



ABC Schools Language Policy



ABC Horizon is;

To be an exemplary educational institution that works for the superior benefit of the individual, society and the world,

To raise generations who are ethical and well-equipped, preserve their essence in the face of all conditions and adapt to the transforming world.

ABC Philosophy

We see a school as a dynamic system where students, teachers, parents and all members of the school community gather. We all believe that an individual should think and work in harmony by taking the greater good of their country and the world into consideration. The basis of our understanding of education is to raise individuals who value their core values, family, culture, nature and the world and who are curious, inquirers, and resilient in the face of challenges. On the way to achieve this goal, with our teachers who are competent and passionate about education, we support our students to be self-confident, self-expressive, well-prepared, qualified, innovative, and open to development. In this process, we learn with our students, improve ourselves and believe to be role models for them as today's adults. We respect each student's core values, character and learning style as we provide them with a healthy learning environment to discover and improve their individual skills.

ABC Family members;

For ethical and moral values; adopt and live according to the concepts of love, respect, honesty, being principled, reliability, hard-working, perseverance, conscience, compassion, and justice.

To improve life skills; master in resilient and determined self-management, thinking, researching, problem solving and communication skills with an aesthetic perspective and effective use of digital technology ability.

With social responsibility awareness, develop ideas for the benefit of humanity and take actions with precision, devotion, and a strong sense of empathy.

ABC Logo Story

We diligently grow the seeds of education and our "tomorrows". We strengthen the essence of each student with our grounded values and ensure that they flourish with their genuine skills through our principles. We are raising generations whose roots reach the depth of knowledge and dreams reach the sky.

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1. Introduction: Purpose and Formulation of Language Policy

Language is a living being. With this basic assumption, Private Ankara ABC Schools aim for students to preserve and develop their mother tongue and at the same time gain competence in additional languages. This policy has been prepared to inform all stakeholders about the content of the mother tongue and additional language programs, the approaches, methods and techniques used, and the assessment processes.

Language development is at the center of communication, which is a basic human need. Therefore, our ability to think, understand and explain depends to a large extent on our language development. Language is socially constructed and influenced by the frequency and interactions between people. Therefore, language has an undeniable role in creating a meaningful communication environment and provides students with a rich environment to support their conceptual development and critical thinking skills.

Our school supports the philosophy of holistic education and provides opportunities for students to respect cultural and linguistic diversity, develop global citizenship and intercultural understanding. At ABC Schools, we believe that every teacher is a language teacher and is responsible for the development of the language used in all areas of the school.

We also enrich common areas with visuals and bilingual expressions to increase students' language awareness and ensure that language use is transferred from the classroom and school boundaries to the home environment. At ABC Schools, we believe that language is not only a means of communication, but also a means of learning about the world and constructing meaning. With this belief, we promote multilingualism, cultural identity and global citizenship by recognizing students' diverse linguistic backgrounds.

We adopt an educational philosophy that puts the student at the center and prioritizes learning by doing, living and practicing. In line with these goals, this policy has been prepared to inform all stakeholders about the content of the main and additional language programs, the approaches, methods and techniques used, and the evaluation processes implemented at ABC Schools. The following commission members have completed this study to convey the approaches, goals and practices of all school types to language learning.

Language Policy Commission Members	
Asli Öztürk	Coordinator Manager
Bediz Ölmez	Kindergarten Director
Sevtap Yalcin	Primary School Principal
Zafer Yaz	Middle School Principal

Husrev Demir	High School Principal
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Alperen Sari	Primary School English Teacher
Inci Karadeniz	Secondary School Turkish Teacher
Irem Oruc	Secondary School Turkish Teacher
Ramazan Isik	Middle School English Teacher
Yasemin Akyıl	Secondary School German Teacher
Selin Toy	High School Turkish Language and Literature Teacher
Meral Yigit Demirel	High School Turkish Language and Literature Teacher
Goker Ekici	High School English Teacher
Aslihan Uzun	High School German Teacher

2. Mother Tongue Teaching

2.1. Definition of Mother Tongue

"Mother tongue" is defined as the language in which an individual is born and first acquired. It is generally considered to be the language spoken by the individual's family and the first language with which the child communicates. The mother tongue forms the basis of an individual's personal identity, cultural ties and intellectual development.

2.2. Aims of Mother Tongue Teaching

Based on our perspective on mother tongue, we aim for young children to communicate and express themselves using their mother tongue in order to strengthen their personal identity and contribute to their emotional and cognitive development. At primary school level, listening, speaking, reading and writing skills are expected to develop. Secondary school students, who begin to use their mother tongue more comfortably and effectively, deepen their learning in areas such as literature, culture, history and social sciences in addition to language, with the understanding of supporting their critical thinking skills and strengthening their cultural identity. Thus, by the time students reach high school, they are competent in using their mother tongue to conduct academic and literary studies, to understand the nuances of the language and to preserve their cultural identity.

2.3. Importance and Promotion of Mother Tongue

The mother tongue is not only a means of communication, but also the basis of identity and culture. It helps to express one's self, to connect with one's origins and to find one's place in society. Learning in the mother tongue contributes to the development of better conceptualization, critical thinking and problem-solving skills. It also encourages creativity and imagination.

Students who are educated in their mother tongue tend to be more successful academically. This leads to faster and easier acquisition of basic skills such as reading, writing and math. It promotes communication and understanding between people who speak different languages, increasing social cohesion and tolerance.

ABC Schools aims to protect and develop students' mother tongue by strengthening their cultural identity. Taking Atatürk's Turkish Language Revolution as a guide, our approach to the mother tongue is developed with the awareness that Turkish is an important part of national culture. Inquiry-based, constructivist and student-centered approaches are adopted to develop students' language and intellectual skills. This ensures that students have access to differentiated learning opportunities and integrates multiple intelligence approaches. Students' language skills are strengthened by supporting language practices through horizontal and vertical collaborations.

The school is staffed by qualified teachers who teach in and speak the language as their mother tongue. Teachers provide rich and varied language learning materials (books, games,

songs, songs, videos, web 2.0 tools, etc.) suitable for different language groups in accordance with the individual needs and interests of the students. In addition, the participation of families in heritage language education is encouraged. To this end, workshops and seminars for families are organized from time to time.

The basic philosophy of our mother tongue education is to build students' cultural and conceptual perspectives through their mother tongue, to enable them to use their mother tongue effectively and accurately in their lives and problem solving processes, and to develop creativity and awareness. Studies are carried out through listening/watching, speaking, reading and writing activities to serve this basic philosophy. The aim of these activities is for students to reach a meaning from the text they read, to interpret the meaning they reach, to discuss this meaning with other students and to express their thoughts properly in oral and written form.

In kindergarten, copying what they hear, making sounds correctly, pronouncing words correctly, listening, transferring what they listen to, speaking fluently and expressing themselves are very important. In this direction, in order to use the mother tongue effectively, songs, poems, rhymes, finger plays, silent story books, etc. are added to the lesson plans to support the mother tongue.

Various activities are organized to enable students to express their feelings, thoughts and wishes effectively. Activities such as storytelling, poetry recitals, drama activities and group discussions develop students' communication skills. Within the framework of the IB Learner Profile, emphasis is placed on raising students' global awareness and strengthening their language and communication skills. At the same time, students are encouraged to develop their cultural and conceptual perspectives through their mother tongue.

In primary school mother tongue classes, students study the evolution of language and the use of literary works. These activities strengthen students' grammar and comprehension skills and help them communicate effectively. Textbooks prepared by the Ministry of National Education are used to support the national curriculum, as well as different materials prepared by teachers. In addition, students are encouraged to use their mother tongue through various activities.

National and international projects are supported to develop reading habits. Activities such as creative drama and theater clubs enable students to express themselves and strengthen their communication skills. Joint activities are planned to bring students together with other students from different campuses. Inter-school activities help students develop their thinking and communication skills. Encourage the correct use of spoken and written expression and support students to develop their writing skills in different genres.

The Mother Tongue Policy strengthens students' language skills, enabling them to become successful and confident individuals. In addition, language activities are diversified to

strengthen students' language skills. Through activities such as language games, language awareness activities and language-based projects, students develop their language skills and increase their self-confidence. In addition, hands-on activities are organized where students can apply their language skills to real-life situations. In this way, students can more effectively solve communication difficulties they may encounter in daily life.

Activities such as story reading, narration, completion, poetry, nursery rhyme and sound studies, project presentations, group interviews, games, drama studies, product file studies, interviews with authors or experts in their fields, musical studies, school trips, etc. are carried out to achieve all these goals. In addition, with the activities carried out within the scope of the IB Learner Profile Characteristics, both the development of international awareness and the development of language and communication skills in students are supported, and differentiated activities prepared with thinking skills are applied for students to use their mother tongue correctly and effectively.

Activities such as presentations, discussions, panel discussions, elocution competitions, theatre performances, poetry recitals, debate matches, story and poetry competitions, workshops and symposiums are organized to support middle and high school students to use their mother tongue in various ways in various environments. Students are also encouraged to participate in competitions organized inside and outside the school.

Through cultural, artistic and historical excursions and project trips, students have the opportunity to express the language skills they have acquired by doing and experiencing, both orally and in written form, with confidence. The main goal of the reading habit acquisition activities is to instill a love of books and reading. In this way, the aim is that by the time students graduate, they will have read works of Turkish and world literature that are considered classics. It is important that the selection of works is mixed from Turkish and world authors, so that students can get to know different cultures. In addition, genre diversity in the selection of works is another important issue. In this way, students are shown how they can express their feelings and thoughts in different ways.

Students learn to empathize, share, and evaluate events from different perspectives through discussions of the topics brought up during class hours, and they learn to think about the world and humanity through the book reading instructions and reading activities carried out in the lessons. In this way, our students are both culturally enriched and develop their communication skills.

National and international projects are implemented to improve reading habits and to help students apply what they have learned. In addition, there are creative drama and theater clubs to help students express themselves better. In these activities, joint events are planned to bring together students from different campuses studying at the same level. Through the European Youth Parliament, JMUN, MUN and debate clubs run at ABC Schools, students gain the habit of empathizing, sharing and evaluating events from different perspectives by

discussing the issues on the agenda during class hours. Students are encouraged to follow various periodicals, and prominent topics are presented openly to the entire school community through book talks held in classes and periodically in the school library.

In all these studies, the conditions to be followed in oral expression are emphasized and it is emphasized that the thought should be expressed clearly, with the right words, and that effective and beautiful speech can be achieved by protecting the mother tongue first of all. The importance of the correct use of the mother tongue not only in oral expression but also in written expression is emphasized both in lessons and in extracurricular activities. Preparation for poetry, story and article writing competitions organized between schools is one of the activities aimed at the correct and effective use of the mother tongue. By emphasizing the main conditions to be followed in written expression and the distinctive forms that emerge in writing types, students are enabled to apply these distinctions in written expression. In these studies, it is aimed that the student can recognize the different uses of the mother tongue, question the reasons for these differences, and create different types of written expression.

2.4. Duties and Responsibilities

The duties and responsibilities regarding the use of the mother tongue at ABC Schools are set out below.

2.4.1. Manager:

- Develops, implement and review language teaching policy and strategies in the school.
- Provides support to teachers and students in language education.
- Ensures that language courses are planned and conducted in accordance with IB standards.
- Allocates sufficient resources to language classes.
- Contributes to the professional development of teachers and developing them in language teaching.
- Promotes multilingualism and intercultural understanding at school.
- Provides an environment that will increase students' motivation and success in language learning.
- Monitors and evaluate data to assess language performance and improve policies.
- Communicates with parents and the community and involving them in the language education process.

2.4.2. Coordinator:

- Ensures the implementation and monitoring of language policies.
- Guides teachers in the planning and implementation of language programs.

- Develops assessment and evaluation tools to monitor and evaluate students' language development.
- Identifies the needs of teachers in language teaching and provide the necessary training and resources.
- Researches innovative approaches and methods of language teaching and learning and apply them in school.
- Improves students' language skills by organizing language activities and projects.
- Cooperates and coordinate activities related to language teaching inside and outside the school.
- Regular communicates with parents to ensure their active participation in the language education process.
- Cooperates with other departments and teachers of the school in relation to language teaching.

2.4.3. Teacher:

- Supports students to achieve the desired success in line with the objectives of the Language Policy.
- Develops students' listening/watching, speaking, reading and writing skills by using different teaching methods and techniques.
- Plans activities appropriate to each student's learning style.
- Provides regular feedback to students about their learning process.
- Collaborates with parents to achieve goals.

2.4.4. Student:

- Attends classes regularly and effectively.
- Makes use of every opportunity to develop language skills.

2.4.5. Parent and Guardian:

- Collaboratse with teachers and students to support them in achieving the targeted skills for language development in line with the policy.

2.4.6. Personnel:

- All employees are responsible for the correct use of language.
- Use language correctly in verbal and written communication and acting in accordance

with the policy.

2.4.7. Mother Tongue Program Contents

Program contents varying according to school types are given below.

In kindergarten, one of the main goals is for children to develop their communication skills using their mother tongue. The day starts with circle time with conversation and continues with a variety of activities that support language development. The program includes fun and interactive methods such as language games, songs, rhymes and word derivation games. Children have the opportunity to practice their communication skills through theme-based presentations. Storytimes give students the opportunity to read stories, ask questions, act them out with drama methods and tell their own stories through silent books. Supportive materials such as phonics booklets are also provided for children with language acquisition difficulties. In the literacy preparation process, phonemic awareness activities and basic language skills are emphasized. Printed books, magazines and digital platforms are used effectively as educational materials, so that students' language skills are developed comprehensively.

At the primary school level, mother tongue classes aim to develop students' basic language skills such as listening/watching, speaking, reading and writing. The enrichment and meaning-making of language is encouraged through literary works, especially stories and poems. Grammar instruction covers sentence structures and language rules, enabling students to understand the structural and functional aspects of language. Textbooks and resources used include children's literature and are supported by interactive language learning practices. By prioritizing diversity and functionality in teaching, students are given opportunities to think critically and be exposed to literature from different cultures. In this process, it is aimed that students develop their language skills in a fun and interactive way.

The main purpose of Turkish lessons in secondary school is to help students analyze literary works, improve their writing skills and reinforce their knowledge of grammar. In the lessons, students are taught sentence structures and grammar rules with an emphasis on the structural elements of language. In addition, students' speaking and presentation skills are developed through various presentation techniques and interactive applications. The course materials used include Turkish textbooks appropriate for middle school level, anthologies of classical and contemporary literary works, grammar and spelling books. These resources are enriched with online platforms and applications to support students' language learning. These lessons aim to equip students with the ability to think deeply about language and communicate effectively.

Turkish Language and Literature education at the high school level focuses on the in-depth study of classical and contemporary literary works. The program aims to enable students to

reinforce grammar and spelling rules, as well as develop critical writing and presentation skills. Instructional materials include Turkish language and literature textbooks appropriate for high school level, literary anthologies, resources for analyzing works, grammar and spelling guides. In addition, journals and books containing academic articles and literary works, online research databases and language learning platforms are also available to students. These resources are used to develop students' ability to understand and interpret texts and to achieve aesthetic pleasure. The program encourages students to make use of a variety of resources, such as libraries and cultural centers, so that literary education extends beyond the classroom environment.

2.5. Basic Approaches, Methods and Application Examples in Mother Tongue Teaching

The main approaches, methods and practices applied in heritage language teaching at the kindergarten level aim to develop students' communication and social skills. This process encourages students to conduct research on topics of interest and share their findings with their peers through presentations in class. Group work is organized in a planned way to support students' language development.

The education process, carried out in cooperation with parents, aims to increase the permanence of learning. Students have the opportunity to integrate the new information they have learned into their daily lives and share this information on digital platforms to have an interactive learning experience.

In addition, students are provided with opportunities to use reflexive thinking skills. This allows them to evaluate and self-assess the process. Students' self-management and communication skills are reinforced by giving them leadership roles in the classroom. Through leadership roles, students develop their social and communication skills by activating language use with both peers and teachers. These approaches aim to strengthen students' language skills and social cohesion both individually and collectively.

The core components of heritage language teaching in primary school aim to comprehensively develop students' language skills. These components are:

Reading and Writing Practices: Students are given the opportunity to read texts of various genres and write their own stories. These practices help students expand their vocabulary and improve their written expression skills.

Group Discussions: Students have the opportunity to express and share their thoughts with others. These discussion groups develop students' critical thinking skills and oral communication skills. They also contribute to strengthening their social skills by interacting with their peers.

Language Games and Drama: Interactive games and drama activities designed to develop

language skills allow students to experience language learning in a fun way. Drama increases students' ability to express themselves, while language games encourage them to learn and apply language rules.

These activities allow primary school students to both develop their language skills and learn using their creativity. When planning these activities, teachers can make adaptations according to students' interests and needs, making the learning process more efficient and enjoyable.

Turkish education at the secondary school level is enriched with various activities to develop students' language skills and literary understanding. Within the scope of literature studies, students analyze and interpret different types of literary works such as poems, novels and stories in detail. This process aims to develop students' critical thinking skills and aesthetic taste through in-depth analysis of texts. Writing Workshops, on the other hand, offer students the opportunity to practice writing and editing in various writing genres such as articles, essays and short stories. These workshops allow students to discover their own voice and style while developing their written expression skills. The Drama and Stage Performances section is designed to strengthen language use and expression skills. Through drama activities and stage performances, students have the chance to express their thoughts and feelings more effectively. These activities also develop students' social skills such as empathy and teamwork. In this way, the secondary school Turkish and Literature program is designed to help students express themselves and advance their academic abilities in the fields of language and literature.

Turkish Language and Literature education at the high school level aims to reinforce students' grammar and spelling rules and to develop their critical writing and presentation skills. The program focuses on the in-depth study of classical and contemporary literary works, centering on text reading and analysis. Students analyze literary works in detail within the context of literary analysis and research and make written interpretations. This process develops their ability to understand, interpret and think critically about texts.

Academic Writing Workshops: Provides students with practice-based work in various types of academic writing such as essays, reports, and critiques. These workshops allow students to further develop their writing skills and use academic writing genres effectively.

Oral Presentations and Discussions: Develops students' ability to argue and defend their ideas effectively. These activities enable students to express their thoughts clearly and persuasively and to interact with the audience.

Educational materials include Turkish language and literature textbooks appropriate for high school level, literary anthologies, resources for analyzing works, grammar and spelling guides. In addition, journals and books with academic articles and literary works, online research databases and language learning platforms are also available to students. The program encourages students to make use of a variety of resources, such as libraries and cultural

centers, so that literary education extends beyond the classroom.

This integrated approach enables students to acquire a comprehensive knowledge of language and literature and to apply this knowledge in various platforms. The rich world of literature shows students that language is not only a means of communication, but also a reflection of culture and art.

2.6. Mother Tongue Assessment

Kindergarten: The assessment of students' mother tongue development at the kindergarten level is a comprehensive process carried out in cooperation with the Measurement and Evaluation Unit. In this process, detailed information about each student is collected using student identification forms and parent interviews are recorded and the observations of the parents are also included in the assessment. Through student observation forms and self-assessment forms, it is possible to determine children's own views and how they perceive themselves.

In the first month of the student's education, developmental assessment forms are used to determine the child's current abilities and areas in need of support. This assessment measures age-appropriate language skills and, if necessary, includes support at home through phonics booklets. School readiness inventories are also used to determine whether children are ready to start primary school. These comprehensive assessment methods ensure that education and support are tailored to the individual needs of each student and support the healthy development of their first language skills.

All these processes are carried out in accordance with the Ministry of National Education and IB PYP assessment and evaluation approaches.

Primary School: The assessment of students' mother tongue development at primary school level is a comprehensive process carried out in cooperation with the Measurement and Evaluation Unit. In this process, students' four basic language skills (listening/monitoring, speaking, reading and writing) are systematically measured and assessed. Differentiated and enriched scales are prepared to support students' language development in the best way possible. The data obtained are evaluated and reported. The evaluations are shared with parents and parents are expected to contribute to their students' language development.

All these processes are carried out in accordance with the Ministry of National Education and IB PYP assessment and evaluation approaches.

Secondary School: The assessment of students' mother tongue development at the secondary school level is a comprehensive process carried out in cooperation with the Measurement and Evaluation Unit. In this process, students' four basic language skills (listening/monitoring,

speaking, reading and writing) are systematically measured and assessed. Differentiated and enriched scales are prepared to support students' language development in the best way possible. The data obtained are evaluated and reported. The evaluations are shared with parents and parents are informed about their students' language development.

All these processes are carried out in accordance with the measurement and evaluation approaches of the Ministry of National Education.

High School The assessment of students' mother tongue development at the high school level is a comprehensive process carried out in collaboration with the Measurement and Evaluation Unit. In this process, students' four basic language skills (listening/monitoring, speaking, reading and writing) are systematically measured and assessed. Differentiated and enriched scales are prepared to support students' language development in the best way possible. The data obtained are evaluated and reported. The evaluations are shared with parents and parents are expected to contribute to their students' language development.

All these processes are carried out in accordance with the measurement and evaluation approaches of the Ministry of National Education.

3. Additional Language Teaching

3.1. Teaching English

The Additional Language Policy of Private Ankara ABC Schools covers language education in all school types and mentions the methods, techniques and strategies for teaching English as an additional language that differ according to school types and emphasizes the importance of language proficiency and global awareness throughout the educational journey. It also includes the implementation principles of the International Baccalaureate Primary Years Program (IB PYP) and Anatolian High School Diploma Program (IB DP) approaches in kindergarten and primary school.

3.1.1. Aims of English Language Teaching

Language learning is vital to communicate effectively in a global society and to build bridges between various cultures. By adopting student-centered, interactive and contextual learning methodologies, we aim to achieve more effective and lasting results in language teaching. In this direction, we aim to raise individuals who aim for lifelong learning, who can think critically, who start researching and questioning at kindergarten age, and who have high intercultural awareness.

3.1.2. Importance and Promotion of the English Language

At ABC Schools, language education is seen as one of the cornerstones of communication and is planned according to the age and needs of the students. From primary to high school, language learning plays a critical role in students' intellectual and social development. Language teaching begins in the mother tongue and continues with foreign languages, enabling students to grow as global citizens.

Language learning makes an indispensable contribution to the development of students' social, academic and cultural skills at all levels, starting from the first years of life. At ABC Schools, language education, which begins at an early age, effectively develops students' skills in their mother tongue and foreign languages. From kindergarten onwards, language skills are supported and reinforced through daily interactions and games. During this period, children begin to learn new languages and use their mother tongue better.

During the primary and secondary school years, language learning becomes a bridge that supports students' academic achievement and communication skills. At this age, students participate in systematic and structured language programs to further develop their language skills. Language teaching is an important tool for developing students' critical thinking and creative expression skills.

Language learning at the high school level is intensified to broaden students' cultural understanding and advance their academic communication skills. High school students have the opportunity to understand the literature and art of different cultures while exploring the depths of language knowledge. This enables them to have a global perspective and build bridges between different cultures.

In this way, ABC Schools support students at every stage of their language learning process and transform language skills into a lifelong learning journey. Language education is recognized as a fundamental skill that enables students to succeed in their academic and professional lives as well as in their personal and social lives.

3.1.3. Duties and Responsibilities

Duties and responsibilities for the use of English language at ABC Schools are set out below.

3.1.3.1. Administrator:

- Develops, implement and review English language teaching policy and strategies in the school.
- Provides support to English teachers and students in language education.

- Ensures that English courses are planned and conducted in accordance with IB standards and the national curriculum.
- Allocates sufficient resources to English classes.
- Contributes to the professional development of English language teachers and developing them in language teaching.
- Promotes multilingualism and intercultural understanding in English at school.
- Provides an environment that will increase students' motivation and success in English language learning.
- Monitor and evaluate data to assess English language performance and develop policies.
- Communicates with and involving parents and the community in English language education.

3.1.3.2. Coordinator:

- Ensures the implementation and monitoring of English language policies.
- Guides teachers in the planning and implementation of English language programs.
- Develops assessment and evaluation tools to monitor and evaluate students' English language development.
- Identifies the needs of English teachers and providing the necessary training and resources.
- Researches innovative approaches and methods of English language teaching and learning and apply them in school.
- Improves students' language skills by organizing English language activities and projects.
- Cooperates and coordinate activities related to English language teaching inside and outside the school.
- Regular communicates with parents to ensure their active participation in the English language education process.
- Cooperates with other school departments and teachers in English language teaching.

3.1.3.3. Teacher:

- Continuously adapts teaching strategies to meet the changing language needs of learners and to encourage critical thinking and questioning.
- Supports students to achieve the desired success in line with the goals of the Language Policy.
- Develops students' listening/watching, speaking, reading and writing skills by using different teaching methods and techniques.

- Plans activities appropriate to each student's learning style.
- Provides regular feedback to students about their learning process.
- Collaborates with parents to achieve goals.

3.1.3.4. Student:

- Attends classes regularly and effectively.
- Benefits from all kinds of resources and activities that enable the development of English language skills.
- Actively participates in language learning processes and take responsibility for learning.
- Improves their language skills by taking into account feedback from their teachers and peers.

3.1.3.5. Parents and Guardians:

- Encourages collaboration between teachers, parents and students to create an environment that supports language learning in and out of school.
- Communicates regularly with teachers to support their children's English language development.
- Provides resources and activities to promote English language learning at home.
- Contribute to their child's language development by participating in English language activities organized at the school.

3.1.3.6. Personnel:

- All employees are responsible for the correct use of the English language.
- Use the English language correctly in verbal and written communication and acting in accordance with policies.
- Create a school climate that supports English language learning and use.
- Provide the necessary support and resources to improve students' English language skills.
- Participate in and contribute to programs and activities related to English language education.

3.1.4. English Program Contents

The language objectives, methods and strategies set for ABC Schools students are listed under separate headings for each school type.

Kindergarten: Offers opportunities to participate in additional language programs that enrich

students' language skills. The aim is to get students into the habit of seeing additional language as part of their lives. Therefore, language is not seen as a subject to be taught within the confines of the classroom, but as a tool for students to communicate and question during their learning journey.

Language Objectives:

- **Speaking Skills:** Speaking skills are used to gain social competence and learn new information.
- **Listening and Comprehension:** Comprehension skills are developed when listening to stories or instructions.
- **Visual Reading:** 5-year-old program content includes visual reading strategies. The aim is to see and read the word as a whole.

Primary School: The language objectives set to monitor and support the language development of primary school students aim to increase their language proficiency and academic achievement.

Language Objectives:

- **Listening and Speaking Skills:** Developing listening and comprehension skills, communicating effectively.
- **Reading and Writing Skills:** Developing vocabulary recognition, text comprehension and written expression skills.
- **Functionality of Language:** Teaching the use of language in various settings.
- **Language Diversity:** Interaction with different scripts and cultural texts.

Middle School: The middle school language program continues to develop language skills, preparing students for further academic success.

Language Objectives:

- **Oral Expression and Presentation:** Developing oral communication skills and presentation skills.
- **Critical Reading and Analysis:** Developing the ability to read and analyze texts from a critical perspective.
- **Writing Skills:** Expressing thoughts effectively in writing.

High School In Science and Anatolian and High Schools, grade level-specific language objectives are set to monitor students' progress and develop advanced language proficiency.

Language Objectives:

- **Oral Presentation:** Developing academic presentation skills.
- **Academic Writing:** Developing writing skills at a complex and analytical level.
- **Use of Language Skills:** Understanding how language is applied in everyday life and in

higher education.

Foreign Language Classes: In foreign language classes, English language learning is predominantly carried out. The selection of students for these classes is made through a placement test determined by our school.

Language Objectives:

- **YKS Language Exam Preparation:** Preparation in grammar, vocabulary and reading comprehension.

DP Courses: Language is at the heart of the International Baccalaureate Diploma Program. The IB promotes multilingualism as a basis for increasing intercultural understanding and international-mindedness. Proficiency in both the mother tongue and additional languages is essential for students to develop critical thinking skills, broaden their understanding of different cultures and ideas, and communicate effectively in an increasingly globalized world.

Students learn two languages in the IB Program. They learn their strongest language in Group 1 Language and Literature courses and an additional language from beginner to advanced level in Group 2 Language courses. Mastery of additional languages facilitates access to a wealth of knowledge and opportunities after graduation in fields such as business, law, health and diplomacy.

The development of cultural awareness is a fundamental element in all types of schools for students to grow as effective individuals in a multicultural world with international awareness. Students are provided with opportunities to recognize and appreciate their own culture and different cultures around the world. Educational content is enriched through stories, articles and literary texts, songs and celebrations from various cultures. These activities foster students' respect for different ways of life, traditions and values and strengthen their empathy and social skills.

3.1.5. Basic Approaches, Methods and Application Examples in English Language Teaching

Language teaching at all school levels uses a variety of effective methods and techniques that promote comprehensive language development.

Kindergarten language teaching builds a foundation for future language development using age-appropriate methods. Kindergarten language teaching includes fun and interactive methods that encourage learning at an early age. Students are approached through games, songs and stories that make language learning enjoyable. Students are given opportunities to experience how language is used in everyday life. Additional language learning in kindergarten is designed in line with the principles of the International Baccalaureate Primary Years

Program (IB PYP). In line with the philosophy of the Primary Years Program, the following

approaches are followed in kindergarten additional language teaching:

Inquiry-Based Language Education: Language education focuses on inquiry-based learning, enabling students to develop their ability to conduct independent research and analysis.

As in the IB PYP philosophy, students try to make sense of what they see and hear through an inquiry-based language education. Students realize their own learning with their thinking skills as subjects and by actively researching.

Literature-Based Language Teaching: The use of literature as a core component in language education helps students to develop a deep understanding of different cultures and perspectives.

The realization of language learning in context ensures that the language is learned as a whole, not as isolated elements. Therefore, the importance of reading in language learning is indisputable. Although coursebooks are not used in early childhood, storybooks appropriate for age groups are integrated into the plans. In addition, visual reading (sight words) lessons are conducted with the 5-year-old group. In addition, nursery rhymes, songs, visuals and posters appropriate to the topics are frequently used in the classroom for repetitive learning.

Bilingual Education: Private Ankara ABC Schools recognizes the importance of bilingual education as an integral part of language education from kindergarten to primary school level. Bilingual education is defined as the practice of teaching students in both their mother tongue and an additional language (English). This approach promotes cognitive development while enriching language skills.

There is one teacher for each language in the classroom and teaching is shared flexibly between languages. The mother tongue and additional language teachers share responsibility for planning, teaching and learning. Teachers work together in a dynamic way to provide students with the opportunity to explore in both languages, bridging learning between both languages. Students are exposed to English throughout the day and their acquisition of the target language is supported. (The PYP and Bilingual Education-PYP Bilingual Models-Translanguaging Model)

Play-based learning: Preschool uses a play-based approach to education that encourages children to learn effectively through play. This approach supports children's curiosity and desire to explore while learning basic skills and concepts. By integrating games into the structured curriculum, teachers provide children with opportunities to explore, trial and error,

experiment and observe.

At the primary level, language education has a thoughtful design that includes a variety of learning methods and aims to develop students' literacy and language proficiency in the main language of instruction and in the additional language. These methods are selected to meet the diverse learning styles and needs of young learners. Additional language learning in primary school is designed in line with the principles of the International Baccalaureate Primary Years Program (IB PYP). In line with the philosophy of the Primary Years Program, the following approaches are followed in kindergarten additional language teaching:

Inquiry-Based Language Education: Language education focuses on inquiry-based learning, enabling students to develop the ability to conduct independent research and analysis.

Literature-Based Language Teaching: The use of literature as a core component in language education helps students to develop a deep understanding of different cultures and perspectives.

Bilingual Education: Private Ankara ABC Schools recognizes the importance of bilingual education as an integral part of language education from kindergarten to the end of primary school. Bilingual education is defined as the practice of teaching students in both their mother tongue and an additional language (English). This approach promotes cognitive development while enriching language skills.

The secondary school program preserves and develops the achievements of the students from kindergarten and primary school. Language teaching is actively supported under the following main headings:

Student Support Programs and Communication: Student support programs are organized regularly to support students' language learning processes. Students' language skills and progress are regularly assessed and additional support is provided when necessary. Parents are regularly contacted and encouraged to actively participate in the language learning process.

Cultural Exchange and Cooperation: Cultural exchange and cooperation activities such as pen pal projects, video conference calls and joint projects are organized with students from different countries in order to enable students to gain a global perspective.

Student and Family Guidance: Families and students are regularly provided with information

and resources to guide students in their language learning process and cultural awareness activities. In addition, suggestions are provided for students and families to use their language skills in daily life at home.

Language and Culture Activities: The school organizes various language and cultural events. These include language festivals, language games, language workshops, cultural events and language competitions. These activities allow students to showcase their language skills and contribute to developing cultural awareness.

Creative Language Teaching Approaches: Creative and interactive teaching approaches are adopted to develop students' language skills. Students are taught language through storytelling, drama, songs, games and other creative methods. This approach makes the language learning process fun for students and increases their enthusiasm.

Language Festivals and Exhibitions: Events are organized where students can showcase and celebrate their language skills. These include language festivals, language exhibitions, language competitions and language performances. These events boost students' self-confidence and give them the opportunity to celebrate their achievements.

Language teaching is one of the most important subjects in high school classrooms. The school community recognizes the importance of learning more than one foreign language. The majority of parents also believe that foreign language teaching plays an important role in school choice. Parents, students and school staff are aware of the contribution of both mother tongue and foreign language teaching to the individual. Individuals' experiences in the language learning process determine their goals and their views on language teaching. Recognizing that the first of these experiences, the mother tongue education received from the family, is the basis for the education at school, supportive activities are carried out when necessary according to the quality of this education. Thus, language teaching at school is built on a solid foundation.

Believing that experiences determine goals and perspectives on language learning, all teachers are sensitive to making students' experiences at school positive. Accordingly, students maintain their faith in the language education they receive after school and feel happy and comfortable in using their mother tongue and additional languages in their lives. ABC Schools believe that students should first use their mother tongue and then at least one foreign language competently.

The school community is confident in using their mother tongue and additional languages effectively. All members of the school community are open to improving themselves in mother tongue and foreign language education. The school believes that language education is one of the most important issues among the 21st century educational processes in the globalizing world and forms its educational philosophy based on this idea. Recognizes that language is the most basic tool and requirement in intercultural communication and embraces multilingualism. It aims to enable individuals to first recognize and understand their own culture, and then to gain an international perspective and awareness with the ability to understand different cultures through the acquisition of a qualified and high-level language.

In this context, all teachers at the institution are considered language teachers. Teachers pay attention to the good and correct use of language in their work, regardless of discipline. All teachers are aware that they are responsible for language teaching and language teachers believe that grammar is a tool, not a goal, in language teaching. With this teaching approach, it is known that all the skills targeted to be acquired by students in Turkish and additional language education are equally important, and studies are carried out with this awareness. A student with effective communication skills will be an adult who is sensitive to his/her environment and differences, who can express himself/herself well and correctly, and who is respected by the people around him/her. Individuals who have these characteristics and high language skills will be good, happy and successful in their lives.

Language teaching in high school DP (Diploma Program) classes plays a critical role for students to succeed in their academic and social lives. The IB's language principles aim to develop students' critical thinking skills, intercultural understanding and global perspectives. In DP classes, students are encouraged to gain proficiency in two languages and to use them effectively. Language teaching aims to provide students with an international perspective and enable them to develop as global citizens. Language teaching in high school provides students with a dynamic and effective language learning experience using a variety of methods, including advanced technology integration and independent research. Students are expected to learn English effectively and develop their communication skills. To this end, in addition to English classes, opportunities are created for students to use English in daily life. English support is also provided to help students prepare for international certification programs. This support enables students to prepare for international exams and improve their international communication skills. Effective communication, compliance with international standards and improving students' language skills in daily life and focusing on their academic success are aimed.

Within the scope of "intercultural studies", local, national and international studies are carried out and the concept of "world citizenship" is emphasized. The school's Language Policy aims to equip students with language skills that will enable them to learn about different cultures in an inquisitive and inquisitive way. Critical thinking skills development activities, research,

presentations, debates, international organizations, conferences and competitions, student exchange programs help to achieve this goal.

3.1.6. English Language Assessment

Assessment practices aim to fairly assess students' language skills and support their progress. Constructive feedback and forward-looking support mechanisms help students understand their language strengths and areas for improvement. By providing regular reports to parents, students' language development and academic progress are tracked transparently and collaboration in the educational process is encouraged.

ABC Schools' assessment and evaluation practices regarding additional language development are carried out in accordance with the Assessment and Evaluation Policy.

Assessment Methods and Techniques Used in Kindergarten

Student Progress Reports: At the end of the year, the forms filled out for each child in line with additional language gains are transferred with the student to the student's next class and provide information about the student's readiness to the teachers teaching in that class. In this way, teachers have the opportunity to get to know the students better and plan their educational processes according to individual differences.

Observation Notes: Teachers observe and record what students say and do in line with the targeted outcomes. By listening carefully to the conversations between students, teachers learn about students' current interests, current knowledge, level of participation and social skills.

Peer Assessment: There is an emphasis on giving feedback among peers because students involved in this process have the opportunity to communicate and relax and are aware of the importance of group learning.

Reporting: Assessment reporting aims to share information about the students' learning journey with the learning community. The methods applied for this purpose are as follows:

- Weekly Reports
- Development Reports
- Unit/End of Semester Report Cards
- Parent Meetings
- Portfolio Presentations

Assessment Methods and Techniques Used in Primary School

Teachers use multiple assessment tools to evaluate students' progress. For this purpose,

lesson observations, homework, feedback, reflection, self-assessment, peer feedback, question-answers and portfolios are actively used in the primary school program.

In addition, standardized tests are administered at regular intervals to measure students' performance. In order to protect student well-being, these tests are approached with the awareness that they are not a form of competition or struggle, but a tool to receive feedback on their own learning. Care is taken to ensure that the questions on these tests do not rely on memorization, and that they emphasize reasoning.

All these assessment tools enable students to follow their learning processes by receiving continuous and regular feedback from their teachers and peers.

Reporting

By reporting the assessment, the aim is to share information about the students' learning journey with the whole learning community. The methods applied for this purpose are as follows:

- Parent-Teacher Interviews/Meetings
- Parent-Teacher-Student Interviews
- Teacher-Student Interviews
- Unit/End of Semester Report Cards
- Portfolio Presentations
- PYP Graduation Exhibition

Assessment Methods and Techniques Used in Secondary School

At the beginning of the year, placement tests are held to measure students' English language skills and to determine their grades. After the results of the exams are evaluated, students are divided into course classes according to their levels. Classical and digital methods are used to assess students' language development. Regular tests measure students' language skills in multiple ways and support their development at the highest level. Contemporary assessment and evaluation methods and techniques are used. These methods and techniques are differentiated according to students' readiness, interests and abilities.

In addition, standardized tests are administered at regular intervals to measure students' performance. In order to protect student well-being, these tests are approached with the awareness that they are not a form of competition or struggle, but a tool to receive feedback on their own learning. Care is taken to ensure that the questions in these tests are far from memorization and emphasize reasoning. These assessments aim to improve students' language skills in the areas of comprehension, speaking, reading and writing.

All these assessment tools enable students to follow their learning processes by receiving

continuous and regular feedback from their teachers and peers.

Reporting

By reporting the assessment, the aim is to share information about the students' learning journey with the whole learning community. The methods applied for this purpose are as follows:

- Parent-Teacher Interviews/Meetings
- Parent-Teacher-Student Interviews
- Teacher-Student Interviews
- Unit/End of Semester Report Cards

Assessment Methods and Techniques Used in High School

The first step is a placement test to determine students' English language skills. This test determines the language level of the students and helps to select appropriate teaching materials. After the results of the placement test are evaluated, students are divided into course classes according to their level. English language teaching and learning is an important process that requires effective assessment. This assessment aims to improve students' language skills in the areas of comprehension, speaking, reading and writing. Students' language skills are assessed using the methods shared below as examples:

Quizzes and Tests: Written exams and end-of-unit assessment tests are used to measure language skills. These tests include listening, speaking, reading and writing skills.

Portfolio Assessment: Students' work over a certain period of time is evaluated and their progress in language skills is observed.

Performance Assessment: Students are assessed on how well they perform a specific task. For example, giving a presentation or doing a role-play activity.

Reporting

By examining in-class performances, unit and end-of-term exam results, data such as students' overall performance, identifying strengths and weaknesses, and evaluating the effectiveness of the program are collected. A report is prepared based on the analyzed data. This report includes students' performance, the effectiveness of the program and suggestions for improvement. This process is used to evaluate the effectiveness of language teaching courses and provides information for program improvement.

3.2. Teaching German

3.2.1. Aims of German Language Teaching

The aim of German education at our school is to develop students' basic language skills and to arouse interest in the German language. German language teaching aims to ensure that students learn simple language structures that they can use in daily life and acquire basic communication skills. In this context, it is aimed to develop the four basic skills of listening, speaking, reading and writing in a balanced way. Students will have a basic knowledge of German grammar and common vocabulary.

In addition, German language education aims to provide students with basic knowledge about Germany and German culture and to increase their cultural awareness. By learning German, students will have the opportunity to recognize and understand different cultures, thus developing their cultural sensitivity. German language education aims to make students more conscious individuals by increasing not only their language skills but also their cultural knowledge.

3.2.2. Importance and Promotion of the German Language

Economic and Cultural Ties: Economic relations and cultural interactions between Germany and Turkey increase the importance of learning German.

Career Opportunities: For individuals who speak German, job opportunities are increasing in sectors such as engineering, tourism, sales-marketing, education, banking and health.

3.2.3. Duties and Responsibilities

3.2.3.1. Manager:

- Develop, implementing and reviewing German language education policy and strategies.
- Provide support to German teachers and students.
- Ensure the proper planning and execution of German lessons.
- Provide adequate resources for German lessons.
- Contribute to the professional development of German teachers.
- Promote multilingualism and intercultural understanding at school.
- Increase students' motivation to learn German.
- Assess German language performance and develop policies.
- Communicate with parents and the community about German education.

3.2.3.2. Coordinator:

- Ensure the implementation and monitoring of German language policies.
- Guide teachers in the planning and implementation of German language programs.
- Monitor and evaluating students' German language development.

- Identify the needs of German teachers and providing the necessary training.
- Organize German language events and projects.
- Regular communication with parents to ensure their participation in the German language education process.

3.2.3.3. Teacher:

- Use different teaching methods to improve students' German language skills.
- Develop students' listening, speaking, reading and writing skills.
- Plan activities appropriate to each student's learning style.
- Provide regular feedback to students.
- Cooperation with parents.

3.2.3.4. Student:

- Attend classes regularly and effectively.
- Take advantage of opportunities to improve their German language skills.
- Active participation in German learning processes.

3.2.3.5. Parent and Guardian:

- Collaborate with teachers to support their children's German language development.
- Provide resources and activities to promote learning German at home.
- Contribute to the language development of their children by participating in German language activities.

3.2.3.6. Personnel:

- To be responsible for the correct use of the German language.
- Use the German language correctly in oral and written communication.
- Create an environment that supports German language learning.

3.2.4. German Program Contents

Basic Grammar and Communication Skills: Students learn basic German structures and common vocabulary that they will need in everyday life.

Cultural Awareness: Basic information about Germany and German culture is provided and students' ability to communicate on these topics is developed.

Four Basic Skills: Listening/Watching, speaking, reading and writing are developed in a balanced way.

3.2.5. Basic Approaches, Methods and Application Examples in German Language Teaching

Communicative Activities: Students' communication skills are developed through speaking, presentation and discussion activities.

Games and Memory Activities: Fun games and memory techniques support the language learning process.

Cooperative Learning: Cooperation and language skills are developed through group work and problem solving activities.

Teaching Methods and Materials

Direct Method: Students are taught the basic structures of German directly and are given practical exercises.

Grammar-Translation Method: Supported by grammar rules and translation exercises.

Auditory-Linguistic Method: Focusing on listening and speaking skills, students are given hands-on practice.

Understanding and Application Method: Various activities are carried out to enable students to use what they have learned in practice.

Supporting Activities

Topics from Daily Life: Reading simple texts to develop comprehension and communication skills on topics of daily life.

Writing Activities: Activities that strengthen writing skills such as writing short letters and keeping daily notes.

Personal Expression: Students provide information about themselves and express their interests, which encourages them to express their personal feelings and thoughts in German.

3.2.6. German Language Assessment

Quizzes and Tests: Written exams and assessment tests are used to measure language skills. In addition, seventh grade students participate in internationally recognized certification exams organized by the Goethe Institut.

Performance Assignments: Presentations, role-play activities and success in specific tasks are assessed.

Continuous Feedback: Students' progress is regularly assessed and individual feedback is given.

4. Linking the Language Policy with Other Policies

4.1. The Relationship between Language Policy and Inclusion Policy

ABC Schools acknowledge students' individual differences and aim to maximize the potential of each student through both language and inclusion policies. These two policies are implemented in a complementary manner to ensure fairness and equality in education.

The Language Policy aims to enable students to maintain and develop their mother tongue and gain competence in additional languages. This contributes to strengthening students' cultural identity and developing critical thinking and problem-solving skills. The Inclusion Policy is based on the principles of diversity, tolerance and equality and aims to meet the needs of different groups of students. The combination of these policies provides a learning environment in which students can express themselves, accepting and supporting differences.

ABC Schools supports a wide range of student groups, from students with special educational needs to foreign nationals, from gifted students to economically disadvantaged students. The Language Policy offers customized programs to improve the language skills of these different groups of students. For example, individualized education plans (IEPs) are prepared for students who have language barriers or whose mother tongue is different, and their language development is closely monitored.

Both policies aim to ensure accessibility and equity in education. The core principles of the Language Policy support each student to develop language skills at their own pace and in a way that is appropriate to their learning style. The Inclusion Policy provides differentiated teaching and learning methods for students with different cognitive, behavioral, emotional and social needs. This guarantees that students have equal opportunities in the language learning process.

According to the Language Policy, every teacher is considered a language teacher and is responsible for language development. According to the Inclusion Policy, teachers should adapt a variety of teaching materials and methods to meet the individual needs of students. These two policies enable teachers to collaborate to provide a better educational experience for students. Teachers are supported with continuous professional development opportunities in language education and inclusion.

The Language Policy encourages the active participation of parents in the language education process. Likewise, the Inclusion Policy ensures that parents are involved in their children's education. Parents support their children's language development through workshops, seminars and activities offered by the school and collaborate with teachers in this process. This participation enriches students' language learning and creates an inclusive educational environment.

The Language Policy and the inclusion policy implemented at ABC Schools provide a fair and inclusive educational environment while developing students' language skills. These two policies recognize students' individual differences, strengthen their cultural identities and educate them as global citizens. By adhering to the principles of equity and accessibility in education, it provides every student with the opportunity to realize their potential.

4.2. The Relationship between the Language Policy and the Assessment and Evaluation Policy

The School's Language Policy aims to improve students' proficiency in their mother tongue, English and German. The main goals are to build a solid foundation in these languages and to ensure that students grow up as individuals who can adapt to a multilingual world. In this context, the Assessment and Evaluation Policy plays a critical role in achieving the goals of the Language Policy.

In order to support language learning, assessment methods have been developed for the teaching needs of each language. These methods precisely measure and assess the development of students' listening, speaking, reading and writing skills in each language. This process allows students' progress in their language skills to be monitored and their language proficiency to be determined.

As part of the Language Policy, integration into multilingual education programs takes into account the assessment and evaluation approaches of the IB PYP and IB DP Programs. These programs are conducted in accordance with international standards and meet the requirements of the Language Policy in the assessment of language skills.

Starting from assessing students' readiness in the languages they are acquiring to more advanced language assessment techniques, customized assessment tools are used to monitor and report on students' progress at every stage of their language learning process. Through various assessment tools, students' progress in each language is monitored in detail and the effectiveness of the Language Policy is enhanced.

Finally, the Language Policy encourages the participation of students and parents. Regular feedback is provided to parents to support their active participation in the language learning process. As part of this process, the Assessment and Evaluation Policy ensures that parents play an informed and supportive role in their students' academic and personal development. This approach contributes to the successful implementation of the Language Policy and ensures that students achieve high proficiency in language acquisition.

4.3. The Relationship between the Language Policy and the Academic Integrity Policy

At ABC Schools, the Language Policy and Academic Integrity Policy complement each other by

taking a holistic approach to students' academic and personal development. While language education enables students to acquire critical thinking, analytical skills and cultural awareness, the Academic Integrity Policy promotes honesty, transparency and ethical behavior in this process.

Language policy is seen as one of the cornerstones of communication, aiming to enable students to maintain and develop their mother tongue, as well as gain competence in additional languages. Language education plays a critical role in students' intellectual and social development and enables them to grow as global citizens. In this process, it is crucial that students act with academic integrity and adhere to ethical standards in developing their language skills.

The Academic Integrity Policy aims to help students understand what academic integrity means and why it is important. Students maintain academic integrity by following the rules of citing, quoting and referencing in language studies. This builds language skills as well as values such as respect for knowledge and respect for intellectual property rights.

Language education involves students developing their research and written expression skills. In this process, it is essential to prevent violations of academic integrity such as plagiarism, cheating and fabrication. The Language Policy emphasizes that students should produce their own work and use the ideas and work of others ethically. This enables students to adopt the principles of honesty and trustworthiness while developing their language skills.

Every teacher at ABC Schools is considered a language teacher and is responsible for language development. Teachers encourage and guide students to act with academic integrity. At the same time, teachers evaluate students' language work within the framework of the academic honesty policy and provide support where necessary.

Parents support students' language development and help them gain awareness about academic honesty. The school organizes informative meetings and seminars for parents, providing guidance on the importance of academic honesty and ways to practice it. This collaboration supports students to develop their language skills and grow up as honest and ethical individuals.

In conclusion, the Language Policy and Academic Integrity Policy at ABC Schools enable students to embrace ethical values while enhancing their academic achievement. These two policies promote honesty, transparency and ethical behavior in students' language learning processes, thus raising them to be successful and respected individuals on a global level.

4.4. The Relationship between Language Policy and Child Protection Policy

At ABC Schools, the Language Policy and Child Protection Policy are implemented in a complementary manner to support the holistic development and well-being of students.

Language education is important for students to be able to express themselves, develop critical thinking skills and gain cultural awareness. At the same time, the Child Protection Policy aims to ensure that students learn in a safe, respectful and supportive learning environment.

The Language Policy aims to enable students to maintain and develop their mother tongue, while at the same time gaining competence in additional languages. This improves students' communication skills, increases their self-confidence and helps them to express themselves. The Child Protection Policy aims to ensure that students feel physically, emotionally and psychologically safe. A safe learning environment is essential for students to develop their language skills comfortably.

While language teaching develops learners' self-expression skills, child protection policy ensures that this process takes place in a safe and supportive environment. It is important to support and protect learners in the language teaching process, taking into account their emotional and psychological needs. While developing students' language skills, teachers should also take care of their emotional and psychological well-being.

The Child Protection Policy guarantees that students receive an education free from any form of abuse, neglect or bullying. In this context, the Language Policy also allows students to develop their language skills in a safe and respectful environment. While developing their ability to express themselves, students also learn to understand their rights and the rights of others.

The involvement of parents and the school community is critical to both the Language Policy and the Child Protection Policy. Parents support their children's language development and collaborate with the school for their safety and well-being. The school organizes information meetings and seminars for parents, providing guidance on language education and child protection issues.

As a result, ABC Schools' Language Policy and Child Protection Policy support students' academic and personal development while ensuring that they learn in a safe, respectful and supportive environment. These two policies encourage students to express themselves, increase their self-confidence and grow as healthy individuals.

4.5. The Relationship between Language Policy and Admissions Policy

In line with its vision and mission, Private Ankara ABC Schools aims to maximize the academic and language skills of its students. During the admission process, students' language proficiency is also evaluated and this evaluation is carried out in accordance with the Language Policy.

Students are raised as multilingual and culturally aware individuals, their academic achievements are supported and they gain a global perspective. During the enrollment

admission process, students' language skills are taken into consideration and enrollment procedures are carried out. Students' readiness for school is determined through language and academic assessments.

5. Relation of Language Policy to IB and CIS Standards

As an authorized IB and CIS Member School, international awareness, multilingualism and students' language development are supported through different practices.

5.1. IB Programs and Language Policy

ABC Kindergarten and Primary School plans its language program in such a way that students can apply their language use in all aspects of their lives, based on literature-based research and inquiry, in order to develop students' 21st century skills. Multilingualism is important in promoting international identity and awareness in IB Schools. In the Primary Years Program (PYP), multilingual students acquire language skills in multiple languages. In addition, multilingualism provides cognitive benefits such as developing interest and focus, developing problem-solving skills, and thinking about language (Kessler, Quinn 1980; Zelasko, Antunez, 2000).

At school, students are encouraged to question the existence and meaning of the mother tongue they speak. It is recognized that language is fundamental to students' curiosity and pursuit of knowledge. Students are encouraged to use their bilingual abilities to reflect an open-minded profile. Recognize and accept that people from different cultures develop common understanding through language. The IB Primary Years Program (PYP) adopts the principle of language learning.

Language learning at school continues as a spiral of learning language, learning through language and learning about language. When speaking and writing the mother tongue, care is taken to use Turkish, which is the basic element reflecting the culture, free from foreign languages. It is aimed for students to protect sustainable development goals as sensitive individuals by using language in the best way. Students are supported to use the power of language to express their thoughts and express themselves.

The school community strives to develop Learner Profile Characteristics and is conscious of using language effectively. As the first step in education, it is encouraged to use language appropriately and thus create an interactive community of learners.

5.2. CIS Standards and Language Policy

C1. Provision and delivery of language learning

The provision and delivery of language learning is effective, taking into account the linguistic and cultural background of the students and the linguistic context of the school location. Opportunities are provided to develop students' different language skills, ensuring a learning experience that matches their interests and learning styles. Language learning programs are continuously updated and diversified, supporting lifelong learning.

Students are given opportunities to track their own progress in language learning and set goals. By creating personalized learning plans, students are motivated and encouraged to be more engaged in the learning process.

C3iii. Improving Students' and Parents' Understanding of Language Learning

The school implements a variety of strategies to improve students' and parents' understanding of language learning and its impact on current and future opportunities. These strategies include regular seminars and workshops, sharing successful language learning stories and encouraging participation in language learning activities.

In addition, the school informs students and parents about how language learning can contribute to future career opportunities. By encouraging students and parents to actively participate in the language learning process, the importance and impact of this process is better understood.

Domain D: Teaching Staff and Evaluation

D5i. Number, Quality and Experience of Teaching Staff

The school carefully plans the number, quality and experience of its teaching staff in accordance with the number of students with language development needs. The teaching staff consists of qualified teachers with expertise in language teaching and experience in language development. The school provides training and professional development opportunities to support the continuous development of the teaching staff. Additional training and support is provided as needed, enabling the teaching staff to be flexible according to student needs. In this way, the school teaching staff can effectively serve students with language development needs.

D5iii. Use of Evaluation Data

The school uses assessment data as part of its regular evaluation of the effectiveness of its language development programs. This assessment data is used to monitor the development of students' language skills and to evaluate the success of the programs. The school uses a variety of assessment tools to monitor student progress and uses this data as a guide for program improvement. Teachers and administrators continually review the effectiveness of language development programs and use this assessment data to determine if programs need

to be updated or modified.

The school actively uses assessment data as part of regularly evaluating the effectiveness of its language development programs. This data is used to measure and improve how the programs impact students' language skills. Data obtained using a variety of assessment tools, such as student performance, exam results, participation in the teaching process and feedback, are analyzed to measure the effectiveness of the programs. These analyses are used to identify the strengths of the programs and identify areas for improvement. As a result, the school effectively uses assessment data to continuously evaluate and improve its language development programs.

6. Supporting Professional Development

Support and development strategies for heritage and additional language teachers at ABC Schools are as follows

Continuous professional development is ensured. Regular workshops and seminars are organized to provide information on new teaching methods, technological tools and innovations in language teaching. Participation in national and international language teaching conferences is encouraged and financial support is provided. Mentoring programs are established between experienced teachers and new teachers to share knowledge and experience.

Resources and materials are provided. A library enriched with up-to-date books, language teaching materials and digital resources. Technological tools such as interactive whiteboards, language labs, tablets and language learning software are provided. Sample curricula and lesson plans are provided for teachers to use in lesson planning.

Collaboration and sharing are encouraged. Professional learning communities are created where teachers can share experiences and good practices, solve problems together and develop new strategies. Opportunities are provided for teachers to observe each other's lessons and provide constructive feedback.

Academic support is provided. Scholarships or financial support is provided for teachers who wish to pursue master's or doctoral programs. Teachers are encouraged to conduct research and publish articles in the field of education.

Motivation and recognition are provided. Award and recognition programs are organized to reward and recognize successful teachers. Teachers receive certificates for their participation in training programs and achievements.

Needs analysis is conducted. Surveys and feedback forms are used regularly to identify teachers' needs and suggestions. One-to-one interviews are conducted with teachers to better

understand their needs and expectations.

Special support is provided for language teaching. English and German teachers are encouraged to participate in language certification programs to improve their language level. Opportunities are provided for teachers to participate in short-term language learning and teaching programs abroad.

7. Language Policy Monitoring, Reporting and Review Process

Each year, during the in-service training period before the start of the school year, the Language Policy is reviewed by the members of the Commission. The Commission evaluates the implementation of the Policy, its coherence with other policies and the information provided to new stakeholders joining the school community. Amendments are made to the Policy when necessary. All changes and updates are shared with the school community at the beginning of the new academic year through the website, parent information meetings and in-service trainings. Thus, the Policy is continuously developed according to the needs and circumstances of the school and all stakeholders have the most up-to-date information. The Commission also conducts evaluations to ensure that the Policy is being implemented effectively and that it is achieving its objectives.

The Language Policy, like other policies, is reviewed annually by the Commissioners during the in-service training process before the start of the academic year and shared with school stakeholders. It is also audited and open to audit by MoNE as needed and requested and by the IB organization during each five-year evaluation process.

ABC Schools Language Policy, like all other policies, is a document open to all internal and external stakeholders on the school's official website. Commission Members are responsible for the development, evaluation and reporting of the document. The opinions and requests of all stakeholders related to the policy are taken into consideration during the evaluation process.

8. Bibliography

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