



Privatschule der Deutschen Botschaft Ankara
Ernst-Reuter-Schule



ERNST-REUTER-SCHULE



Privatschule der Deutschen Botschaft (ERS)

Ankara

The Private School of the German Embassy(ERS) -Ankara

International Baccalaureate

Diploma Programme

IBDP 2023-2024

“Language Policy“



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“Language Policy“

The ability to communicate in a variety of modes in more than one language is essential to the International Baccalaureate (IB) concept of an international education that promotes intercultural perspectives.

This document describes and provides a framework for understanding the roles of language in learning and for the development of multilingualism in IB students. Drawing on academic theory as well as research, it presents a stance on **language and learning** that aligns the IB position with current thinking. It is intended for reference in programme curriculum planning and professional development. The audience for the document also includes all IB teachers, coordinators, workshop leaders and administrators.

The objectives are:

- to consolidate ideas expressed about language across the IB programmes
- to describe changes in language conceptualization, particularly in the field of sociolinguistics, and explain how they relate to language and learning in the IB programmes
- to make explicit the common underpinnings and understandings about language and learning in the IB programmes
- to provide guidance on pedagogy relating to language and learning in the IB programmes.

Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning.

(Corson 1999: 88)

The IB offers three high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through the development of intercultural understanding and international-mindedness. Crucial for the success of the programmes is a rich development of language and multiliteracies for all learners. The ability to



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communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural perspectives. Consequently, this requirement is built into the *Programme standards and practices* document (October 2010) and is an attribute of the IB learner profile. IB programmes offer a variety of opportunities for the development of multilingualism, recognizing that:

- multilingual classrooms are increasingly the norm
- the language profiles of IB students are diverse
- sometimes one language may be more dominant than another in the same individual.

The IB embraces this valuable potential and the need for guidelines for schools on the best practices for its nurture. Therefore, this document describes and provides a framework for understanding the roles of language in learning and for the development of multilingualism.

The Role of Language:

In the case of IB programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom.

(Ritchhart 2002: 141)



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Language Policy:

The language policy of the "Privatschule der Deutschen Botschaft (ERS) - Ankara" (The private school of The German Embassy (ERS) - Ankara) undergoes review by IB teachers, the head of school, and the head of the pedagogical department, taking into consideration the needs of students, teachers, and parents. This document encompasses the school's language philosophy and policy, incorporating provisions for second-language teaching, mother-tongue language, and host country language support as recommended by the International Baccalaureate Diploma Programme. It is expected that all teachers adhere to the ethos of the philosophy and fulfill the requirements outlined in the policy

We understand the significance of language as a tool for effective communication, inquiry, and cross-cultural understanding in our interconnected world. Our language policy is crafted in alignment with the principles and objectives of the International Baccalaureate (IB) Diploma Programme, aiming to foster linguistic competence, cultural appreciation, and academic excellence among our students.

Strengthening the German language proficiency (DFU) at the German Embassy School Ankara(ERS)

Introduction to the initial situation:

This document outlines the concept for enhancing *German language proficiency (DFU)* at the German Embassy School Ankara (ERS) and provides an introduction to the current situation.

The German School Ankara, designed as a "German Embassy School," was originally established to serve students whose parents are expatriates of German companies, officials of the Federal Republic of Germany, diplomats, or NATO delegates.



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Instruction at the German Embassy School Ankara, with the exception of the GIB program, is conducted in the German language following the Thuringian curriculum and authorized textbooks. Therefore, proficiency in German is a prerequisite for admission to the German School Ankara (ERS)

German, as the primary language of instruction, holds a central role in our educational approach. From Kindergarten through grade 10, German is the language used in teaching and learning, reflecting our status as an institution officially recognized by the German government.

In recent years, an increasing number of students whose mother tongue is not German have been admitted. Their language proficiency is assessed through an admission Interview. To participate in instruction at the German School Ankara, elementary school students must achieve a minimum oral proficiency level of B1 in German according to GER (Gemeinsamer Europäischer Referenzrahmen- European Reference Frame) standards, while students entering SEK-I (5th - 10th grades) must attain at least a B2 level in German. For admission to the IB program, proficiency in both German and English at level C1 is required.

Our school adopts a holistic approach to promote language acquisition and proficiency. German serves as the primary language of communication within the school and its community. All IB subject teachers recognize their role as language educators and actively support students' language skills development. The parent community aligns with our philosophy and participates actively in extracurricular activities to foster a culture of learning beyond the classroom.

In addition to native-level German instruction, we offer opportunities for students to acquire proficiency in modern foreign languages such as English, French, and Spanish.

At ERS-Ankara, we offer German as a foreign language for non-native speakers, starting in Primary school. Turkish language instruction is offered to both native and non-native speakers in grades 5 through 8, in order to foster a supportive environment for language acquisition and cultural understanding.



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At ERS-Ankara, foreign language instruction begins in grade 3 with English and French in grade 6 (grade 7 in the school year 2023/24) to enrich students' linguistic and cultural experiences.

Students interested in acquiring or improving their proficiency in the host country's language are encouraged to engage in extracurricular activities, clubs, and CAS activities.

We recognize that language proficiency is fundamental to further knowledge acquisition and provide regular feedback to monitor and support students' development accordingly

In accordance with IB Diploma Programme requirements, English serves as the medium of instruction for specific subjects, contributing to the development of language proficiency and academic achievement. Our school proudly offers the **IB bilingual Diploma** in German and English (GIB), reflecting our commitment to bilingualism and international-mindedness.

Language Philosophy:

At our school, language learning is a fundamental priority. We firmly believe that:

1. Learning languages fosters diversity and cultural awareness, equipping students to positively contribute to their local and global communities.
2. Proficiency in one's mother tongue is crucial for acquiring additional languages. Providing access to the mother tongue, recognizing the importance of the host country's language, and acknowledging English as a global language are imperative. The school values the mother tongue as integral to maintaining students' personal and cultural identities.
3. Language development is a collaborative endeavor and a shared responsibility. All teachers are considered language educators and are accountable for students' language development.
4. To facilitate language learning, we engage in partnerships with other international schools and organize projects to promote students' social and linguistic growth.



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5. Teachers strive to identify and support students' language needs by employing diverse methods and strategies for language learning and practice, encompassing both written and oral communication skills to enhance students' ability to communicate effectively.
6. Students are provided with opportunities to enhance their language skills across all subjects and disciplines. This approach fosters respect for diverse languages and cultures, nurturing students to become internationally-minded individuals receptive to ideas from around the world.

Language Profile:

The Ernst-Reuter-Schule (ERS) is a German school located in Ankara, Turkey, primarily attended by German students, with a portion having Turkish backgrounds and others hailing from various countries such as Austria, Switzerland, China, and more.

German serves as the primary language of instruction at the school. Over time, the school community has expanded to encompass the larger, diverse population of the city, welcoming students from different nationalities who speak a variety of languages including German, English, French, Turkish, and others.

To ensure language proficiency among all students, a German language course is successfully completed at each grade level. Additionally, English language courses commence from 3rd grade onwards, providing students with essential skills in another widely spoken language. Furthermore, French language courses are introduced starting in 6th grade, broadening students' linguistic abilities and cultural horizons.

Language Instruction:

- As a school officially recognized by the German government, our primary language of instruction is German, which serves as the mother tongue for the majority of our students. We proudly offer the IB Bilingual Diploma in both German and English, with German A Literature HL being a mandatory subject



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for all IB DP classes, alongside required German language courses throughout lower grades.

- According to German IB school (GIB) regulations, all IB students are mandated to undertake History HL and Biology HL, German HL, as well as TOK, in German.
- English functions as the secondary language of instruction at our school. We provide English language learning programs starting from 3rd grade. In the IB program, English A Language and Literature SL is compulsory, along with Mathematics SL taught in English. Additionally, Physics SL in English is available as an optional course.
- Turkish, as the language of the host country, is offered at ERS from 2nd grade through 8th grade. Regrettably, due to limited enrollment in the IB program, Turkish language cannot be offered as an option. However, students have opportunities to engage with the local community through their CAS activities.
- French language instruction begins as a third language option in middle school, starting from grade 7.
- Spanish ab initio SL is provided within the IB curriculum, with many IB students opting for this language over Physics SL.
- In the sciences (HL Biology and SL Physics), students acquire technical terminology in the respective subjects and languages necessary for effective communication. Proficiency in this area is essential for presenting factual information and data, as well as addressing goal-oriented questions fluently and accurately. Depending on the task, students must be able to compose technical papers or provide concise responses to subject-related inquiries.



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- The IB Coordinator oversees students' progress and facilitates communication among the school, students, parents, and any external language support services, if required.
- Communication with non-German speaking parents and guardians is conducted directly in a mutually understood common language, typically English or Turkish, or through translation services.
- Mother Tongue Support: ERS recognizes the significance of nurturing students' mother tongue to foster personal identity, cultural heritage, intellectual growth, and academic achievement.

Language teaching Methods in ERS:

The German School Ankara (ERS) offers German as a foreign language course. Instead, language proficiency tests such as the Marburger Sprachverständnistest, Duisburger Sprachstandstest, and Online-Diagnosis Westermann focus on key areas within ***German as a second language (DAZ)*** lessons. These DAZ lessons are conducted for two hours per week in grades 1-6, with the exception of class 5, where DAZ is taught for one hour. A team of teachers leads and monitors these DAZ lessons.

Children with non-German mother tongues at our school typically demonstrate strong skills in dialogic speech in the German language, which is crucial for academic success. However, professional competence remains a priority. Therefore, the aim of DAZ teaching and DFU (German Subject Teaching) is to enhance these competencies and others. By linking DAZ/DFU contexts to everyday life experiences, our goal is to facilitate active language skills development, both orally and in writing, among students.



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The **DFU (German Subject Teaching)** Specialist Teachers at ERS Ankara have devised a concept to improve language skills, catering to students, including those from expat communities who have received schooling abroad. The objective is to deliver effective age-appropriate lessons while reinforcing the integration of various areas from kindergarten through secondary school (grades 5-10). Individual student support is of utmost importance in this endeavor.

In kindergarten, where German is not the mother tongue for some children, it's imperative to ensure German language support is provided in the home environment. Parents are reminded of this special responsibility, and children are encouraged to join kindergarten before the age of three (or even age 0-3). Admission to the German School Ankara (ERS) is not guaranteed upon enrollment in kindergarten, and decisions regarding school admission are made collaboratively by school and kindergarten teachers before grade 1.

The language support program in kindergarten aims to offer holistic language assistance to children with non-German mother tongues, enabling them to navigate everyday situations, meet social demands, and foster socialization skills.

For primary school students, learning contents in grades 1 and 2 are imparted through playful, age-appropriate methods. Students are grouped based on their language proficiency levels and receive tailored support, following the principle of a spiral curriculum. The DAZ box and other materials from Finken Verlag are utilized for weaker students in the classroom.

As students transition from elementary to secondary school (SEK I, grades 5-10), the Duisburg language proficiency test is implemented to assess learners' language levels comprehensively. Additionally, written language proficiency tests are conducted for students with linguistic deficits in grades 6 and 7, aiming to diagnose educational needs effectively. Those requiring additional support receive two extra hours of German lessons per week, in addition to regular classes, starting from grade 8.



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In the IB program, students are expected to enhance their linguistic competence further. Instruction aligns with the technical terminology contents of the IB curriculum, emphasizing the importance of explaining, practicing, and consolidating linguistic innovations to prevent a decline in language skills. German remains the primary language of instruction in the IB, with an emphasis on introducing technical terminology and foreign words. Each student maintains a dictionary of foreign words, ensuring continuous vocabulary development.

To ensure DFU at the German School Ankara (ERS) and uphold high standards of language-sensitive teaching, PQM (Pedagogical Quality Management) is observing the classrooms. Teaching is supervised with observation assignments and evaluated accordingly. Additionally, colleagues conduct collegial teaching visits once in a year, with observation assignments tailored to individual needs.

The DFU working group at ERS meets regularly to review previously used standards and discuss new pedagogical approaches. This ongoing exchange ensures the use of contemporary teaching methods. Furthermore, a promotion network group coordinates funding priorities related to transitions between different school types (elementary, secondary, IB), promotion, and language, discussing and planning DFU and DAZ topics.

IB Language Offerings:

At our school, we provide the IB bilingual Diploma program in German and English. Consequently, the following subjects are taught in their respective languages:

- German HL
- History HL in German
- Biology HL in German
- TOK in German
- English A SL
- Mathematics SL in English
- Physics SL in English
- CAS in German & English



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In addition, we offer:

- French B SL
- Spanish ab initio

Host country Language support:

- ERS offers various in-school clubs and activities in the Turkish language, the language of the host country. This provides students with opportunities to engage with the local community and enhances their cultural understanding and international-mindedness.
- CAS (Creativity, Activity, Service) activities within the IB program often involve participation in the local Turkish community. Additionally, the Model United Nations (MUN) program contributes to students' proficiency in the host country language.
- Unfortunately, due to the limited number of IB students, ERS cannot offer Turkish language courses as an option to students.

Mother Tongue Language support:

- ERS places great emphasis on the importance of the mother tongue.
- At the conclusion of the 10th grade, students undergo an oral examination to assess their proficiency in their native language, and at the completion of the IB DP (International Baccalaureate Diploma Programme), a German Language certificate is conferred upon students.
- ERS encourages students to be mindful of their identity and culture, thereby promoting the improvement and maintenance of their mother tongue.



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English Language Support:

- Students commence English classes in 2nd grade, ensuring proficiency by the time they enter the IB-Programme.
- Access to the school library and other resources enables students to enhance their English skills through self-study, tutoring, or peer assistance.
- Some students have previously lived and studied in English-speaking environments, leading to advanced English proficiency.
- Given the importance of English for global communication across disciplines, we prioritize English language learning through coursework and school activities.

Admission Policy in IB Related to Language Policy:

- For admission to the IB, proficiency in German and English at the C1 level is required. Students must pass oral and written examinations at the end of 10th grade to qualify for the IB programme. Proficiency in German is expected for Biology, History, and TOK, while English proficiency is necessary for Mathematics, Physics, and CAS.

Assessment Policy Related to Language Policy:

Students must pass 10th grade examinations to qualify for the IB and receive the "Zugangsberechtigung für die Oberstufe" (qualification for the upper secondary level).

Library and Other Resource Support for the Language Policy:

The ERS library offers language books, monolingual and bilingual dictionaries, and internet access to translation software for all languages. Additionally, German, English, French, and Spanish dictionaries are available in IB classrooms.



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Supporting Students in their Language Needs and Providing Feedback on Progress:

- Tutoring and supportive classes are offered in primary and middle school to assist students in strengthening their German and English skills.
- Feedback on language development is provided to students in report cards, and parents are informed about their children's language progress in parent-teacher meetings. If additional support is needed, discussions with parents are held.
- Individual feedback days allow students to receive one-on-one feedback from teachers on their language and overall academic progress.

Action Plan in IB Language Policy:

- We commit to reviewing our language policy annually, ensuring transparency and communication with the entire school community. Changes to the policy will be communicated to IB parents through annual meetings.
- Parents will be encouraged to engage in their children's language learning at home, fostering development in both the mother tongue and the host country language.
- Collaboration among parents, teachers, and all school community members will be prioritized to implement and improve language learning initiatives.
- Parents play a crucial role as partners in our language education initiatives. Upon enrolling their children at ERS-Ankara, parents are provided with comprehensive information regarding our school's language policy. This ensures transparency and fosters collaboration in supporting students' language development and academic achievements.





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- Furthermore, our school offers a variety of enriching extracurricular clubs in German, English, and Turkish after school. These clubs provide students with opportunities to delve deeper into language exploration and engage in cultural activities.

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