtained from the survey was evaluated by the Language Policy Team. Based on an analysis of the data, considerations and areas of improvement regarding language learning and the language profile of the school community were determined and incorporated into the policy. In Özel Bilkent Middle School, the policy was shared with representatives from parents and students. Based on this feedback, areas of improvement regarding language learning and the policy were determined and incorporated into the policy. Practical applications of our fundamental beliefs are on display in both the language of instruction and other languages across all three school areas.

4. Fundamental Beliefs about Language

IDF Özel Bilkent Schools holds the following eight fundamental beliefs about language education:

- a)** Like all other types of learning, language learning is a constructive process where learners construct meaning.
- b)** All teachers are also language teachers.
- c)** All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues and in English (and in French, German, or Spanish if chosen) in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.
- d)** All students aspire to reach the highest possible level of linguistic and cultural competence in English and Turkish (and a third language that they choose) in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.
- e)** All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the value and importance of using a foreign language.
- f)** The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.

- g)** The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.
- h)** Language does not pose an obstacle to communication in the school.

4.1 Reflection of the School's Fundamental Beliefs on Education

- a. Like all other types of learning, language learning is a constructive process where learners construct meaning.**

Language development activities at IDF Özel Bilkent Schools are inquiry-based. These activities constitute a Continuum where the past learning experiences of the individual are constructed and real-life learning opportunities are provided. The four basic communicative skills - listening, speaking, reading and writing - are the main tools used in all lessons for language development. Oral and written self-expression of the individual is regarded not only as an effort to present meaning, but also as an attempt to construct, reinforce and capture the essence of meaning.

- b. All teachers are also language teachers.**

The school promotes the idea that all teachers are language teachers. Teachers use dictionaries and pronunciation guides or seek the opinion of their colleagues whenever they prepare documents to share with their students. All teachers work to improve their students' skills in the areas of listening, speaking, reading and writing. Teachers model effective listening and speaking skills and create opportunities for students to listen to each other. The effectiveness of students' self-expression forms a part of assessment in all written and oral presentation tasks.

Considered active readers by their students, teachers talk to their students about books and newspaper articles, periodicals and e-journals, have books with them for personal use, and are seen while reading during and outside the school. Irrespective of their subject areas, teachers strive to increase the students' comprehension as well as their oral and written expressions.

- c. All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongue(s), in English, and in their third elective language in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.**

Mother tongue and foreign language instruction serves social and academic communication purposes. Literature is a key resource in facilitating language learning in meaningful contexts. The school's choice of literary works in Turkish and English includes both classical and contemporary texts. Students are immersed in authentic, written and oral forms of narration in both fiction and non-fiction. Rules of the language are taught to, and elicited from, the students in a meaningful context. The school setting immerses students in language. The classrooms and corridors are full of samples of students' work, and the school libraries are in abundance with books.

- d. All students aspire to reach the highest possible level of linguistic and cultural competence in English and the third language of their choice in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.**

Teachers and students are encouraged to spend quality time in the library, which accommodates a wealth of easily accessible resources. With a view to enabling them to become active readers, the students are offered opportunities to engage in individual reading. When students are encouraged to read in their own areas of interest in the context of a certain concept, they not only see examples of good language use, but are also guided to quality websites which provide learning opportunities. Both curricular and extra-curricular writing tasks assigned to students are adjusted to address the cognitive level of individual students in terms of content, difficulty level, and interest. Students who are given individual writing opportunities are empowered to adopt a holistic understanding of language with which they learn how to express themselves in writing.

- e. All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the value and importance of using a foreign language.**

In order to enrich students' language learning, they are given a chance to study German, French (all schools), or Spanish (Primary and Middle School only) as their second foreign language. They study written and oral works from both fictional and non-fictional genres

in order to increase their communicative competence and to acquire a deeper understanding of the significance of learning and using a foreign language. Classrooms and libraries are equipped with various sources in all of these languages.

f. The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.

Home is a rich resource of language activity. Teachers are responsive to information provided by students and their parents about richness of language. The variety of linguistic heritage is incorporated into classroom activities through inquiry-based methods. Teachers use the students' awareness of their families' linguistic past as a resource to achieve the aims of the language policy. Parents are included into the exploration process of students and invited to stimulate activities focusing on linguistic heritage. Students and teachers are offered opportunities to learn more about the culture and heritage of groups speaking different languages, including their literature, traditions, and expression systems. The inquiry in the school consolidates students' learning about the languages, literature and heritage of groups speaking other languages. The School considers and displays language variety in presentations, drama and many other visual displays. Languages other than those taught at the school and their cultures are represented abundantly in the library.

g. The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.

In order to build connections with school communities in other linguistic areas, our schools invite speakers of languages other than those represented in the school. Teachers try to connect with speakers of languages not represented in our schools to enrich the learning experiences of students and use technology as a tool to introduce cultures of different languages to students. Students are encouraged to participate in intercultural trips and prepare assignments about intercultural topics.

h. Language does not pose an obstacle to communication in the school.

All official correspondence of the School is in both Turkish and English. The School undertakes to develop and implement an effective translation policy through professional translators. Translation duties are clearly specified in job descriptions. All work-related

e-mails sent to the staff are in two languages. Ceremonies and displays organised in our schools involve elements in both Turkish and English. The schools' personnel are proficient in another language as far as possible; teachers are encouraged to be proficient, and applicants who are proficient in more than one language are preferred in recruitment.

5. Language Philosophy and IB

The IB philosophy aims to raise individuals who are open to development and to being life-long learners. The Language Policy of our schools directly supports the IB understanding of international-mindedness.

Efforts spent in the field of language are among the indicators of the institution's commitment to the IB philosophy. The goal of our Language Policy, developed in line with our educational approach aiming to educate students to become thinking and inquiring individuals, is to equip students with language skills that will enable them to learn about various cultures and ways of thinking. Activities that promote critical thinking, research, presentations, debates, projects, festivals and student exchange program all help in the attainment of this goal.

6. Language Teachers

All teachers at IDF Özel Bilkent Schools know that they are language teachers. With this understanding, teachers set an example for students by acting in compliance with the fundamental beliefs laid down in the schools' Language Policy; in their written and oral expressions in both their mother tongue and foreign languages. Education and teaching practices recognise the common decision of all teachers and the perspectives of all students. Feedback given to students is a complementary part of the process and is intended to improve the quality of linguistic conditions and to meet the linguistic needs of students. In consideration of the different language needs of students, teachers use differentiation strategies and support students whose mother tongue is different from the School's language of instruction in accessing sources in their native languages.

Language instruction in both mother tongue and foreign languages aims to enable students to:

- develop a positive attitude towards the concept of language;
- use their mother tongue and foreign languages correctly and effectively;

- improve their thinking, creativity, self-assessment, learning, self-expression, analysis and social interaction skills;
- develop their listening, speaking, reading, writing, media literacy and presentation skills;
- develop critical, creative and personal approaches to analysing and examining literary and non-literary texts;
- cultivate an interest in texts from various cultures and historical periods;
- discover and analyse the characteristics of other cultures through literary and non-literary texts;
- discover language through various media;
- develop a lifelong interest in reading;
- use linguistic and literary concepts and skills in different and authentic contexts.

With a view to helping students accomplish all these objectives through language instruction, teachers organise a creative learning environment, use effective methods so that students can develop listening, speaking, reading, writing and media literacy skills, and design activities that foster the development of the mother tongue and foreign languages. These activities include analysis of written, visual and oral texts in language lessons, drama and creative writing activities, writing for the schools' literature clubs, speaking activities, library activities, and debates, among others.

All practices intended to help students adopt a positive attitude towards language are characterised by personal, social, national and global approaches that aim to render language learning meaningful and to enable students to develop international tolerance, as well as an ability to distinguish similarities and differences between cultures.

Teachers employ the appropriate assessment methods that are conducive to providing meaningful feedback in mother tongue development and foreign language learning. In consideration of the students' individual differences in learning, teachers are responsible for differentiating activities and for regularly informing parents of the students' language development. Both formative and summative assessments are constructive and developmental in nature and encourage students to reflect on their language development. Students' language development is reported to parents through online educational platforms such as Moodle, Managebac, MYP Report Cards and Ministry of Education Report Cards.

7. Differentiated Instruction

At IDF Özel Bilkent Schools, differentiated instruction is employed in developing the most appropriate mode of learning for each student. As in many educational institutions, our school has students at different levels of readiness and with different language competencies, learning styles and needs. Our philosophy in differentiated education is based on the recognition of the fact that students can respond better to tasks designed according to the level they have attained, rather than the level they hope to achieve. This recognition offers students opportunities to use their skills more actively and helps them progress at their own pace.

As teachers, we are guided by two principles: the first is determining the student's readiness and the second is deciding on how the content of the curriculum can be connected with the student's needs and proficiency level.

8. Differentiation in Mother Tongue Instruction

In mother tongue instruction, the language skills addressed in PYP (listening, speaking, visual reading and presentation, reading and writing) are further developed focusing on the four main skill areas in MYP (listening, speaking, reading, writing), leading on to the choice between IB Diploma Programme or the Turkish national curriculum in Grades 11 and 12.

Before doing any planning for differentiated instruction in mother tongue teaching, the students' readiness, interests and abilities are considered. With special regard to transitioning from PYP to MYP, the school administration plans a coordination meeting with department heads to ensure effective information transfer from Year 4 to 5, and then between all subsequent levels. In these meetings, all necessary tools are used to collect information about the readiness of students at the previous level.

Transitioning of students from MYP to DP, or MYP to the Turkish national programme, is planned within the High School through meetings between the Assistant MYP Coordinator and IB DP Coordinator, as well as the National Programme Coordinator. The coordination then continues in conjunction with Unit Heads and the Pedagogical Leadership Teams for both MYP and DP programmes. Relevant academic data, including language teacher perceptions along with student and family aspirations, are gathered and used to ensure a smooth transition between the language programmes, recognising the

paths that students wish to follow. Decisions are then enacted to place students in the phase which corresponds to their abilities and expressed desires.

Psychology Counseling Guidance (PCG) Unit measures the 'learning styles' of students at all levels using a highly reliable and valid test. The tabulated results of the test are shared with the relevant teachers. The PCG Unit also makes a presentation in the seminar period to introduce various activities like emotional training, values training, learner profile, etc. that will help teachers get to know their students and their needs in a shorter time.

Recognising that students have different levels of readiness, as well as different interests and learning styles, mother tongue teachers adjust content, process and products according to these differences. Differentiation in mother tongue teaching can be discerned in content, process and final products.

Given the differences in students' readiness, interests and learning styles, formative and summative activities are planned to help students move further along the learning cline. During their scheduled office hours, teachers develop various teaching tools in consideration of the information they have about students.

As differentiated instruction is more about quality than quantity, teachers are careful to plan well thought-out activities that attract the students' interest, make sense to them, and allow students to make connections between the content and the world beyond.

Mother tongue teachers ensure that a variety of rubrics are prepared to evaluate the four main language skills and plan an assortment of different learning activities and tasks.

9. Differentiation in Foreign Language Instruction

English lessons in Grades 9 and 10 consist of units of inquiry that cover MYP phases 3 to 5, and teachers use inquiry-based teaching approaches in these lessons. English lessons in the Diploma Programme follow subject group preferences at standard level and high level. Students in the DP are expected to have attained a minimum proficiency of phase of 4, or phase 5, depending on programme choice. English in the Turkish national programme follows the development and approach to the MYP, offering levels from phase 3 onwards.

In all grades, including English A: Language and Literature and English B: Language Acquisition for the IB DP in Grades 11 and 12, students are placed in the phase that is suitable for them in order to support the development of their previous knowledge and skills.

Based on the results of various assessments administered at all levels, students are divided into different curriculum groups, and in these groups, they receive education with other students at a similar level. Each group is assigned a teacher who decides on his / her own teaching tools and applies the teaching strategies and methods appropriate for the English language development of his / her students while still following a common, core curriculum.

Teaching tools and materials are collaboratively selected or produced by the English language teachers of each grade level in consideration of their students' various learning needs and proficiency level. Age and cognitive skills at each level are also considered when planning the curriculum.

Placement of students in the phases depends on their individual academic achievement in placement tests, formative and summative assessments. Students who pass from one phase to another are supported by the teachers of the relevant level. This includes support teaching as well as extra resources from the school library.

In grade 9, students receive 8 periods of English instruction, in grade 10, students have 6 periods of English instruction, in grade 11 the students have 6 periods of English instruction, and in grade 12 the students have 4 periods of English instruction weekly and the levels of students are decided at the beginning of the year.

If some students document that they have been to a language school and received a certificate that shows that they have moved up a level, the school gives those students a test at the level of their certificate. If students pass the cut-off score, they may move up a phase. At the end of the first semester, if teachers think that some students should move up a phase, they bring together the related data; formative and summative tasks, exam grades, and in-class performance grades. All English language teachers review these documents during their department meeting and share their opinions. If they agree on the fact that the students should move up a phase, the teacher of the upper phase takes a more detailed look at the students' work. If he / she thinks the student(s) can move up a phase, he / she interviews them to be able to make sure all the skills have been developed enough. When all English language teachers in the department agree on the changes and

sign the document that certifies that the student(s) should move up, the phases of the students can be changed and the parents are informed.

When planning the units of inquiry, English language teachers consider students' learning styles and needs, and build differentiation into tasks and assessments. The Language Acquisition department supports students who have learning difficulties or whose academic achievement in English is low with the opportunity to have specific, differentiated activities, formative and summative tasks, and exams. Students needing individual support are determined by teachers who observe and assess their achievement and performance.

In order to better help students, grade level teachers conduct research, and reflect on and share their findings with their respective departments, IB Coordinators, administration, and parents. English language teachers communicate with student counselors, School Administration, parents and other members of the school community to better understand the various situations students may be experiencing. English language teachers continuously provide constructive feedback to students and parents to support students' language development and suggest strategies to enable the students reach a higher proficiency level.

Teachers encourage higher language achievers as well as those who are highly motivated to take an active role in the Middle School Junior Model United Nations (JMUN) club, and High School Model United Nations (MUN) club. These clubs enable students to further develop the four English language proficiency skills due to the academic language used while listening, speaking, reading and writing.

10. Additional Foreign Languages

The Primary, Middle and High School offers German, French and Spanish as an 'Elective Foreign Language' from Years 4 to 12 in the case of French and German, and currently to Grades 4 to 7 for Spanish (2018 – 19 academic year). Students receive two hours weekly of foreign language instruction in the language of their choice. The main aim of our second foreign language programme is to arouse an interest in learning a second foreign language. The lessons include activities designed to improve the four main linguistic skills; listening, speaking, reading and writing. Grammar rules and vocabulary are taught within the context of these four skills. German, French and Spanish target phases 1 to 2.

At the end of the four year language programmes, students are expected to have developed a positive attitude towards language with an understanding of the importance of learning a second foreign language, to be able to use the language in daily life without being afraid of making mistakes, to have learnt aspects of the culture of the relevant language, and to be able to express themselves using familiar sentences to meet their personal needs.

French language instruction starting in Year 9 teaches the basic rules of the language along with cultural concepts and introduces *Francophony* to students. Likewise, German lessons include activities designed to introduce the culture of the language along with the language itself. Second foreign language instruction is supported by drama activities, educational films, games, songs and visual materials, and thus provide a rich learning environment in terms of lesson materials.

Students receiving German and French lessons are prepared by their teachers for the *Fit in Deutsch A1* and *DELF* exams respectively, demonstrating their European Common Framework of Reference Level A1 competence. Students who succeed in these exams are entitled to sit the exams given by German and French Cultural Centres, from which they can receive an internationally recognised language certificate.

The Diploma Programme offers *French Ab Initio* to students who wish to pursue their elective language to a higher level in the DP programme, however a minimum of five students is required to open the class.

11. IDF Özel Bilkent Libraries

Our school Libraries were founded in 1998 with the support of Bilkent University Library. All teachers and students have access to the Bilkent University Library, Bilkent Laboratory International School (BLIS), and Özel Bilkent School libraries. The resources in our school libraries are managed and developed in accordance with the Ministry of National Education regulations and IB standards, as well as the suggestions in the School Library Guide of UNESCO. The library hosts resources that will enable learners to reach effective and accurate information in the areas they are studying in line with the national and international programmes. The library collection is easy to use and accessible. Detailed information about the library resources is available in the online catalogue search module on our website.

In order to contribute to intercultural communication and interaction, and to support international-mindedness, provision and use of resources in different languages is encouraged in our school libraries. As a reflection of the bilingual nature of the school, the libraries strike a balance between resources in Turkish and those in English. The library collections also have resources in a variety of languages, which reflect the native languages of the individuals in the school community. When selecting resources, various websites and catalogues of publishing houses are examined and expert opinion is sought. The following table presents the number of resources in different languages (2018 – 19 academic year) as an example within the high school.

Table 2: Distribution of Resources at IDF Özel Bilkent High School by Languages (2018 - 19)

ÖZEL BİLKENT HIGH SCHOOL					
2018 - 19 ACADEMIC YEAR LIBRARY STATISTICS					
LANGUAGE	BOOKS	DVD's	VCD's	CD's	TOTAL
TURKISH	7341	284	451	188	8264
ENGLISH	4058	82	43	129	4312
GERMAN	234				234
FRENCH	84				84
TOTAL	11717	366	494	317	12894

The schools' administration, librarians and department heads jointly decide on the purchase / provision of resources in consideration of the needs of the students and teachers. The schools' administration allocates a certain annual budget to strengthen and update the library collection. The resources are increased every year in line with budget allocations.

With a view to enabling the students to use the library effectively, students are reminded of library rules and operations at the beginning of each academic year. Frequent library visits are included into the class schedules at every grade level to support the delivery of IB and Turkish national curriculum units. Teachers encourage students to become active readers. They also offer opportunities to introduce, interpret and evaluate the works they and their students read. The librarians design activities aiming to develop 'Library and Information Literacy Skills' and, working collaboratively with classroom teachers, organise talks with writers invited to the school in connection with specific units of

inquiry. The librarians are the cornerstone of academic honesty throughout our school. Therefore, the librarians also devise awareness-raising activities about academic honesty.

The classrooms in our School are arranged to support reading activities. There are bulletin boards in the classrooms and corridors to motivate reading and support concentration; classroom libraries are organised collaboratively by the librarian, teachers and students. Student work produced in IB units of inquiry are displayed on the boards and included in the school's publications.

12. Articulation of the Language Policy with other School Policies

All policies of IDF Özel Bilkent Schools; Admission Policy, Inclusion and Special Educational Needs Policy, Assessment Policy and Academic Honesty Policy, directly affect language teaching and learning, and these policies continuously interact with this Language Policy.

12.1 Student Admission Policy

As part of the implementation of the school's Language Policy, there is a language profile expectation for students to be admitted to the school. The role of the language profile is to give the teachers useful information about the level and needs of each student in the languages used in the school. The [Language Profile](#) clearly shows how the school can support a certain student in terms of language. Student progress in languages is regularly assessed, discussed, and recorded.

12.2 Inclusion and Special Educational Needs Policy

In line with the principle, *all individuals can learn*, language education of students with special educational needs in our school is based on the Inclusion and Special Educational Needs Policy. Psychology Counseling Guidance is involved in the process of addressing the language learning needs of these students. Teachers develop tools that will support the individual language needs of students, and design individual examinations and assessments in consideration of their individual and developmental characteristics. The language education of inclusion depends on the objectives stated in their individualised education programmes.

12.3 Assessment Policy

All teachers are considered language teachers, and teachers encourage students to express themselves correctly in their mother tongue and / or foreign languages. Therefore, when teaching subject-specific terminology and carrying out formative and summative assessment tasks, students' correct use of target language is taken into account. Irrespective of the subject group, all teachers give students feedback about correct language use. IB Report cards given at the end of a semester / academic year, student work in exhibitions and on bulletin boards, personal projects, portfolios, presentations, journals and performance tasks all provide evidence of the feedback given to students.

12.4 Academic Honesty Policy

As stated in the Academic Honesty Policy, students who study at IDF Özel Bilkent School are expected to submit assignments and projects which they prepare using creative, individual and original ideas in line with academic honesty and where they express themselves using language accurately and meaningfully. All students know that using a piece of writing or a sentence from another person's work in their own work without obtaining the person's permission or crediting the source is plagiarism. Subject teachers are responsible for guiding the students and giving them ideas when they are preparing an original piece of work. The best way to check authenticity is to examine the student's style (too many or too few mistakes; too many sophisticated words, etc.). Teachers should know their students and analyse their language skills well.

The Academic Honesty Policy aims to enable the students to embrace the concepts of intellectual property, authenticity and creativity and to guide them towards scientific research. Activities designed to spread the implementation of academic honesty help students use information correctly in recognition of methods of scientific research and ethical principles.

Thus, students are prevented from:

- a) making quotations or citations without crediting the source;
- b) using a piece of information or an idea as if it were his or her own;
- c) submitting an assignment prepared by someone else as if it were his or her own;
- d) having someone else do his or her assignment.

13. Connections between Özel Bilkent Schools

With a view to establishing connections with school communities from other linguistic areas, the school invites speakers of those languages other than those represented in the school. Teachers also build contacts with the cultures of other languages and introduce them to the students to enrich students' experiences. The Erasmus Project titled, '*I Know What I Want To Be*', which reflects a realisation of our beliefs about language, has been continuing since 2015 with the Erasmus Plus Student Club involving students in Years 6 and 7. The Project aiming to build a strategic partnership between schools will continue from September 2015 to February 2019 with the support of the Turkish National Agency in the context of an EU grant scheme. Coordinated by Italy, the project includes Denmark, Finland, the UK, Wales, Romania, and Latvia as partner countries. The project aims to help students get to know their personal characteristics better as they proceed through their educational career, to acquire information about various professions, and to gain awareness of the importance of schooling for their future lives.

In February 2017, ten students from the Erasmus Club of our School visited Eggeslevmagle Skole in Skaerskoer, Denmark on a seven-day student mobility program. In November 2018, students from five of the aforementioned countries, along with representatives from their school, visited Özel Bilkent High School to collaborate in a number of activities involving the sharing of each others' culture and languages.

Our students also take part in other international projects such as *Children Are the Hope* (CATH). You may visit <http://www.childrenarethehope.org> for more information.

14. Works Cited

- IDF Özel Bilkent Primary School Language Policy
- IDF Özel Bilkent High School Language Policy
- MYP: From principles into practice. Cardiff, Wales: United Kingdom, 2014.
- Primary Years Programme, Middle Years Programme and Diploma Programme Guidelines for developing a school language policy. Cardiff, Wales: United Kingdom, 2008.