



**PRIVATE MAYA ANTALYA SCHOOLS  
(PMAS)  
IB LANGUAGE POLICY**

ANTALYA

2020-2021

## Contents

### IB Learner Profiles

.....	2
LANGUAGE POLICY STEERING COMMITTEE .....	3
LANGUAGE PHILOSOPHY and PRINCIPLES at .....	3
PRIVATE MAYA ANTALYA SCHOOLS .....	3
<b>MOTHER TONGUE POLICY .....</b>	<b>4</b>
<b>TURKISH LANGUAGE and LITERATURE DEPARTMENT .....</b>	<b>6</b>
<b>RESPONSIBILITIES and PRACTICES .....</b>	<b>6</b>
<b>Practices Made to Improve Mother Language Skills at PMAS .....</b>	<b>6</b>
<b>Support for Students Whose Native Language is Other Than Turkish .....</b>	<b>10</b>
<b>Grade-Level Practices in Mother Tongue Development .....</b>	<b>10</b>
<b>Assessing Mother Tongue Development Assessment .....</b>	<b>13</b>
<b>ENGLISH LANGUAGE POLICY .....</b>	<b>14</b>
<b>The Language Profile of the School Community .....</b>	<b>15</b>
<b>Admitting Students to PMAS English Programmes .....</b>	<b>15</b>
<b>English Instruction at PMAS Anatolian School &amp; Science and Technology School .....</b>	<b>16</b>
<b>Testing and Assessment of English at PMAS .....</b>	<b>16</b>
<b>Differentiation and Implementation in English Programmes .....</b>	<b>17</b>
<b>OXFORD AQA PROGRAMME at PMAS .....</b>	<b>19</b>
<b>CLUBS and EXTRACURRICULAR ACTIVITIES at PMAS .....</b>	<b>20</b>
<b>PMAS English for Academic Purposes Programme (EAP) .....</b>	<b>21</b>
LANGUAGE A: TURKISH LANG. and LIT. SL/HL .....	24
LANGUAGE B: ENGLISH SL/HL .....	26
<b>FOREIGN LANGUAGES POLICIES .....</b>	<b>27</b>
<b>German Programme as Elective Foreign Language Course .....</b>	<b>28</b>
<b>Russian Programme as Elective Foreign Language Course .....</b>	<b>29</b>
<b>Spanish Programme as Elective Foreign Language Course .....</b>	<b>29</b>
<b>REFERENCES .....</b>	<b>30</b>
<b>ANNEX .....</b>	<b>31</b>



# IB learner profile

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

As IB learners we strive to be:

## INQUIRERS

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

## KNOWLEDGEABLE

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

## THINKERS

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

## COMMUNICATORS

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

## PRINCIPLED

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

## OPEN-MINDED

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

## CARING

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

## RISK-TAKERS

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

## BALANCED

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

## REFLECTIVE

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

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

## LANGUAGE POLICY STEERING COMMITTEE

Besed on the suggestions and feedback received throughout the year, here at PMAS, we believe each teacher, each student, every parent and every administrative staff is responsible for and a participant in the development of school language policy; and is expected to have a right to have a word in the ongoing amendments to be made to the policy. The language policy steering committee, thus, gathers routinely throughout an academic year to evaluate all feedback, suggestions, evidence, and research for a better execution of the IB SL and HL programs and a clearer school language philosophy. Our school committee members are as follows;

The school prepares all its policies with a management team from each branch, and a committee selected from among students and parents. These policies are reviewed before the start of each year and necessary revisions are made. The relevant committee list is attached as an annex.

## LANGUAGE PHILOSOPHY and PRINCIPLES at PRIVATE MAYA ANTALYA SCHOOLS

This is a draft language policy study for PRIVATE MAYA ANTALYA SCHOOLS (PMAS) and updates will be made as needed. Reading this policy document alone can be misleading. Therefore, it should be considered together with other policies of our school.

The purpose of this language policy is to provide a framework for the principles and the philosophy of PRIVATE MAYA ANTALYA SCHOOLS in terms of its aims, approaches, and language teaching practices as part of the Ministry of Education National Curricula and IB DP Programme.

As PRIVATE MAYA ANTALYA SCHOOLS, we believe that language serves as a catalyst that enables communication among values, beliefs, and customs of a society. It is the means by which a culture with its traditions and shared values may be conveyed and preserved. Therefore, since it works as a basis for all communication and development of cognitive and personal development, language in an educational context is of crucial importance in putting across thoughts, information, and values.

Fostering international-mindedness and learner autonomy through research based academic practices, we also maintain that if the users of a language cannot improve their linguistic competence

through thinking, inquiring, and reflecting with an open-mind, then information cannot be passed along freely and extensively. We strive toward a mission here to enable our students not only to become academically successful individuals but also to be active and productive members of society.

Here at PRIVATE MAYA ANTALYA SCHOOLS, we firmly believe that every teacher is a language teacher too. By 'language teacher', we are of the opinion that while teaching a subject to his/her students in the best way possible, a teacher also teaches a wealth of terminology and expertise specific to his/her field. While students acquire and adopt the given specific subject matter knowledge, the opportunity fosters a lifelong enjoyment of learning, curiosity, cross-cultural understanding, multidisciplinary approaches, innovative methods and soft skills.

# PRIVATE MAYA ANTALYA SCHOOLS

## MOTHER TONGUE POLICY

**\*This is a living and working policy study for PMAS; and reviews, amendments, and updates will be made every year.**

**\*\*Reading this policy document alone can be misleading. Therefore, it should be considered together with other policies of our school.**

**ANTALYA  
2021-2022**

Here at PMAS, upon their arrival on school campus, every student is expected to declare a first language as mother tongue. Each IB DP (Diploma Program) student is given the right to study in their best language and in the languages taught as part of the DP programme. This is done to enable students to:

- Increase their understanding of several cultures, including their own
- Explore globally significant ideas and issues through different languages.

DP students therefore study at least two languages throughout their time in their programme.

([www.ibo.org](http://www.ibo.org))

Students who declare to have another language than English or Turkish as mother tongue are to receive support by school to maintain and improve their mother tongue knowledge and skills for their cultural and cognitive development. PMAS offers help and guidance in obtaining a teacher or a tutor for IB Language A self-taught course (SL) when available. PMAS may also offer guidance in finding an appropriate self-taught courses via IB approved PAMOJA courses. ([Pamoja: IB Online Courses \(pamojaeducation.com\)](https://pamojaeducation.com)) The tutoring agreement and the tuition details are to be negotiated between parents and the course provider organisation or the tutor.

It is important to note that all students at PMAS also receive English and Turkish courses as part of their Turkish National Curriculum. The medium of communication and instruction used at PMAS is Turkish, which is also the mother tongue of the citizens of Turkish Republic. All students from kindergarten to high school at PMAS receive Turkish as a course subject every academic year.

Due to the importance we attach to mother tongue education and development, all teachers in our school are also considered as mother tongue teachers respectively. Language is one of the most essential tools necessary to keep the prevailing cultural memory alive and transfer it between generations. Therefore, it is aimed that our students are competent in their mother tongue in all aspects. So as to achieve this goal, while our students are expected to have full command of the cultural codes in their mother tongue, it is also aimed to equip them with the ability to comprehend and use this mother tongue in line with universal values.

## **TURKISH LANGUAGE and LITERATURE DEPARTMENT RESPONSIBILITIES and PRACTICES**

At PMAS, a Turkish literature program is carried for all levels of Turkish learners which enables students to comprehend national and universal values as well as the language itself with its grammar rules. With the applied mother tongue and literature program in that language, students are provided with language skills for interpretation, speaking, listening, writing, collecting and communicating information. Comprehension of intertextuality is expected from students whose critical literacy and writing level is improved. As a result, in addition to narrative texts, students are expected to read and write didactic texts that evoke enthusiasm and excitement and are about personal life.

Furthermore, in the context of intertextuality, studies are carried out to enable students to handle a text type and translate it into another text type. It is ensured that the student, who is a reader and writer in all text types, keeps herself up-to-date while taking into account the needs of the age. Besides all of these, the student, who is expected to have a command of the terminology of the national curriculum subjects she attends, begins to acquire knowledge in that subject field in her mother tongue from all her teachers in the school.

The student who make gains in the above-mentioned points we tried to explain will have the ability to communicate socially and academically with all age groups. We can list these skills as self-expression, verbal, written, visual language skills, comprehension of main texts and its sub-texts, and developing imagination, etc.

### **Practices Made to Improve Mother Language Skills at PMAS**

#### **1. Arte-Scienza Certificate Programme**

A digital port folio file is prepared for students. The print of the portfolio file is given to the student. Port folio works of the students are processed by the advisor teacher with the approval of the school director. Student information about the Arte / Scienza Certificate Program is made through the advisor teacher, and the student is monitored by the advisor teachers. Arte / Scienza Certificate Program is discussed in detail in individual meetings held twice a semester with the student, and it is aimed to raise the student's awareness about himself.

**Arte-Scienza Certificate Content:** READER YOUTH, ENGLISH MASTERY, PERSONAL DEVELOPMENT SEMINARS, SOCIAL CLUB STUDIES, PROJECT STUDIES, FOUR CAMPS in FOUR YEARS, COMMUNITY SERVICE STUDIES, EIGHT 21st CENTURY SKILLS in EIGHT TERMS, INDIVIDUAL POSITIVE DIFFERENCES STUDIES.

**a) READER YOUTH:** Students read six books (three Turkish and three English) among the books determined during one academic year, and twenty-four books (twelve Turkish and twelve English) at the end of four academic years. Students examine, present and report the works they read with a literary concern and perspective. These studies enable the student to recognize the development of the mother tongue and the aesthetic concerns of the culture to which the work is related.

**b) PROJECT STUDIES:** Maya Anatolian High School students participate in the project work at the end of an academic year. It prepares the reports, presentations and files of this project work. While these studies develop the student's self-expression skills, the terminology of the language and the field of study is mastered.

**c) INDIVIDUAL POSITIVE DIFFERENCES STUDIES:** A certificate is attached to the port foil of the student who reads more than the number of books determined during the academic year in Maya Anatolian High School.

## **2. MAYAcademy Student Bulletin**

Mayakademi Student Bulletin; students, study summaries and reports, in-school and out-of-school degrees, literary writings, etc. is a periodical they published. All of the editing processes such as the collection and evaluation of the text and visuals to be published in Mayakademi, and the preparation of page layouts are carried out by the students. All studies to be published in the Mayakademi Student Bulletin, which consists entirely of students, are prepared by the students. The fact that the entire publishing process is the responsibility of the students enables students to improve their literacy,

language skills, self-expression skills and self-confidence, increase their sense of responsibility, and recognize the types of text to be published and their structural features.

In addition, the selection of the works to be published in the newsletter by the editors and the editorial board in line with the criteria determined by the application gives students international language skills that are necessary to publish their work in a periodical.

The supervision of this publication, which is completely carried out by the students, is performed by the teachers of the department of Turkish and the school principal.

### **3. Drama and Poetry Events**

The literature of a language shows the richness of that language. Likewise, the student who can use his / her mother tongue to perform the literature of that language provides high level native language usage gain. Our institution aims to enable our students to master every sound, syllable, word and region of their native language. In line with this goal, it supports the acquisition of creating metaphors in students' mother tongue and reaching the richness of subtext with these metaphors.

Our students recognize and voice texts that arouse enthusiasm and excitement in their native language at poetry night events. In the theater activity, they read the selected plays, analyze characters and do character-player matching activities. After this first step, each actor adapts his character to his personality without leaving the context of the drama text. Eventually, the final work is staged. These staging activities improve our students' native language skills and their ability to express themselves effectively in public.

### **4. Essay and Debate Competitions**

Debates provide students with the ability to evaluate current local and global issues with rich content. Through debate, students' ability to speak improves and their interpretation skills increase. Thus, students gain the ability to express themselves in public, to produce ideas on different issues, to defend their own ideas, to understand different views better by empathizing as well as respecting.

Another phenomenon that improves language skills is the writing process. Due to word selection, sentence and paragraph editing, subtext creation and similar activities, the writer individual begins challenging his own literary skills, and, as a result, he develops. Our students write articles in many genres such as essays, stories, scripts, biographies, autobiographies, news and articles. Regular assignments and guidance are given on subject matter to give students the habit of writing.

Our students participate in in-school and out-of-school competitions and activities with this work. These competitions and activities create concrete feedback that will encourage students to write.

### **5. International Youth Award**

The "International Youth Award" program has positive feedback on mother tongue and foreign language, both verbally and in writing. The program, which paves the way for cultural sharing, positively affects language development in the context of reporting and presenting the activities.

Let us explain the purpose of the program in the words of Prince Philip, Duke of Edinburgh, the founder of The Duke of Edinburgh's International Award Program:

“Young people growing up in this modern complicated world have many difficulties to face, and opportunities for personal achievement are often limited. At the same time parents, teachers, voluntary organisation leaders and employers, who recognize their responsibilities towards young people, also have their problems. This scheme is intended to help both the young as well as those who are concerned for their welfare. The object is to provide an introduction to worthwhile leisure activities and voluntary service; as a challenge to the individual to discover the satisfaction of achievement and as a guide for those people and organisations who would like to encourage the development of their younger fellow citizens. I hope that all those who take part in this scheme will find an added purpose and pleasure in their lives. I am quite sure that all those who help to run it will gain that special sense of satisfaction which comes from helping others to discover hidden abilities and to overcome a challenge.”

### **6. Who's in my suitcase?**

"Do you know this person?" It arouses an element of curiosity and encourages students to research and discover. Presenting these researches and discoveries at the end of the activity in written, visual and auditory forms, students develop the use of language, field terminology and recognizes the language and culture of the researched person.

### **7. Library Use in Language Teaching**

Instant and easy access to information and documents is one of our primary goals at our school. Accordingly, up-to-date information and document services are provided to students in the school library in an integrated manner with developing technology. Our school library provides consultancy

services for research topics, providing readers with resources in different languages and environments, guiding in project development and writing, and lending books.

Our school library has a library officer who is competent in information and document management. The primary task of the library officer is to assist students in literature review and to guide students in their projects and studies. Another responsibility of our staff is to support students in their essay studies.

Our library has resources in different languages, especially Turkish, English, German, Russian and Spanish. With these resources, our students' mother tongue and foreign language development are supported.

All of our teachers aim to bring them to the library by following up-to-date resources in their fields. In continuous cooperation with publishers, new resources are brought to our library through purchases and donations and are made available to our students.

In addition to the services offered within the library of our school, in line with the protocol signed with Akdeniz University, additional library services offered at the university are also made available to our students.

### **Support for Students Whose Native Language is Other Than Turkish**

At the beginning of each year, Turkish competency of students whose mother tongue is not Turkish is assessed in writing and speaking. Students who need Turkish support first do comprehension, reading and writing exercises with their Turkish teachers. Students who reach the desired level begin to receive support from other subject teachers for the terminology of that specific subject. In addition, in this process, a student whose mother tongue is not Turkish is matched with a student whose mother tongue is Turkish, creating an in-class and out-of-class interactive environment. In this way, speaking competency, reading comprehension, and writing skills of that certain student gradually and rapidly improve.

### **Grade-Level Practices in Mother Tongue Development**

#### **Grade 9 Turkish Language and Literature**

In the 9th grade Turkish Language and Literature course, besides grammar teaching (word types, spelling, punctuation), especially reading, writing and oral communication studies are carried out. In addition, book reading and evaluation activities are carried out. Written and oral works are included in various literary genres such as fairy tales, fables, poems, theater, stories, novels, biographies, autobiographies, letters, e-mails, diaries and blogs in line with the curriculum of the Ministry of National Education.

Literature lessons that increase sensitivity and interest in our language enable students to express themselves verbally or in writing, as well as to instill self-confidence by preparing an environment for the development of their speaking skills in public.

### **Grade 10 Turkish Language and Literature**

In Grade 10 Turkish Language and Literature lessons, it is among our main objectives to see the change and development of Turkish literature in history, to detect the periodic differences and similarities and the transitions between genres.

Through the selected literary texts, our students are able to recognize Turkish culture and the subtleties of Turkish, and to use Turkish in written and oral expression in a careful, conscious and proper manner.

In our courses, our students receive training to gain aesthetic pleasure by examining important works written in different periods of Turkish and world literature. Among our studies, listening, reading comprehension and critical reading through the texts have an important place.

### **Grade 11 Turkish Language and Literature**

As part of Grade 11 Turkish Language and Literature course, story genres, poems, novels, articles, conversations, criticism, interviews and theater and the authors of such works are introduced. While examining the Turkish Literature Developing under the influence of the West and the literary genres written in the early Turkish Republic period, the reflection of the characteristics of the period on the literary texts is examined. In addition, it is aimed that our students have an idea about the formation of today's literature by bringing together distinguished examples of these periods. Students are given writing activities for literary genres. In addition, presentations on different topics are made by students throughout the year. While examining literary genres, there are also reminders and completion studies about expression defects, spelling and punctuation, sentence elements, and sentence types.

## **Grade 12 Turkish Language and Literature**

In Grade 12 Turkish Language and Literature course, our students are introduced to the distinguished works of Turkish literature in the Republic Period. These students are taught about the philosophy and art movements that extend until today and appear in different lines.

They have the opportunity to learn the recent past of the society they are in with literary works on the one hand, and also have artistic taste and intellectual knowledge.

Grade 12 Turkish Language and Literature course subjects are also of great importance in terms of the university entrance exam. For this purpose, while focusing on meaning in the word, meaning in the paragraph, spelling and punctuation, general repetition of all grammar topics are also included. Our students are supported with the tests given after the subject repetitions, with studies for TYT and AYT (university entrance) exams.

### **In-Class Activities**

In-class activities are carried out with group discussions such as group work, individual, dual presentations or debate, and question-answer method.

The use of visual and audio materials in all presentations is given importance. Students prepare presentations through websites, applications and programs suitable for pedagogical approach via the Internet. A rich variety of writing exercises present speech texts in accordance with diction rules which make reading activities in various genres. These studies are sometimes supported by writing literary articles to students.

### **Extracurricular Activities**

In line with the curriculum applied throughout the year, it is ensured that writers, poets and artists from the world of literature and art meet and meet with our students. Workshops and interviews are organized.

Theater plays selected by the City and State Theaters in accordance with the topics covered as part of curricula can be watched.

The students at PMAS participate in activities such as competitions, seminars and meetings organized by the Ministry of National Education, private secondary education institutions and universities.

## Assessing Mother Tongue Development Assessment

At PMAS, an all round mother tongue development programme that focuses on both collective learning and individual needs is supported and carried out under the headings already explained above. The language acquisition progress made by students is followed in line with the plans determined by the branch teachers, psychological counseling unit, assessment and evaluation unit and the school administration.

Students are evaluated on two written exams and two performance grades per semester. Their termly and annual averages are calculated at the end of each term. Performance grades consist of Turkish activities that students do in and out of the classroom throughout the semester, their achievements, the homework and the projects they complete. In addition, activity, project implementation reports, screening and trial exams, and measurement and evaluation processes are supported.

In these assessment and evaluation processes, suitable methods and practices are decided by discussing with their families and psychological counseling unit for students who have problems in adapting to the program and learning. In-class and extra-curricular support programmes (MADEP - Maya Academic Support Program, MÜDEP - Maya University Support Program) are offered to students individually.

# PRIVATE MAYA ANTALYA SCHOOLS

## ENGLISH LANGUAGE POLICY

**\*This is a living and working policy study for PMAS; and reviews, amendments, and updates will be made every year.**

**\*\*Reading this policy document alone can be misleading. Therefore, it should be considered together with other policies of our school.**

ANTALYA  
2021-2022

## The Language Profile of the School Community

The majority of students studying in Maya Anatolian High School are native Turkish speakers who are born and grown up in Turkey. The main communication language used in PMAS and outside the classroom is Turkish. Regarding the range and types of mother tongue in the community, the school itself is located near the city centre in Antalya, and accepts students from all backgrounds, walks of life, and provinces nearby. According to the data provided by the Governor of Antalya in 2020, the number of foreign residents living in Antalya and in its provinces is nearly one hundred thousand (1). As a result, PMAS are eligible to enroll any eligible student whose native language is other than Turkish. At PMAS, we believe that receiving a modern and open-minded education is the right of every child, and therefore, to ensure that we are striving for the creation of a mutually and internationally respectful and supportive school community with all parties involved.

The distribution of students studying at PMAS can be found below:

	No. of Turkish Students	No. of Int. Students	Nationality
Grade 9	68	6	RUSSIAN - UKRAINE
Grade 10	72	4	RUSSIAN - CIRCASSIAN
Grade 11	48	1	UZBEK
Grade 12	45	2	RUSSIAN - UKRAINE

The format of Turkish language support provided to those students can be found in details in Turkish Language Policy section.

## Admitting Students to PMAS English Programmes

The second language that is instructed at PMAS is English. All of the English medium programmes such as AQA, EAP, and DP and their coursework and projects are instructed in English.

All PMAS students who move from Grade 8 to Grade 9, or decide to study at PMAS as of Grade 9 have to take Online Oxford Placement Test (OPT) and be streamed into their appropriate level classified as 'Level classes'. The OPT exam evaluates receptive skills (Reading, Listening) and grammar knowledge of the new youth intake to the High School section. Each of these receptive skills is scored on a quantitative scale without any deduction for wrong answers, and then, their raw scores are defined by Council of Europe CEFR Can Do Levels. Meanwhile, students' productive performances, Speaking and Writing per se, are assessed by exPMAS prepared by school English teachers again based on the rubrics framed within CEFR Levels.

### **English Instruction at PMAS Anatolian School & Science and Technology School**

English is instructed at PMAS as part of a four years foreign language programme. As already mentioned above, students of all grades are streamed into level classes based on their CEFR scores received from OPT Exam. PMAS mainly consist of two bodies; Anatolian School and Science and Technology School. Anatolian School Grade 9 students take 9 hrs/wk, Grade 10s take 8 hrs/wk, and Grade 11s take 4 hrs/wk respectively. As for Science and Technology students, the weekly instruction of English instruction is 7 hours for Grade 9, and 4 hours for Grade 10 respectively. For each Grade 9 and 10 class separately, an additional 2 hours of English as a Second Language instruction is provided on a weekly basis as well. The targeted English competency for PMAS students at the end of their Grade 11 is CEFR B2. However, if PMAS students decide to start their DP Curriculum following the completion of Grade 10, they can opt to leave the national program designed by Turkish Ministry of Education and begin studying DP Curriculum given the minimum admission requirements have been met.

### **Testing and Assessment of English at PMAS**

Here at PMAS, testing and evaluation methods are carried out in one academic year over two semesters, fall and spring, and are evaluated internally. Students are evaluated on two written exPMAS and two performance grades per semester. Their termly and annual averages are calculated at the end of each term. Performance grades consist of the English activities that students do in and out of the classroom throughout the semester, their achievements, the homework and projects they have completed.

By the end of the 9th grade, the students in the upper level are expected to reach the CEFR B1 level, and the lower level students to reach the CEFR A2 level. Formative assessment methods are applied

throughout an academic year, and an overall average point grade is calculated as a result of yearly evaluations. For students who have problems in adapting to the program and in their learning process, the best suitable support methods and practices are decided after discussions with their families and psychological guidance unit. In and out of class support progrPMAS (MADEP - Maya Academic Support Program) are offered. Students who are successful at the end of each academic year continue with a higher level program next year. Students who fail to complete the program successfully repeat the same level the next year. This cycle repeats itself until the end of the 11th grade.

### **Individual English Support**

Here at PMAS, students in need of individual English support and supplementary material are detected by their English teachers and by the Department of PCG (Psychological Counselling and Guidance) working collaboratively with families. Throughout an academic year, regular meetings and phone sessions are held with students and their parents. The assistance to be provided for students in need is then decided and acted upon.

### **Differentiation and Implementation in English Programmes**

English as a Foreign Language Programme for Academic Purposes (EFLAP) is instructed at PMAS as part of a three year foreign language programme. Regardless of his/her enrollment date or grade at PMAS, every student is streamed into level classes based on his/her CEFR Skills scores received at Oxford Placement Test and the Speaking and Writing Tests administered by school teachers. OPT exam evaluates reading, listening, and grammar competency of each student out of a quantitative scale without any deduction for wrong answers. Meanwhile, their productive performances, Speaking and Writing per se, are assessed by English department.

As already mentioned above, based on the results obtained from level exPMAS, all newcomers are grouped into a suitable level programme. Within their respective level group, each English level programme aims to enable them to realise their maximum potential with the target CEFR level of B2. A core curriculum for each group level instructed at PMAS has been designed by Ankara Maya Schools in the city of Ankara, the headquarters and the owner of Maya Schools franchise. The use of tools, methods, and strategies suitable to the needs of PMAS students in Antalya are then adapted

and modified by PMAS English language teachers in Antalya. While doing so, each level group of students' proficiency levels, learner profiles, age related needs and other details are given due care in the planning and implementation of the programme.

### **Mobility Among English Levels Depending on Progress**

Mobility among English level programmes is also possible as long as students prove that they have participated in a respectable English language programme elsewhere and obtained a valid certificate. Yet, they still need to sit PMAS' own official level placement assessment to obtain the minimum cut off score in order to be able to make a level up. Another way for a student to make a level up among English programmes is being eligible to receive a recommendation by his or her English teachers' end-of-year evaluation meetings. Regarding a student's overall progress, English teachers carefully examine the data collected through formative and summative assessment during an academic year, and then if they reach a consensus on giving a student level up, he or she can make it to a higher level English programme next year.

During these end-of-year meetings or other routine monthly meetings, English language teachers also consider students' learning styles and learning strategies they adopt, and the difficulties they face. English language teachers continuously provide constructive feedback to students and parents to support students' language development and suggest strategies to enable them to reach a higher proficiency level.

English language teachers at PMAS also establish and run several extracurricular clubs to encourage higher achievers while motivating 'strugglers' to take an active role in the PRIVATE MAYA ANTALYA SCHOOLS Model United Nations (MayAntMUN) Club, PMAS Debate Club, EAP (English for Academic Purposes) and CLIL (Content and Language Integrated Learning) courses on Physics, Biology, Chemistry, and Maths. These study groups and clubs follow certain guidelines and curricula designed by related department teachers while holding regular meetings on certain weekdays after school hours as well as on Saturday. The main aim of these extra programmes is to provide students with the skills necessary for their personal and academic development.

### **Referencing**

The main bibliography style adopted at PMAS is APA. The application of APA style is taught to all PMAS students who wish to attend and study DP Curriculum.

## OXFORD AQA PROGRAMME at PMAS

Oxford International Assessment and Qualification Alliance is considered the largest GCSE and A level provider in the UK which is one of the most important institutions providing international teaching programmes and qualifications in the field of exam practice worldwide. It conducts 7 million exams per year and is almost three times bigger than Cambridge Assessment in England.

OXFORD University contracts with institutions that meet the required criteria after it meticulously reviews and audits institutions which apply for the AQA Program. MAYA SCHOOLS is one of the two institutions that AQA has an agreement with in education sector in Turkey.

PMAS has adopted the mission of giving the best and the highest quality to its students when choosing international programmes, as in every subject. Reasons for choosing the Oxford AQA Programme;

- Providing the opportunity to prepare for international competence and proficiency exams,
- Providing feedback to implementing schools with Enhanced Results Analysis- ERA and revealing the qualifications of students that should be supported,
- Increasing awareness of individual and cultural values by encouraging research and inquiry,
- Providing a content that empowers Turkish students who want to go the university and related departments,
- Recognized as a distinct academic achievement by the universities and employers around the world,
- Many universities abroad also evaluate the academic performance of students during their high school years in their university applications,
- Students can also make their education more qualified with providing skills like creative and critical thinking, problem solving,
- As a result of the long work of the best education experts and strong education team of England, reflecting the UK's most up-to-date standards,
- Providing the opportunity to work and communicate using English and the necessary basis for students to specialize by improving their interdisciplinary connection skills for students who want to study abroad,

- Preparing students for the IB Diploma Program,
- Thanks to the new 9-1 grade scale structure being implemented in England, results obtained are compatible with the UK schools.

Among the Grade 9 students that already study at PMAS, or newly enrolled students with English proficiency are included in the OXFORD AQA INTERNATIONAL GCSE programme. The English curriculum of Minister of Education is integrated with the GCSE English curriculum and is implemented at PMAS. These courses are as follows;

- Physics (ENGLISH)
- Biology (ENGLISH)
- Chemistry (ENGLISH)
- Mathematics (ENGLISH)
- English.

### **Purpose of the Programme**

The programme aims to bring out the best so that students can reach their potential and realize their drePMAS. It does this by providing high quality, fair assessments that allow all students to show what they can do.

The purpose of this international exam is to provide a qualified and equitable educational support as well as to register the achievements of successful and internationally qualified students. The program is supported by Oxford University, offering counseling and teacher training, and implemented in many countries.

## **CLUBS and EXTRACURRICULAR ACTIVITIES at PMAS**

### **PMAS MUN Club (MayAntMUN)**

At PMAS Model United Nations (MUN) club, MayAntMUN, where a simulation of an actual United Nations conference is realised, students follow global issues and discuss political, social, and actual happenings and issues from around the globe in English. Club meetings are held weekly and monitored by 'Trio', the administrator board which consists of three highly respected Grade 11 students by their peers negotiated and agreed upon by the English department teachers and school administrative board at the beginning of each academic year.

During MUN club activities, students are expected to solve a global issue through research, drafting, lobbying and debate to pass a suitable 'resolution'. They take on the roles of inquirer delegates, speakers, and chairs, representing different countries and work together with other students from different backgrounds to communicate and reach a solution for the agenda they are assigned.

They are also encouraged and expected to attend both national and international prestigious MUN Conferences which allow them to collaborate with their peers and exchange ideas while building confidence and leadership skills.

### **PMAS Debate Club**

Under the guidance of English department teachers, the members of PMAS debate club meet on a weekly basis so as to share ideas in a healthy discussion environment through debate. While discussing various topics on different social and actual issues from around the World, they are expected to develop self-confidence and a sense of responsibility, to use English language skills effectively and properly, to generate ideas for solutions, to enrich their knowledge on different perspectives, to gain confidence in public speaking, to respect ideas, to work together and to gain team spirit while becoming open-minded culturally aware free-thinkers. The club members are expected and encouraged to join at least one domestic or international debate contest throughout an academic year.

### **PMAS English for Academic Purposes Programme (EAP)**

After joining a threshold exam given at the beginning of each academic year, any eligible student passing the decided threshold (an overall command of English at min A2+ level) is provided with the opportunity to join a two academic years long EAP programme conducted weekly. The programme consists of two main parts: English EAP lessons designed and delivered by English department teachers, followed by content and language integrated lessons (CLIL) in Biology, Chemistry, and Mathematics subjects designed and delivered by the related department teachers respectively.

The main purpose of the English EAP programme is to help students develop the necessary skills required for academic success at an English medium university either in Turkey or abroad. The course is intensive in nature and enables students not only to develop their overall language skills,

but also to focus on developing specific academic skills such as listening, note taking, academic reading and writing, text types, presenting slides, preparing speech, and speaking. With its focused exam skills workshops that last for three months towards the end of each academic year, the programme also aims to prepare students for two most commonly administered English language proficiency exams, namely IELTS and TOEFL.

# PRIVATE MAYA ANTALYA SCHOOLS

LANGUAGE A: TURKISH LANG. and LIT. SL/HL

LANGUAGE B: ENGLISH SL/HL

**\*This is a living and working policy study for PMAS; and reviews, amendments, and updates will be made every year.**

**\*\*Reading this policy document alone can be misleading. Therefore, it should be considered together with other policies of our school.**

## LANGUAGE A: TURKISH LANG. and LIT. SL/HL

### COURSE DESCRIPTION AND AIMS

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

Curriculum Model Overview

### **SYLLABUS COMPONENT**

Readers, writers and texts

Time and space

Intertextuality: connecting texts

Total teaching hours

Readers, writers and texts

#### HL BOOKS

“Yalnızlık Paylaşılmaz”	Özdemir Asaf	Yapı Kredi Yayınları
“Kırmızı Pazartesi”	Gabriel Garcia Marquez	Can Yayınları
“Semaver”	Sait Faik Abasıyanık	İş Bankası Kültür Yayınları
“Bu Ülke”	Cemil Meriç”	İletişim Yayıncılık
“Keşanlı Ali Destanı”	Haldun Taner	Yapı Kredi Yayınları
“Therese Raquin”	Emile Zola	Ayrıntı Yayınları
“Yürümek”	Sevgi Soysal	İletişim Yayınları
“Kozalar”	Adalet Ağaoğlu	Everest Yayınları
“Bülbülü Öldürmek”	Harper Lee	Epsilon Yayınevi
“Hamlet”	William Shakespeare	İş Bankası Kültür Yayınları
“9. Hariciye Koğuşu”	Peyami Safa	Ötüken Neşriyat
“Bir Deli Ağaç”	Pınar Kür	Can Yayınları
“Müfettiş”	Nikolay Gogol	Can Yayınları

#### SL BOOKS

“Yalnızlık Paylaşılmaz”	Özdemir Asaf	Yapı Kredi Yayınları
“Kırmızı Pazartesi”	Gabriel Garcia Marquez	Can Yayınları
Semaver”	Sait Faik Abasıyanık	İş Bankası Kültür Yayınları
“Keşanlı Ali Destanı”	Haldun Taner	Yapı Kredi Yayınları
“Therese Raquin”	Emile Zola	Ayrıntı Yayınları
“Bülbülü Öldürmek”	Harper Lee	Epsilon Yayınevi
“Yürümek”	Sevgi Soysal	İletişim Yayınları
“Hamlet”	William Shakespeare	İş Bankası Kültür Yayınları
“9. Hariciye Koğuşu”	Peyami Safa	Ötüken Neşriyat

## LANGUAGE B: ENGLISH SL/HL

### COURSE DESCRIPTION AND AIMS

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language. 8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

### HL BOOKS

The Hunger Games	Suzanne Collins.
Animal Farm	George Orwell.

# PRIVATE MAYA ANTALYA SCHOOLS

## FOREIGN LANGUAGES POLICIES (GERMAN, RUSSIAN, and SPANISH)

**\*This is a living and working policy study for PMAS; and reviews, amendments, and updates will be made every year.**

**\*\*Reading this policy document alone can be misleading. Therefore, it should be considered together with other policies of our school.**

### **Foreign Languages at PMAS**

The third group of languages that are instructed electively at PMAS are German, Spanish, and Russian as elective courses. Below can be found the details of each course.

#### **German Programme as Elective Foreign Language Course**

At PMAS, one of the foreign languages offered in instruction other than English is German. It is applied in a two-years program. German is offered to our students as an elective foreign language course. Our weekly class hours at the Anatolian High School and Science and Technology School are 2 hours a week for both 9th and 10th grade students.

In German language lessons, the emphasis is placed on four basic skills according to the Common European Framework of Reference for Languages (CEFR). These four main skills are: listening comprehension, reading comprehension, writing, and speaking skills. The materials and exercises used in the course are selected in accordance to these four basic skills and the CEFR.

The main goal in the 9th grade German instruction at PMAS is to complete the German A1 Level and prepare students for the A2 level. In 10th grade, our goal is to make our students reach A2+ level competency.

In the 10th grade, students may undertake the internationally recognized A2 Certificate ExPMAS administered by the Goethe Institute.

The ultimate aim of the whole German instruction at PMAS is not only to teach languages but also to show our students that language learning is more than just memorizing knowledge. The programme focuses on the country where the target language is spoken. The programme also emphasizes the cultural and historical aspects of Germany.

### Russian Programme as Elective Foreign Language Course

Russian Programme at PMAS, namely Anatolian High School and Science and Technology High School, is given as part of foreign languages programmes offered at PMAS. Russian language, which is taught as an elective foreign language course, is scheduled as two hours per week in 9th and 10th grades in both school sections of PMAS. The main goal of Russian language programme in 9th grades is to bring students' language competency level to CEFR Level A1 at the end of their first year. In 10th grade, by the end of an academic year, students are expected to be able to command Russian language at A2+ level. Russian language programme is taught through 4 main skills: reading- understanding, listening, speaking and writing. All materials used during teaching terms are varied and multidirectional. The main aim of the programme at PMAS is to provide an enjoyable learning environment while enabling them to maximise their use of Russian competency.

### Spanish Programme as Elective Foreign Language Course

The Spanish program at PMAS is a two-years program, in which 9th and 10th grade students take 2 hours a week, adhering to the guidelines and leveling established by the Common European Framework of Reference (CEFR). The classes are instructed to enable them to advance two levels at the end of two years instruction beginning in Grade 9, that is, when a student enters with an A1 level, the expectations are that he/she reaches a range of A2 or A2+.

The aim of the programme is to allow them to certify their levels with DELE exPMAS, which are official qualifications accrediting the degree of competence and command of the Spanish language, granted by the Cervantes Institute on behalf of the Ministry of Education and Vocational Training of Spain.

Levels <i>MCER</i>	DELE exPMAS for schoolchildren (aimed at students from 11 to 17 years old)
A1	DELE A1 for schoolchildren
A2	DELE A2/B1 for schoolchildren
B1	

\*the graph obtained from <https://www.dele.org/> (accessed on 15-12-2019)

## REFERENCES

Language policy guidelines ([https://www.ibo.org/language-policy/#:~:text=The%20IB%20language%20policy%20defines,\(see%20below%20for%20definitions\).](https://www.ibo.org/language-policy/#:~:text=The%20IB%20language%20policy%20defines,(see%20below%20for%20definitions).))

Language policy, Updated 2014

General regulations: Diploma Programme, 2016

ANNEX

**STEERING COMMITTEES TABLE**

<b>HEAD OF SCHOOL</b>
<b>VICE-PRINCIPLE</b>
<b>IB DP COORDINATOR</b>
<b>LIBRARIAN</b>
<b>EE COORDINATOR</b>
<b>TOK COORDINATOR</b>
<b>HEAD OF TURKISH LANGUAGE AND LITERATURE DEPARTMENT</b>
<b>HEAD OF FOREIGN LANGUAGES DEPARTMENT</b>
<b>HEAD OF MATH DEPARTMENT</b>
<b>HEAD OF PHYSICS DEPARTMENT</b>
<b>HEAD OF BIOLOGY DEPARTMENT</b>
<b>HEAD OF CHEMISTRY DEPARTMENT</b>
<b>PSYCHOLOGICAL COUNSELLING AND GUIDANCE DEPARTMENT</b>
<b>A GROUP OF PARENTS</b>
<b>A GROUP OF STUDENTS</b>