

PROF. DR MÜMTAZ TURHAN SOCIAL SCIENCES HIGH SCHOOL

LANGUAGE POLICY SEPTEMBER 2022



**Cambridge
Assessment**

LANGUAGE POLICY COMMITTEE

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Mission and Vision of Our School

The mission of Prof. Dr. Mümtaz Turhan Social Sciences High School is to raise conscious individuals who think freely, have broad horizons, will and initiative. By directing students to research in the fields of literature and social sciences, our main goals are; to prepare the environment and conditions that will arouse their interest in developments and thus to be a source for the training of high-qualified scientists, to prepare students with high level of interest and abilities for higher education in these fields, to raise individuals who can understand and interpret the art and culture of humanity, to produce new knowledge and projects, and to contribute consciously to their development. Being aware of the close relationship between social sciences and language, we always consider that language skills are extremely important for our students to be successful in line with the goals we mentioned above.

In our school, which was accredited in 2007 and started to become a world school, we aim our students to be interested in the intellectual and cultural heritage of humanity, broad-minded, sensitive to social problems, constantly improving themselves, knowing foreign languages, recognizing, protecting and glorifying the cultural-artistic heritage of the society, and to be individuals who can shape the future by establishing a healthy relationship with the past. In this context, we strive to be an institution that guides our students so that they can realize themselves. We aim for all of our students to be honest, fair, reliable, responsible, respectful, principled, social, critical, questioning, self-critical, open-minded, global thinking, peaceful and autonomous.

Established in 2003, Prof. Dr. Mümtaz Turhan Social Sciences High School is Turkey's first Social Sciences High School and the first public school to implement the IB (International Baccalaureate) Program. In 2016-2017, Cambridge IGCSE certificate program was started to be implemented to support the IB program. The students of our school, whose university success is around 100%, are in the first places in the university selection exams every year. Mümtaz Turhan Social Sciences High School has won numerous awards in social science project competitions organized by TÜBİTAK and in competitions organized by universities. In addition to these, there are COMENIUS and Erasmus Plus projects that have been implemented since its establishment. Realizing the importance of being the first, our school paved the way for the establishment of other Social Sciences High Schools with its successes, and raised the bar of success with its pioneering role by sharing its experiences in every subject with the social sciences high schools established later. By inviting distinguished social scientists, writers and poets of our country to the seminars and conferences it periodically organizes in its 900-person

hall, our school has always contributed to the education of students in an intellectual climate. The school has contributed to the rise of the intellectual level of our country by providing its students, who are future scientist candidates in the field of social sciences, with an academic infrastructure and way of thinking in terms of literature, culture and foreign language. Our school is one of the rare schools that has created its own tradition and corporate culture in 18 years, with its traditional Crystal Tulip awards, its bulletins and magazines, and books compiled from selected articles written by students. Our school strengthens its specialization infrastructure in the fields of sociology, psychology, law, political science, literature and other social sciences through seminar studies. In our school, which is a public high school where Ottoman Turkish was taught as a subject for the first time, our students are educated with the consciousness of history, which is one of the indispensable conditions of social sciences, and they gain the responsibility of building the future without turning their backs on rich cultural accumulation by establishing meaningful ties with the past. While we attach great importance to the success of university entrance, we also try to stay away from a mechanical approach that conditions smart young people to catch the right option in the university exam, and we try to help our students find themselves by giving them a good high school education in every sense. Based on the truth that values make people human, we strive to guide our students to become individuals who make sense of life and know how to share, rather than being individuals who are increasingly isolated and alienated by the fetishism of success. Our school succeeded in being one of the first project schools in December 2014 due to the success it has achieved with this vision.

Prof. Dr. Mümtaz Turhan Social Sciences High School, with its varied facilities like; a conference room, art and music rooms, a movie theatre, an indoor gymnasium, a workshop etc. provides the development of its students in the fields of art, culture and sports. There are around fifty active clubs established and run by students in our school.

National events, which have become a tradition, such as SOBİÇ (Social Sciences Workshop), ISBUF (Istanbul Social Sciences High School Forum), Sobil CELSE (Legal Activities such as Simulative Litigation, Hearing) are organized in our school. In addition, the members of our debating club, which stands out with its experience and knowledge, participate in Debating tournaments, our MUN (Model United Nations) club organizes SOBİLMUN event and they participate actively in prominent MUN events. IB Program students impress with their language skills and international perspective at MUN conferences.

School Administration

Being aware of the central importance of language in the success of the educational process, the school administration is in continuous communication with the IB Coordinator and teachers. The Administration provides personnel with the qualifications required by the IB program and provides the necessary opportunities for these personnel to continue their professional development. They strengthen communication and cooperation by establishing horizontal relations rather than hierarchical and bureaucratic relations, and ensures the formation of a positive school culture. In this sense, instead of the concept of management with hierarchical connotations, the concept of governance, which means joint and participatory management, comes to the fore. Creating a peaceful school culture full of trust, love, respect and peace is primarily the responsibility of the school administration. The school administration primarily ensures that the objectives are clearly defined and expressed. It fulfils the requirements to strengthen the infrastructure of the teaching environment in order to ensure that teachers and students have access to information. The administration arranges the processing of the courses in accordance with the curriculum and on time. While pursuing student-centred policies, it also strives to maximize employee happiness.

With an internationally visionary perspective, the school administration provides all the necessary materials to maximize the development of students in Turkish and foreign languages, updates the educational technology according to the requirements of the age, provides internet access and the continuity of a rich library.

Our Teachers

Since our school has the status of a project school, it has the opportunity to act autonomously in selecting its teachers. The teachers of our school are appointed directly by the ministry, and candidates are required to have taught for at least four years. Since courses such as TOK, Mathematics, biology, visual arts, global politics, and global perspective are taught in English, it is taken into account that they have received English education when selecting the teachers who will teach these courses. Teachers of our school improve themselves by participating in continuous professional development activities. The IB Program raises the quality of our school with its teacher profile who speaks a foreign language, has a global consciousness and is in constant development.

Our Students

Admitting students to high schools with a selection exam, almost all of the students of Prof. Dr. Mümtaz Turhan Social Sciences High School are naturally citizens of the Republic of Turkey and the language of education is Turkish. Unlike the general Anatolian High Schools, our school has Foreign Language Preparatory Classes, so the education is 4+1 years. Although the education is in Turkish, the language of instruction in IBDP and Cambridge IGCSE programs is partially English. There is a close correlation between the continuation and success of these programs and the success of our school's language policy. German, Arabic and French options are available as a second foreign language. The distribution of students in second foreign language education is generally 70% French, 20% German and 10% Arabic.

Language Policy

Our school is a social sciences high school. Due to the relationship between social sciences and language, our students' language skills are almost a prerequisite for their success. Prof. Dr. Mümtaz Turhan Social Sciences High School primarily tries to ensure that students can use their mother tongue Turkish very well. Those who know their mother tongue well are also more successful in learning a foreign language. The most important advantage of our school in terms of language is that it has a preparatory class. In 2020, Social Sciences high schools were given the authority to cancel the preparatory classes, but our school decided to continue the preparatory classes due to the importance it attaches to language. In our school, which has an English Preparatory year, it is aimed that our students learn English at the best level, in addition, it is also aimed that they learn one of the second foreign languages (German, French, Arabic) at a good level. Foreign languages are vital for our students to be global-minded, open-minded individuals, to understand different cultures and to open up to the world. The School Administration, the Board of Teachers, the Turkish Language and Literature Department, the Foreign Languages Department, the IB Coordinator, the Parent-Teacher Association, the Library Management, the Digital Content Development Club, all parents and students are responsible for achieving this goal.

School Administration, IB Coordinator, Turkish Language and Literature Department, Foreign Languages Department periodically review the language policy, which is prepared in a flexible and dynamic structure, at the end of each academic year, make the necessary updates and make the next year's planning. All stakeholders participate in this process and everyone's opinion is given importance. The educational philosophy of the school, the basic principles of the IB

Program, the language philosophy and language policy of the school form a whole harmony with each other.

Second foreign languages are given great importance in our school. These foreign languages expand the horizons of our school. Each different foreign language represents different perspectives, way of understanding, different culture and this adds richness and colour to school atmosphere. Since students learning different foreign languages interact with each other, each new information, new concept and each new perspective circulates within the school and makes a positive contribution to all stakeholders.

Our school is also a DELF exam centre. These exams, which are administered every year, motivate students and increase their interest in foreign languages. Since some of the students who have completed the IB Program are considering studying abroad, their motivation is higher in learning a second foreign language.

Our Language Philosophy

When the philosopher Wittgenstein said “the limits of our language are the limits of our world”, he meant to express that the limits of human horizons are drawn by language. The width of our world is as much as the vocabulary and concepts we have. Accordingly, learning a foreign language will expand the borders of our world as much as possible. Language is not only a means of communication, but also a system that enables us to think. The fact that man thinks and speaks and transfers his knowledge to future generations through writing is the main feature that distinguishes him from other living things. The most basic activities of education such as thinking, speaking and writing are directly related to language skills. It is known that children born in families where language is used at a high level can think more rationally and are more successful in education and life.

According to Sapir Whorf theorem, language is not just a means of communication. People grasp external reality through language. Every language is a worldview. Accordingly, learning a foreign language is also very important for understanding the world differently, understanding other worldviews and empathizing with people from other cultures.

As a world school, Prof. Dr. Students of Mümtaz Turhan Social Sciences High School’s students should be able to express themselves best in their mother tongue and learn at least two foreign languages in order to open up to the world. We consider foreign languages from an academic

perspective in order to follow the social sciences literature and innovations in every field. Our language policy is observed in the education of both mother tongue Turkish and foreign language courses. Our curriculum, with its interdisciplinary structure, prioritizes the active participation of our students and their learning through practice.

IB Programme and Our Language Philosophy

There is no incompatibility between our language philosophy and the IB Programme. We do not see a contradiction between the fact that we care about mother tongue education and that some languages are taught in a foreign language. According to our language philosophy, people can be successful in learning foreign languages to the extent that they know their mother tongue well, and at the same time, they can develop a deeper awareness of their mother tongue as they learn a foreign language. As they gain the opportunity to make comparisons between languages, they become more conscious about the language.

Raising the open-minded, global thinking type idealized by the IB Program will only be possible with foreign language teaching. The development of world peace depends on the strengthening of dialogue channels and the development of intercultural interaction. In the Global Politics course, which is one of the IB courses, these issues are specifically addressed in an interdisciplinary way.

Language Teachers

Prof. Dr. Mümtaz Turhan Social Sciences High School teacher staff consists of specially selected teachers with at least 4 years of experience. Before being appointed to our school directly by the ministry, our school administrators and head of departments hold a preliminary meeting with the candidate teacher. Regardless of the branch, the candidate teacher should use his/her language well, dominate the literature and innovations in his/her field, and express his/her knowledge with a strong language skill. Because, considering the fact that language is at the centre of learning, every teacher in our school is also seen as a language teacher and all teachers are expected to use the language correctly and effectively. In addition, the teachers of our school constantly participate in the trainings given by both the Ministry of National Education and the IB, and they renew themselves in teaching methods with new technologies.

Rate System

Although our students are close to each other in terms of academic achievement due to the fact that they have been enrolled in our school with a selection exam, there may be individual differences in language that cannot be ignored. Based on this, the **rate** system is applied in the preparatory classes and our students are divided into four different level classes. In each class, there might be individual differences arising from the level of interest, motivation, ability and readiness. Our teachers develop a set of special solutions for students after a certain recognition process.

Library

There is a close correlation between the effective use of language and reading books. People who read books are much more successful in both thinking and expressing their thoughts verbally and in writing. An equipped library is a must for a social sciences high school, and it is not possible to implement an IB program in a school without a well-equipped library. Prof. Dr. Mümtaz Turhan Social Sciences High School has two libraries; one in the school building and one in the dormitory. There are around 30 thousand books in these two libraries. In our school library, which was restored in January 2022, internet access has also been strengthened for making the library very attractive for students. In our school library, which has a professional staff, all books are labelled according to the international labelling system and their places are easily accessed. The books in our libraries are in Turkish, English, German, Arabic and French languages. The number and variety of foreign language books increased rapidly after the implementation of the IBDP program. In addition, the number of digital works is increasing rapidly. Two computers in the library are reserved for language studies only; earphones and special programs are installed.

Our libraries are rich in terms of dictionaries, spelling guides, etymology resources. In addition, there are books in the fields of philosophy of language, formation of language, grammar, syntax, phonetics and philology.

The number and variety of resources in the library are constantly being increased depending on the interest, need and curriculum. Demands from teachers and students are taken into consideration in determining the new resources to be taken. The librarian takes notes on the books requested by the students, and these books are included in the collection at the periodic evaluation meetings, if deemed appropriate by the teachers. Subscribed periodicals are also

evaluated and new subscription agreements are made in line with interests, needs and demands. There is no limit on the number of books to be purchased for the library, but it can be said that the average annual increase is around 5%.

Social Activities

Social events related to foreign languages are held at our school every year. On days such as Francophone Day, Shakespeare Day, Goethe Day, and World Arabic Day, students sing songs in related languages, and perform plays and musicals. These days are also functional in terms of getting to know the cultures of the countries where these languages are spoken. The clothes and dishes of the relevant countries are also exhibited at the events, and interviews are held with academics.

Relationship between Other Policies and Language Policy

There is a reciprocal relationship between language policy and other policies implemented at Prof. Dr. Mümtaz Turhan Social Sciences High School. The relations between these policies and language policy are briefly discussed below.

a)Registration-Acceptance Policy

Our school accepts students from an average of 4% segment with the entrance exam to high schools. There is no criterion other than the exam in the selection of the students, but the primary criterion in the selection of the students to be selected to the IB program is language skills. Candidate students applying for the IB are selected by the school through a written exam in Turkish and English disciplines. Our students, who benefit from the intensive and comprehensive English education applied in the preparatory class and the 9th grade, are successful in the IB selection exam.

b)Special Training Practices Policy

Our school has students with special educational needs time to time. Individual solutions are developed for these students who have visual, hearing, etc. problems and different teaching and examination methods are applied. We had a visually impaired student who was top of the school in previous years and completed the IB program with the highest score in his term. In order to develop this student's language skills, a method focused on listening and speaking rather than

reading and writing was developed and it was ensured that he benefited from the opportunities of technology as much as possible.

c) Assessment Policy

Evaluation is one of the important stages of the education process. The assessment system determines the student's relationship with knowledge. For example, students who are evaluated with a multiple-choice test, scan the resources thinking that a more superficial learning is sufficient. At Prof. Dr. Mümtaz Turhan Social Sciences High School, multiple choice exams are avoided as much as possible in Turkish and foreign language courses and in other courses. Exams and other internal assessment tools are designed in such a way that they do not lead the student to the memorization technique. In the assessment, as well as evaluating the student's knowledge and comprehension abilities, the student's ability to reason, establish relations correctly, use concepts appropriately, create coherent and grounded arguments, creativity, interpretation, expressiveness and the ability to construct a text are also taken into consideration. The development of students' language competencies is followed by projects, portfolio work, performance assignments, oral, written and visual presentations apart from the exams, and the results are presented to parents and students in a convincing way by explaining the evaluation criteria. Comprehensive assessments, including on-time and place feedback, are vital to the development of the student's language competencies. Since course classes formed in our school are according to language levels, it is important that students are evaluated correctly and that they receive education appropriate to their level by being in the right group.

d) Academic Integrity Policy

The basic condition for the development of our students is to fulfil their responsibilities honestly. Every student should reveal their creative potential through their own choices and ideas. For this, they should prepare original assignments with their own efforts and should never attempt to steal ideas under any circumstances.

Using plagiarism programs, we can detect whether our students have done their homework themselves. But more importantly, our teachers, who know their students well, can analyse the language and terms used to understand whether the homework was done by the student himself or not. Academically sophisticated texts cast doubt on the professionalism of conceptual formation.

The most important distinguishing feature of academic studies is to cite references. The use of any thought or information without reference is incompatible with academic integrity. Such an attitude is an infringement of intellectual property rights.