

BODRUM PRIVATE MARMARA PRIMARY SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

LANGUAGE POLICY

August 2022



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INTRODUCTION

Bodrum Private Marmara Primary School developed its language policy to focus on teaching and learning of language and to develop a common belief for achieving our objectives in the foreign language education and the mother tongue support. The language policy is developed with the cooperation of the school administration according to the requirements of the school and students and faculty staff and revised in the light of the changes and modifications in PYP practices.

In the mission statement of Bodrum Private Marmara Primary School it is emphasized the importance of accurate and effective use of mother-tongue and foreign languages as an indicator of harmonization of cultural identity and universal culture.

“It is our mission to raise global citizens in the light of Atatürk’s principles and revolutions, with 21st century skills, knowledge and global perspectives that are the requirements of the information era, who are able to represent themselves on the national and international platforms with their proficiency in mother-tongue, English and modern languages, well-prepared for the next-stage of their education, who are lifelong learners proud of their national identity, representing their country successfully. ”

Language Philosophy

We believe that language is the key for learning as it provides efficient learning through social interactions and self-expressions within holistic approach. Every teacher is a language teacher. In Marmara Schools, language learning is not limited with just learning/teaching a language but languages. Besides, it is a key for international mindedness and learning about our own culture and other cultures. Through the languages, the students reach information by developing their skills, attitudes and features of learner profiles.

Bodrum Private Marmara Primary School Language Profile

Most of the learners speak Turkish. We have got bilingual students as well. A few of our learners cannot speak Turkish. There are some parents from different countries. Learners with various languages play and interact with each other. Few of our branch teachers and

homeroom teachers speak English. There are native English teachers . We welcome different languages.

Admission to Bodrum Private Marmara Primary School

Children from different socio-economic, ethnic and national backgrounds are admitted to Bodrum Marmara College after the evaluation of the school guidance's interview. The language of instruction is in Turkish yet learners who cannot speak Turkish can enroll in our school. In this case we ask for full support from parents. Our support teacher helps the learners. You can find more details in registration and admission policy.

Bodrum Private Marmara Primary School Language Learning Principles

- The language of instruction is Turkish .
- The learners develop their skills and capabilities in main subject areas while learning English as a foreign language.
- The learners use both languages as a medium of inquiry.
- The school gives great importance to foreign language learning and teaching; English is presented starting from age 3 and second foreign language (Spanish, German, French) is presented at grade 3.
- Ensuring the learners' language development is the common responsibility of the teachers, parents and students.
- Learners develop their language skills while studying their unit of inquiries.
- The learners are provided with on-going feedback on their progress in all languages.
- It is crucial that the students know information technology terms to be able to use technology efficiently. As the digital citizens we are aware of the importance of academic honesty.
- The students have free access to the school library; besides, they have information literacy course given at the library for each grade level to develop research and language skills. Teachers who actively use the library are the role models for students. In addition, the bookworms practice identified at the end of terms is motivated and encouraged students to read books.
- We believe that the prior condition of being successful is knowing and using mother tongue well, therefore, the students are encouraged to use Turkish (the mother tongue) properly and accurately. For the students whose mother tongue is not Turkish, a support

teacher helps them and we encourage them to speak their mother tongue with friends at school.

Bodrum Private Marmara Primary School Mother Tongue Teaching and Development

Bodrum Marmara College provides education in Turkish. The common purpose of all subject areas is to communicate effectively in mother tongue and develop the mother tongue. The school has all necessary library and media resources to develop mother tongue. We have arrangements to encourage our learners to read books and to ensure their oral and written reflections on the books and other materials. Every year the events in which the authors are invited are organized in the school to encourage students to buy books both in mother tongue and other languages they learn. The students have the opportunity to take part in the autograph sessions of the famous authors organized in line with the interdisciplinary themes. Besides, the books in English are available at the library for English learners.

Foreign Language Education and Development

The learners start learning English from age 3 and choose their second foreign language (German, French or Spanish) at grade 3. They have 10 hours of English every week.

To increase learners' interest in foreign languages, the learners are encouraged to take Cambridge University ESOL tests. The school's success rate in CESOL is higher than the average of Bodrum/Muğla and Aegean Region every year. Bodrum Marmara College is one of the schools that hosts Cambridge Exams in the peninsula.

Assessment Policy

The language assessment policy of Bodrum Private Marmara Schools is based on formative and summative assessment. We encourage the learners for self and peer evaluation. The learners prepare presentations related to lines of inquiries to improve their communication and social skills. The learners think about their learning and write their thoughts in their learning journals. They have portfolio presentations. Please see our Assessment policy for more information. In 4th grade they have formal exams.

Students with Special Needs

We are aware that students with special needs require special care. If the ongoing classroom modifications do not solve the problem of such learners, counsellor, homeroom teacher, and if needed principal review the student's situation and decide on an action plan. Please see Special Education Needs and Inclusive Policy.

Duties and Responsibilities

In Bodrum Private Marmara Primary School all personnel, administrators and IB coordinators work in cooperation to develop, practice and revise the school's language policy. The language policy is introduced to the new teachers by the department heads before the academic year starts. All the teachers are considered as language teachers.

This policy is in force since 2015-2016 academic year and shall be revised once every three years. The last revision is made in 2022. In Bodrum Marmara College, every teacher is considered as language teacher. Teachers support learners language development by representing the communication skills. The school community is responsible for following the language policy.

How to be a role model as a teacher:

Bodrum Private Marmara Primary School has a special responsibility for acknowledging and supporting the language development. The school creates opportunities for learners to develop their language by designing engaging learning experiences about their unit of inquiries and also other activities not within the curriculum. As a teacher we use proper language and represent proper communication skills. We encourage the learners to think about their language development and communication skills. We celebrate the diversity of languages we have in the classroom. Learning more than one language enhances personal development and increases intercultural understanding and international mindedness.

The English language programme, carried out by the Turkish and foreign teachers, aims to ensure that students starting from kindergarten learn English language, acquire and develop listening, speaking, reading and writing skills in accordance with their ages. Besides acquiring basic knowledge in English, the students learn about the culture. They come across with other languages at grade 3 as well.

In kindergarten, the English language education is carried out by taking into account the needs and characteristics of children in accordance with the age groups by the foreign language teachers (natives) and homeroom teachers cooperatively in the classroom environment during a school day on the basis of experiences and practices. Teachers create environments for students to inquire and collaborate to raise individuals who are able to discuss, search and interpret global issues and who are responsible, caring and communicators. We believe that to be a World citizen we need to speak more than one language as languages are the mirrors of the cultures. In order for our students to develop conceptual insights through programme of inquiry, all teachers cooperate to plan and teach the courses. It is very important for us that the parents, accepted as the part of the school community, direct the students to research, support and encourage them according to the interests of the students.

Language in a Transdisciplinary Programme of Inquiry

Language is included in all learning activities carried out in all learning environments in the school. Learners listen, speak, read and write to negotiate new meanings and understand new concepts. The specific contexts for language teaching and language learning is presented in the National Education Curriculum and Primary Years Programme. These contexts are integrated with educational approach/understanding of Bodrum Marmara College that supports learners and programme. The students are given opportunities to negotiate their roles. Literacy, including oral and visual literacy as well as the ability to read and write, becomes increasingly important as greater demands are placed on learners as participants in the learning process. Language is a tool for inquiry. The students and teachers in an inquiry-based classroom enjoy using language and appreciate it both functionally and aesthetically.

There are various examples of good practices in a PYP classroom including regional fairy tales specific to a certain region as a part of an unit of inquiry or discussion on a scientist's biography as a preliminary study for a scientific research or an article published in a newspaper, early years counting stories which support progress in mathematics, comparison and practice of illustration techniques to encourage the development of art skills, including literature in the inquiry and joy of using a language.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners' inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point should always be learners' prior experience and current understanding.

When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

Knowledge and Skills

Effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world, and with the self. Such learning is relevant, engaging, challenging and significant. There are some factors affecting language development including similarities between language groups, attitude, maturity, motivation and teaching and learning styles. The language development varies depending on the importance of language for the learners. Language learning and teaching is a long process and the previous knowledge of the learner plays a great role. We use the phases in the Language Scope of Sequence documents and National Curriculum for the development of the language.

The level of students are determined by looking at the language scope and sequence documents for each grade level that the teachers prepared for the school.

What are the sources we use in language teaching?

We believe that reach resource is needed for language aquisition. Lecturers at Maltepe University and authors that are hosted in the school, parents with different cultural backgrounds, computer-based sources and webpages, books, magazines, theatre plays and museum and exhibition trips might help the inquiry.

We try to take advantage of the sources in our local environment. We enjoy sightseeing, exhibitions and museums in the region. We host exhibitions which add historical meaning/value to the school. We carry out activities for reading, information literacy and interdisciplinary practices in the library. Our English IB resources are comprised of CAMBRIDGE, OXFORD and PEARSON publishers. We lend these books to IB students and the teachers use these books throughout the year. It is aimed to develop students' language skills through media literacy, book workshops, studies on newspaper-magazine and practices supported by technological devices. We organize play using the drama, visual arts, dance or music languages and we support the students in relation to the mini exhibitions. We organize special days at the amphitheatre, classroom or conference hall where we celebrate the history and literature of our country enriched by the presentations by the students with their own choices and organizational skills.

We have a foyer area where students can exhibit art products and visual language products at the school. We have a PYP block where students and teachers share what they acquire as a result of inquiry with the school community in both visual and written language. It is believed that repeat is important in language education; therefore students are given assignments at regular intervals. Each student is given differentiated tasks according to differentiated learning experiences. We follow the global issues, where we can use the mother tongue and the second languages.

Language A, B

(It is prepared by the pedagogical leaders using PYP language scope and sequence and 'Making the PYP Happen: A curriculum framework for international primary education' – Language Annex page 68. IBO 2007, 2009. and M.E.B Language Guides. From Principles into Practice 2018 Language scope and sequence 2018)

We believe that language development, as language A and B, is related to 'communicator' one of the IB learner profile elements. It is ensured that students acquire cultural and social awareness through offering them opportunities to carry out actual communication. In order to provide language education in the natural environment, many methods are implemented in the courses. In order to make creative, practical, meaningful and motivational progress, introductory cards, choice boards, KWL chart when it is introduced a new subject; mind map, think, match and share practices are used while teaching the subject; and fishbone diagram, journals etc. are used while summarizing the subject before completing.

Mother tongue

We, as Bodrum Private Marmara Primary School, believe that the first language learned in the family is mother tongue. Most of the students' mother tongue is Turkish. For students who have a mother tongue other than Turkish, we try to add source books in these languages to the library. This is an ongoing process and the support of parents is very valuable to us. We encourage the learners to read in their mother tongue.

Learning the mother tongue is important in terms of cognitive development and development of cultural identity. We believe that the success in the development of the mother tongue will bring long-term academic success, including learning of other languages.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) General Assembly has celebrated 21st February as "International Mother Language Day" since 1999. In the school, "International Mother Language Day" is celebrated on 22nd February.

What do we do to support Language A development? What are the activities?

Language A- Language of Instruction

The language of instruction in the school is Turkish. In other words all courses other than Language B are taught in Turkish. Learning Turkish Language should be practiced on the basis of prior knowledge, needs and interests of the learners. Differentiation methods are applied according to the interest, readiness and learning styles of the learners. Oral language, written language and visual language, which are three learning areas mentioned in the PYP curriculum, are distributed to the common lesson plans with the MEB curriculum acquisitions considering the developmental stages of the students. Students learn mother tongue through speaking, listening, reading and writing. We encourage students that proficiency in a language even in more than one language is a valuable life skill, an important vehicle in social communication and is a method for self-thinking. There are activities carried out to support students' imagination and creativity with the purpose of ensuring that they are able express themselves both verbally and in written. This is linked directly with developing their communication skills and being communicators.

The quote "Language is the house of the truth of Being" by Martin HEIDEGGER is important to turn into the learners building ideas on the way of being inquirer and researcher.

In Turkish language courses, there are various studies carried out enthusiastically including classroom activities and festivals and celebrations within the scope of international mindedness in an education environment open to creativity in the light of science to ensure that the students love the school, reading and writing and they are happy and content with the school firstly and then to ensure that they become individuals who use the mother language accurately and fluently, who are researcher, inquirers, creative, reaching information, able to solve problems while learning how to express themselves and who are able to undertake responsibilities. It is aimed to develop, as well as teaching proverbs and idioms, the skills of

listening, understanding what is listened, reading, understanding what is read, following spelling rules, expressing oneself orally and in written, reinforcing vocabulary, visual reading, identifying the main idea of a text and identifying theme of a poem through the texts given in MEB course books integrated with PYP transdisciplinary themes with the purpose of raising individuals using Turkish language effectively and accurately. The students carry out written expression studies on specific topics and they produce products and make presentations. In order to enhance reading habits, the reading is assessed through presenting a book, conversations and story maps or reading circle in relation to the reading books chosen according to the PYP transdisciplinary themes and our topics.

Language B / What do we do to support foreign language development? What are the activities?

Language B is English and is taught at age 3 and over. A child beginning school at age 3 has 10 hours of English courses. English is not taught as TESL but TEFL in the school. The main purpose of Language B courses is that students develop positive attitudes towards foreign language and acquire language skills. Teachers provide various learning engagements and opportunities that learners feel safe, learn and enjoy at the same time. Subjects, materials and activities are prepared in accordance with the interest and levels of the students and revised in accordance with the needs if needed. In kindergarden there are two teachers with the learners at the same time; a homeroom teacher and an English teacher at the same time. In the primary school, English course is taught by the Turkish teachers and ‘Native Speaker’ 10 hours a week.

Language development is especially related to two of the IB learner profile attributes, communicator and open-minded. The students are provided with the opportunities to communicate actually in Language B and it is ensured that they gain social and cultural awareness. The learners are educated through various enjoyable and student-centred activities including songs, tongue twisters, puzzles, cutpaste activities, drama, preparing mini project that are based on the communication, creative, practical meaningful and interesting. Besides, they develop thinking skills through ‘CLIL’ (Content Language Integrated Learning) activities. They also find the opportunity to develop their communication and social skills.

It is taken into consideration that students learn at different paces and have different interests. Various methods including the introductory cards, KWL chart, mind map, fishbone diagram etc. are used. While carrying out these activities, the interdisciplinary relations are established. It is planned in class and out of class activities (stories, songs, sketches and shows) that are student-centred supporting listening, speaking, reading and writing skills as an integration to the transdisciplinary themes to develop thinking and communication skills in 1st, 2nd, 3rd and 4th grades.

In parallel with the plan in Scope and Sequence (2009), the subjects are sequenced and taught from easy to difficult by making connections between them and the subjects are frequently repeated. For the first years it is mostly focused on listening and speaking skills, as the grade levels increase it is started to focus on reading and writing skills. Students at 4th grade use English language for accessing information and making research. We take into consideration language teaching and assessment standards determined by the Common European Framework of Reference for Languages (CEFR). Starting from the 3rd grade, the students are encouraged to take Cambridge University Young Learners (Cambridge University YLE) to assess their language abilities. At the end of 4th grade students reach A1. Boddram Private Marmara College is one of the representatives of Chambrigde Exam Centres in the peninsula.

From 2nd grade, the students who have difficulty in foreign language courses or recently enrol in school are provided with extra course hours once a week after school. The students understand the meaning of what they are learning, where and how they should use by experiencing. Global issues are included in the coursed in accordance with their level. It is tried to raise intercultural awareness in students. Each grade level in vertical direction acquire international mindedness, open mindedness and tolerance through activities on 'Recycling', 'Saving', 'World Animals Day', 'World Water Day', 'New Year', 'Halloween', 'Mother Language Day', 'Children Day', 'Frankafoni' and October Fest.

What do we want students to know?

It is our goal that students can express themselves in a foreign language without being afraid of making mistakes, being tolerant and respectful. We encourage them to be the agents of their learning

We can clarify our ideas, feelings, thoughts and opinions through communication skills. Literature, which has the power of affecting and configuring thoughts, helps us to understand ourselves and the others. A well-written novel provides learners with the opportunities to empathy through thinking reflectively on feelings and actions. Non-fictions, autobiographies, and books appropriate to transdisciplinary themes are read. The ability to understand what you read is vital to the inquiry process. Learners, as the inquirers, must be able to find useful, relevant information from the text, to synthesize and apply it. In order to meet various learning needs and to attract the interest of the students, our teachers work diligently, according to the needs and readiness of the students. To develop the language teaching and assessment standards determined by the Common European Framework of Reference for Languages (CEFR) it is worked affectively. The students are encouraged to communicate with the foreigners to practice the language they learn. Considering the personal and learning differences of students and their developmental stages, different learning and teaching tools and methods are used in all activities. In order to ensure permanent learning in language education, we try to give feedbacks to students as much as possible and to motivate them. We want them to reinforce what they learn by doing the assignments for weekends and after school. They can use a reliable online reading and listening platforms to improve their language skills. We offer as an option to students who want to benefit.

Oral Language- Visual Language – Written Language - Overall Expectations in Language

According to developmental stages of students

KINDERGARTEN

Preschool period is the basis of the life. In this period, learning is very fast. The basic development characteristics of each age group are common. Language learning starts in the family first. It is given importance that children speak the mother tongue accurately and fluently. We know that the concepts that unite us in the world are love, respect, cooperation, responsibility, tolerance and sharing. English course is taught by the Turkish teachers and ‘Native Speaker’ 10 hours a week. The learners are educated through various enjoyable and student-centred learning engagement including songs, tongue twisters, puppets, poems, drama, games, stories and picture cards in relation to the transdisciplinary themes by the Turkish and native teachers for 10 hours. In kindergarten the English teacher is always together with the homeroom teacher in and out of the classroom. We offer differentiated education to use English and to ensure active learning while speaking. The young learners develop a positive attitude towards learning a foreign language.

When learners complete kindergarten education, they show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire. They learn time, contrast, change, causation and similarities through activities carried out to reach information. They learn days, colours, people and objects in the surroundings in the foreign language they learn.

- Kindergarten age 3; learners understand the basic questions and answer using body languages or words. They understand and follow expressions and instructions. They use body language to communicate. They choose and match shapes and colours. They make comments on pictures and videos and ask questions about them. They know the differences between pictures and written texts. They know the differences between letters and numbers.
- Kindergarten age 4; learners understand simple sentences and respond with gestures or orally. They answer simple questions. They express feelings with simple words. They understand classroom roles and follow them. They recognize numbers (1-10) and colours; they orally express them. Understand basic gestures and mimics; receive the simple messages given with the body language. They listen to the stories read and accompany the songs. They know the differences between pictures and written texts. They recognize the written form of their names.

- Kindergarten age 5; learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They use language to question and inquire. They recognize that language is understood through codes and symbols. They develop critical thinking skills with the help of their teachers. They recognize how and what to write. They understand writing helps to communicate and express feelings. They follow and read the visual materials/texts to communicate in meaningful way. They understand signs, labels, and logos. They use body language in mime and role play to communicate ideas and feelings. They join in with poems, rhymes, songs and repeated phrases. They imagine in line with their experiences while listening to stories. They write their names and recognize letter independently. They know the differences between letters, numbers and symbols. They have tasks in groups and take action cooperatively using positive language.

PRIMARY

- Primary School 1st Grade; it is the first year that they learn how to read and write in Turkish and English. Besides reading and writing skills, there are studies carried out to develop mental skills including thinking, understanding, sequencing, inquiring, classifying, correlating and evaluating. Aiming literacy education in which acquisitions are offered for appropriate and effective use of Turkish Language, “Sound-based Sentence Method” is implemented. In order to improve reading fluently under the guidance of teachers, reading practices are being carried out. For example; the process is completed through reading aloud, vocalizing correctly, emphasizing intonation, reading meaningfully, reading as chorus, speaking on a text, etc. While a sound is taught, the letter scenario, rhyme and song are used. Rhyme, lyric, lullaby, riddles and puzzles are often used for language development and improving reading of students. In-class activities include station exercises, group works, improvisations, animations, and applications about differentiated teaching methods.
- Primary School 2nd Grade; The basic skills are included in language teaching like accurate, effective and appropriate use of Turkish, creative and critical thinking, communication, problem solving, research, using information technologies, entrepreneurship and decision-making. For reading and writing acquisitions, the teaching programmes under the three main title “Oral Communication, Reading, Writing” are conducted through activities that provides creating meaning by in text, out of text and intertextual reading. The activities that develop mental skills are offered with the purpose of improving the oral language including studying unknown words, comparison, causation, classifying, evaluation, summarizing, presenting thought logically etc. The emphasis is given on vocabulary studies in order to improve the reading process. There are activities carried out including reading different genres of works and learning about writers and poets thanks to the works with the purpose of comprehending meaning of words, appropriate use of vocabulary in paragraphs or sentence and improving vocabulary knowledge. The activities related to visual reading and visual presentation areas are planned in accordance with the levels, including symbols,

linguistic, spelling rules, reading comprehension and written expression skills. In the 2nd grade, the studies for improving literacy skills are carried out.

- Primary School 3rd Grade; language education is conducted through the learning activities including listening, speaking, reading, writing, visual reading and visual presentation. It is used questioning techniques, photograph analysis, keywords, guessing by looking visual materials, information technologies and games for mental readiness. The printed materials and multiple media sources that develop learners' imagination are used as well as activities enhancing their vocabulary. In line with this, the teaching programmes under the three main title "Oral Communication, Reading, Writing" are conducted. In the 3rd grade, writing studies/practices are carried out for the students to get their own writing habits. Differentiated instruction such as listening, speaking, understanding, comprehension, interpreting, animation, improvisation, role playing, ad writing and station work, multi-level teaching are applied with visual reading and visual presentation learning areas. Besides visual reading and visual presentations, the differentiated teaching methods including animation, role play, and creating-presenting advertisement and station studies to develop listening, speaking, comprehending, interpreting and inquiring skills are implemented. This is the first year they come accroos with Spanish, German or French besides English.

- Primary School 4th Grade; language education is conducted through the learning activities including listening, speaking, reading, writing, visual reading and visual presentation. For the development of oral language, keyword activities, correct pronunciation activities, guessing by looking visual materials, information technologies and games are used. There are studies on reading, comprehension and deduction/ inference. Purposeful reading is supported through writing stories, animation, creating story map etc. (proper use of spelling rules is important). The activities are offered including expressing thoughts in written in a logical frameworks, using different expressions, comparison, causation, classifying, evaluation, summarizing. In the 4th grade, writing studies/practices are carried out for the students to get their own writing habits. Besides visual reading and visual presentations, the differentiated teaching methods including animation, role play, reading circle and station studies to develop listening, speaking, comprehending, interpreting and inquiring skills are implemented.

- Primary School 4th Grade, (for other languages); Learners have 108 hours of courses during two semesters in total, 3 hours per week in German, French and Spanish (one of them) according to their preference. The selected second language addresses A1 in relation to all language skills stated in the common language framework. In the courses, with the support of information technology, station technique, drama, group work and various interactive works are carried out.

IB Learner Profile and Its Importance in the Language Policy

Believing in the continuity of language learning, we develop language profile attributes and approaches to learning while learning and teaching language. As communicator and open minded learners we know that learning a foreign language is a key for being an international minded citizen and this is stated in our mission statement. Looking from the lenses of language to the learner profiles here is what we believe;

Inquirers: Learners are interested in learning a language thanks to the positive attitude, creative play based learning engagements and authentic materials (songs, rhymes, articles and games etc.); they are eager to learn and ask questions.

Knowledgeable: Learners become knowledgeable about global issues through activities they practice by using language.

Thinkers: As learning a foreign language, learners develop thinking skills through CLIL' (Content Language Integrated Learning) activities that are creative and based on interdisciplinary connections.

Communicators: Learners are aware that they will use foreign language to communicate, share ideas and learn new things throughout their lives. They know that being a communicator depends on applying communication skills properly.

Principled: Learners develop an understanding that they use language respectfully without harming anyone. Each language has its own characteristic features.

Open-minded: Learners become open-minded individuals by discovering a new language, different cultures and traditions. Learning a language is learning a new culture.

Caring: Learners become caring during language acquisition period which is realized in a supportive and friendly learning environment.

Risk-takers: Learners use language in different environments without being afraid of making mistakes. Trying the new vocabulary, idiom, structure, etc... is the way to learn a new language.

Balanced: Learners develop communication skills and use appropriate words, gestures and body language in harmony. They use various resources. They know that listening is as important as practising.

Reflective: Learners recognize their own potential and abilities during a language learning process. Thinking and taking the responsibility of their own learning is very crucial to develop their language skills.

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