

**ADAPAZARI ENKA PRIVATE PRIMARY SCHOOL  
LANGUAGE POLICY**

**BELIEFS AND PRACTICES RELATED TO LANGUAGE**

**LANGUAGE DEVELOPMENT**

**Language and Literacy Practices**

**The Relationship Between Language and Learning:**

- Language is central to learning and supports students in constructing meaning and making interdisciplinary connections.

**Language Education and Teaching Approaches:**

- Every teacher should serve as a model in language instruction and create opportunities for students to use language effectively.
- Language lessons are planned and differentiated according to students' needs, interests, developmental levels, and prior learning experiences.
- First and second language instruction is organized to include the five components of language: phonology (sound knowledge), morphology (form knowledge), syntax (word order), semantics (meaning knowledge), and pragmatics (usage knowledge).
- Alternative and supportive communication tools are used for students who have difficulty with language skills.

**Literacy and Materials:**

- Literacy skills (phonological awareness, phonemes, vocabulary, reading comprehension) are designed to build on each other.
- Activities such as reading, writing, listening, speaking, information, and media literacy support language development.
- The effective use of the library, school-based and extracurricular reading activities, and the use of dictionaries and spelling guides are encouraged. Weekly Turkish and English library hours are scheduled.

**Language and Multilingualism:**

- Multilingualism is emphasized in the use of bulletin boards, announcements, and written communications in hallways and classrooms.
- Activities are conducted to support students in developing meaning in different languages.

**Assessment and Reporting:**

- Students' language and literacy skills are assessed using reliable and objective tools. Development processes are reported based on evidence.

**Professional Development and Training:**

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- Professional development opportunities are provided to teachers to effectively teach language and literacy skills.

**Language Development Activities:**

- Weekly lesson plans are designed with consideration for language lessons in reading, writing, listening, speaking, watching, and presenting.
- Activities organized with writers at the school provide students with the opportunity to learn about literature and writers.

**LANGUAGE LEARNERS**

**Language Education Principles**

**A. Establishing Safe Communication:**

In addition to Turkish, English and Russian curricula support students in establishing safe and effective communication in multiple languages. Students' language profiles and cultural backgrounds are valued within the learning community and actively encouraged through the curriculum and native language support.

**B. Expressing Identity (Language Profile and Language Portrait):**

Consistency and continuity in language learning are fundamental, and school-wide practices are shaped by mutual agreements. The development of languages used at home and within families is prioritized to support students' cognitive and cultural identities. The role of language in cultural identity is emphasized through events such as World Mother Language Day on February 21.

**C. Development of International Awareness:**

To develop international awareness, the language teaching and assessment standards set by the Council of Europe are applied. Students are encouraged to participate in international projects, and connections with English-speaking countries are supported. Language contributes to the development of values such as empathy, compassion, and respect.

**D. Literacy:**

Through language education, students:

- Analyzing perspectives in texts and understanding communication skills,
- Recognizing literature as an enjoyable resource.

**E. Becoming an Effective Researcher and Questioner**

Language supports the development of critical and creative thinking, research, inquiry, and collaboration skills. The goal is for students to develop their conceptual understanding through access to and processing of information, and to engage in reflective thinking about ideas and experiences.

**F. Communicating**

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Based on the understanding that language development is linked to the need for communication, students are provided with real communication opportunities. Language is used to develop cultural and social awareness, as well as to ask questions, make comparisons, explain, and communicate effectively.

These principles provide a framework for students to develop multifaceted language skills and discover the role of language in the learning process.

**LANGUAGE LEARNING COMMUNITY**

**Vision and Values**

The language learning community is a rich structure that brings together the language profiles, beliefs, and values of students, parents, and teachers regarding languages and cultures. The language of instruction at Adapazari Enka Schools is Turkish, and the student, parent, and staff profiles consist of individuals whose native language is Turkish. Our teaching staff consists of individuals who can use English at different levels, the majority of whom are native Turkish speakers, one is a native English speaker, and one is a native Russian speaker.

In the event of a student whose native language is different from Turkish being enrolled in the school, the school administration is responsible for identifying the student's language needs, planning to support their language development, and ensuring access to the necessary resources.

**Community Principles and Approaches**

- **Language Teaching as a Cornerstone:** With the understanding that every teacher is a language teacher, the community views language teaching as one of the cornerstones of education. All teachers place values such as multilingualism, intercultural relations, international awareness, belonging, and identity at the center of their educational approach and aim to instill these values in their students.
- **Continuous Professional Development:** Teachers participate in professional development activities organized throughout the year to continuously improve themselves and contribute to the vision of the language learning community.
- **Active Participation of Students:** Students are encouraged to be active participants in the learning process. They are guided to discover their individual potential and set their own learning goals. Educational materials and methods are diversified to reflect students' individual identities and freedom of expression.
- **Language Portraits:** Language portraits of learners are created and supported by the opportunities offered by the community.

**Core Values**

- **Multilingualism:** Learning and using different languages is encouraged.
- **Intercultural Relations:** Understanding cultural differences and building bridges across them is valued.

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- **International Awareness:** Global awareness and mutual understanding are developed.
- **Belonging and Identity:** Students are supported in finding their individual identities and feeling part of the community.
- **Curiosity and Open-Mindedness:** Openness to new knowledge and different perspectives is encouraged.
- **Acceptance and Encouragement of Different Language Usage:** The expression and appreciation of various forms of language are facilitated.

**Goal**

With this vision, the language learning community aims to create a platform that supports not only individual but also social development. Thus, students enrich themselves academically and socially, growing into well-rounded individuals.

**LANGUAGE LEARNING AND TEACHING**

**LANGUAGE LEARNING**

**Second Language Education Approach**

- **English Education:**
  - English is an important part of basic education. Starting in kindergarten, the program includes 8 hours of English education per week in kindergarten and 10 hours per week in other grades.
  - **Kindergarten-2nd Grade:** During this period, English is introduced with the aim of developing a positive attitude towards the language and laying the foundations for active listening and speaking skills. Songs, games, and stories are used to support students' comprehension and communication skills.
  - **3rd and 4th Grades:** At these levels, emphasis is placed on developing reading, comprehension, listening, speaking, and writing skills.
- **Russian Language Education:**
  - Starting from the 2023-2024 academic year, Russian lessons will be offered instead of Spanish, beginning in kindergarten. In kindergarten, two 20-minute periods are planned per week, and two class hours per week in other grade levels.
- **Focus Areas:**
  - The first two years focus on oral communication skills, while written communication skills are incorporated into the program in subsequent years.
- **Language Proficiency Testing:**

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- Students in 3rd and 4th grade are directed to internationally recognized language exams to ensure that their language development is evaluated by an independent source.
- **Reviews and Portfolio Presentations:**
  - Recognizing the importance of repetition in additional language education, regular assignments are given to reinforce the information learned.
  - Students present the products they create in their additional language classes during portfolio days in a station-style format. This process provides students with opportunities for reflective thinking and self-assessment, while also informing parents about the process.
- **General Objective of Language Education:**
  - The aim is for students to gain the ability to communicate in a language other than their native language, develop a positive attitude toward additional languages, and contribute to international awareness by gaining different perspectives.

This program adopts a comprehensive approach that emphasizes the importance of multilingualism and early language education.

**LEARNING THROUGH LANGUAGE**

Believing in the importance of learning through language, we use language as a whole school community with an interdisciplinary approach. In all disciplines, dramas, literary sources, interviews and research studies, stories, and assessment tools are used for learning through language.

**LEARNING ABOUT LANGUAGE**

**Reading and Literacy Approach**

Comprehensive and supportive programs are implemented in our school to help students feel that reading is an enjoyable, satisfying, and achievable activity:

**Early Literacy Programs:**

- Early literacy programs, including phonics and interactive reading activities, are planned starting in kindergarten.
- Creative reading activities, library activities, and the use of media tools support language skills.
- Consistency in language development is ensured through daily storybook delivery and story reading/storytelling routines.

**Exposure to Diversity and Texts:**

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- Students are exposed to different types of texts, such as stories, poems, fairy tales, digital media, lists, instructions, and posters, to help them understand the concepts, codes, and structure of language.
- Students' multiple literacy skills are developed by utilizing written and electronic resources.

**Resource Diversity:**

- Various materials such as books, documentaries, pictures, videos, and cartoons are used in education.
- Authors and experts are invited to the school to inspire students and encourage them to develop reading habits.

**Research Skills**

- The aim is for students to access information from reliable sources, select information according to their needs, and use their research skills effectively in this process.

This approach aims to comprehensively develop students' language skills by positioning reading activities as a fundamental element of learning.

**RIGHTS AND RESPONSIBILITIES**

**Students' Rights**

- **Qualified Education and Individual Support:** Students have the right to receive qualified foreign language education that develops their international awareness and cultural intelligence, as well as support tailored to their individual characteristics, interests, learning styles, and language skills.
- **Freedom of Expression and Communication:** Students have the right to learn in an environment that allows them to express themselves freely, communicate, ask questions, and think critically.
- **Access to Resources and Feedback:** Students have the right to access various resources and research materials, receive support when facing learning difficulties, and receive feedback on their work.
- **Language Development and Consideration of Needs:** Students have the right to have their language development needs and interests considered and to receive assignments and tasks appropriate to their learning styles.
- **Identity and Literacy:** Students have the right to access evidence-based language and literacy practices, to become literate, to develop international awareness, and to express their own identities.

**Students' Responsibilities**

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- **Language Development and Participation:** Students are responsible for actively participating in the language development process, developing their speaking, writing, listening, and reading skills, using the languages they learn according to the rules, and practicing these skills regularly.
- **Learning and Collaboration:** Students are responsible for being eager to learn new things, collaborating with other learners to contribute to their learning process, and completing assigned tasks and assignments on time.
- **Empathy and Research:** Students are responsible for showing empathy and respect for different languages and language development processes, fulfilling literacy tasks, and effectively using research skills to access and use information.
- **Respectful Behavior:** Students are expected to behave respectfully toward their teachers, peers, and the school community.

**Parents' Rights**

- **Qualified Education and Information:** Parents have the right to know that their children are receiving a qualified language education and to be regularly informed about this process.
- **Participation in the Language Development Process:** Parents have the right to be informed about their child's language development process at school and to be actively involved in this process.
- **Communication and Access:** Parents have the right to communicate with teachers and access the methods and materials used at school.
- **Receiving Feedback:** Parents have the right to receive information about their children's academic, social, and emotional progress in language development and to request feedback on this process.
- **Participation in the Native Language:** Parents have the right to participate in school activities, meetings, and feedback processes in their native language.
- **Request for a Safe and Respectful Environment:** Parents have the right to request that their children receive language education in a safe learning environment and that their native language be respected.

**Parents' Responsibilities**

- **Supporting Language Development:** Families should take an active role in supporting and maintaining their children's language development. They should interact with their children frequently, providing opportunities for conversation and asking questions, encouraging language use, and supporting the development of their vocabulary.
- **Developing a Reading Habit:** Guiding and supporting children to develop a reading habit is one of the fundamental responsibilities of parents.
- **Multilingualism and Experience:** It is important to create opportunities for children to be exposed to multilingualism through sources such as travel, books,

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and films, and to support them in gaining experience in the language acquisition process.

- **Positive Contribution and Cooperation:** Parents should monitor the learning process, provide feedback to teachers about processes outside of school, and contribute positively to the process by cooperating with school administrators.
- **Strengthening the Home-School Connection:** Supporting the connection between languages learned at home and at school and contributing to the child's language development process in school is one of the fundamental responsibilities of parents.
- **Providing a Supportive Family Environment:** Providing a supportive family environment where children can express themselves freely and comfortably, creating a positive learning atmosphere, and supporting literacy processes are among the responsibilities of families.
- **Supporting Cultural and Identity Development:** Supporting language development in the preschool period in terms of identity formation and cultural aspects is one of the long-term responsibilities of families.
- **Paying Attention to the Language of Education:** Paying attention to healthy and accurate communication in the language of education contributes to the language development process.

**Teachers' Rights**

- **Professional Development:** Teachers have the right to access educational and professional development opportunities.
- **Resources and Support:** Teachers have the right to access adequate resources, tools, and materials for quality language instruction.
- **Cooperation and Support:** Teachers have the right to cooperate with families and schools, receive support from colleagues, and request the necessary assistance to create a fair and respectful classroom environment.
- **Creativity and Flexibility:** Teachers have the right to use creative and flexible methods in the implementation of the curriculum.
- **Language Policy:** Teachers have the right to participate in the development and implementation of the school's language policy.

**Teachers' Responsibilities**

- **Learning Environment:** Teachers must create an inclusive learning environment that is appropriate for students' needs, allows them to express themselves, engage in individual and group work, and encourages language use in different areas.
- **Assessment and Feedback:** Teachers are responsible for regularly assessing students' progress, providing meaningful feedback, and setting learning goals.
- **Overcoming Language Barriers:** Teachers should identify students' language barriers and provide differentiated instruction when necessary.

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- **Modeling: Teachers** should serve as accurate models of language use and guide students in developing these skills.
- **Providing Materials:** Teachers should support the development of literacy skills with written, visual, and verbal materials.
- **Research Environment:** Teachers should create environments where students can use their research skills.
- **Language Inclusion:** Create an inclusive classroom environment that encourages self-expression in different languages.
- **Collaboration with Families:** Share the learning process with families and seek support from them when necessary.
- **Readiness:** Guidelines should be prepared according to students' readiness levels and presented in a clear, concise, and understandable manner.

**RESOURCES**

The Adapazarı ENKA Schools Library has a wide variety of resources in the native language to meet the needs of students. Our school believes in the necessity of resources, technological and digital platforms that support international awareness. To this end, steps are being taken to diversify our collection culturally and globally, and resources in different languages, primarily English and Russian, are being added. This process, managed by our school library supervisor, is carried out in line with the needs and interests of all our teachers and students. In addition, online resources are used to support the development of English and Russian, as well as Turkish, which is the students' native language. The online resources used are evaluated at the end of each academic year, updated with current resources, and revised to meet the language development needs of students. The school administration, library supervisor, teachers, and students plan the annual budget to update and expand library resources based on their suggestions and needs.

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