



# İDF ÖZEL BİLKENT MIDDLE SCHOOL LANGUAGE POLICY

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## **1. INTRODUCTION**

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### **1.1 Institution**

Özel Bilkent Middle School founded by Prof. Dr. İhsan Dođramacı in 1994 aims to follow the trail blazed by the principles and revolutions of Mustafa Kemal Atatürk and to offer our students, who will be building our future, high-quality educational experiences promoting intercultural understanding and respect with its experienced staff dedicated to an understanding of contemporary education.

### **1.2 Mission**

In its educational journey where it was actively engaged with the International Baccalaureate Middle Years Programme over the 2015-2016 year and became a candidate school as of September 2016, our School, merging the International Baccalaureate Programme and the national curriculum, adheres to the principle of educating inquiring, knowledgeable, thinking, communicating, principled, open-minded, caring, risk-taking, balanced and reflective individuals who possess the qualities of a “world citizen”.

### **1.3 Language Profile**

In our endeavor to develop fully-educated individuals at İhsan Dođramacı Foundation Özel Bilkent Middle School, we believe that language plays a key role.

The majority of our students are Turkish nationals. However, our school is open to students from all countries, cultures and nations. Language competence, despite differing from one culture to another, is a uniting element for all humans and offers a chance to develop common understandings among cultures. The school environment recognizes students’ differences, and visuals representing different languages and cultures are displayed across the school. Students whose native language is not Turkish are given individual Turkish language support. The

following table presents the international students studying in our school in the 2016-17 academic year.

Table 1

Distribution of international students at İDF Bilkent Middle School (2016/17)

<b>Grade</b>	<b>Student number</b>	<b>Nationality</b>
Grade 5	1	Uzbekistan
Grade 6	1	Azerbaijan
	1	Iran
Grade 7	1	Philippines
	1	Iraq
	1	Kazakhstan
	1	Moldova
Grade 8	1	Japan

We believe that language is an important tool in the development of national and international identities and plays a key role in the transmission of cultural values from the past to the present. Accordingly, we focus on developing language skills in an environment where our students are immersed in a foreign language and respect the cultural values of that language, while they are still committed to their own identities and cultural values.

Our culture is marked with bi/multilingualism. Therefore, communications and visuals are prepared in two languages and, when possible, in the mother tongues of the individuals in the school community. Language of instruction in our school is Turkish. English is taught as a second language. Upon starting Grade 5, our students follow an inquiry-based intense English curriculum that is differentiated according to individual differences. Students in Grade 5 take either German, French or Spanish to use their right to learn a second language.

## 2. PURPOSE OF THE LANGUAGE POLICY

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### 2.1 Development Process of the Language Policy

“A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there”

(Corson, 1999)

Our language policy is based on the principle of nurturing a love of language in order to develop an understanding and appreciation of the cultures of other languages and to serve as a bridge between the PYP and DP. The Language Policy at İDF Özel Bilkent Middle School ensures that students attach due importance to their mother tongue and enables the students to develop their skills in English as a second language and to learn a third language (German, French or Spanish).

MYP Language Policy has been developed in consideration of *From Principles into Practice Guide*, *Reflection Guide*, and the processes of language policy development in PYP and DP. The policy is a product of a collaborative process involving all teachers and administrators in the school. The aims of the policy include clearly laying out the principles about language teaching and learning for teachers and all members of the school community, establishing a common understanding of and approach to language to ensure that implementation reflects the purpose, adopting a shared attitude in assessment and feedback given to student work, raising awareness about the importance of following spelling rules, adding variety to the library resources in foreign languages, promoting international-mindedness, and offering differentiated instruction to students with different skills.

The School Principal, MYP Coordinator, Heads of Mother Tongue and Foreign Language Departments, all teachers, librarian, administrative personnel, other members of personnel, students and parents are responsible for school-wide dissemination, implementation and promotion of the Language Policy. The Policy is available to all members of the School Community on the School's website and documents. Applications involving fundamental beliefs are on display in both the language of instruction and other languages across all school areas.

The Language Policy is regularly reviewed and updated. At the end of each academic year, plans are made for the upcoming year. A set of criteria is developed to evaluate the implementation of the policy, shared with the school community, and based on the feedback received, the required modifications to the policy are effected.

In the light of the Language Reflection Guide, an official IB publication, an online survey titled "Designing the Language Policy" was administered in October 2016 and the data obtained from the survey were evaluated by the Language Policy Executive Board. Based on an analysis of the data, considerations and areas of improvement regarding language learning and language profile of the school community were determined and incorporated into the policy.

## **2.2 Fundamental Beliefs about Language**

IDF Özel Bilkent Middle School holds the following eight fundamental beliefs about language education:

- a.** Like all other types of learning, language learning is a constructive process where learners construct meaning.
- b.** All teachers are also language teachers.

- c. All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues and in English in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.
- d. All students aspire to reach the highest possible level of linguistic and cultural competence in English and the second language of their choice in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.
- e. All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the significance of learning and using a foreign language.
- f. The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.
- g. The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.
- h. Language does not pose an obstacle to communication in the school.

### **2.3 Reflection of the School's Fundamental Beliefs on Education**

**a. Like all other types of learning, language learning is a constructive process where learners construct meaning.**

All language development activities at İDF Özel Bilkent Middle School are inquiry-based. These activities constitute a continuum where the past learning experiences of the individual are constructed and real-life learning opportunities are provided. The four basic communicative skills, listening, speaking, reading and writing, are the main tools used in all lessons for language development. Oral and written self-expression of the individual is

regarded not only as an effort to present meaning, but also as an attempt to construct, reinforce and capture the essence of meaning.

**b. All teachers are also language teachers.**

The school espouses the idea that all teachers are language teachers. Teachers use dictionaries and pronunciation guides or seek the opinion of their colleagues whenever they prepare documents to share with their students. All teachers work to improve their students' skills in the areas of listening, speaking, reading and writing. Teachers model effective listening and speaking skills and create opportunities for students to listen to each other. The effectiveness of students' self-expression forms a part of assessment in all written and oral presentation tasks.

Considered active readers by their students, teachers talk to their students about books and newspaper articles, keep periodicals and books in their classrooms, have books with them for personal use, and are seen while reading during and outside the school's official reading hours. Irrespective of their fields of expertise, all teachers strive to increase the comprehension standards of students, besides their oral and written expression.

**c. All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues and in English in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.**

Mother tongue and foreign language instruction serves social and academic communication purposes. Literature is a key resource in facilitating language learning in meaningful contexts. The school's choice of literary works in Turkish and English includes both classical and contemporary pieces. Students are immersed in authentic, written and oral forms of narration both fiction and non-fiction. Rules of the language are taught to and elicited from the students

in a meaningful context. The school setting immerses students in language. The classrooms and corridors are full of samples of writing, and the classroom libraries abound with books.

**d. All students aspire to reach the highest possible level of linguistic and cultural competence in English and the second language of their choice in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.**

Students are encouraged to spend quality time in the library, which accommodates a wealth of easily accessible resources. With a view to enabling them to become active readers, the students are offered opportunities to engage in individual reading activities. When students are encouraged to read in their own areas of interest in the context of a certain concept, they not only see examples of good language use, but are also guided to quality websites which provide learning opportunities. Both curricular and extra-curricular writing tasks assigned to students are adjusted to address the cognitive level of individual students in terms of content, difficulty level, and interest. Students who are given individual writing opportunities are empowered to adopt a holistic understanding of language with which they learn how to express themselves in writing.

**e. All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the significance of learning and using a foreign language.**

In order to enrich students' language learning, they are given a chance to study German, French or Spanish as their second foreign language. They study fiction and non-fiction written and oral works to increase their communicative competence and to acquire a deeper



understanding of the significance of learning and using a foreign language. Classrooms and library are equipped with various sources in these languages.

**f. The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.**

Home is a rich resource of language activity. Teachers are responsive to information provided by students and their parents about richness of language. The variety of linguistic heritage is incorporated into classroom activities through inquiry-based methods. Teachers use the students' awareness of their families' linguistic past as a resource to achieve the aims of the language policy. Parents are included into the exploration process of students and invited to stimulate activities focusing on linguistic heritage. Students and teachers are offered opportunities to learn more about the culture and heritage of groups speaking different languages, including their literature, traditions, and expression systems. The inquiry in the school consolidates students' learning about the languages, literature and heritage of groups speaking other languages. The School considers and displays language variety in presentations, drama and displays. Languages other than those taught at the school and their cultures are represented abundantly in the library.

**g. The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.**

In order to build connections with school communities in other linguistic areas, the School invites the speakers of languages other than those represented in the school. Teachers try to connect with speakers of languages not represented in the School to enrich the learning experiences of students and use technology as a tool to introduce cultures of different

languages to students. Students are encouraged to participate in intercultural trips and prepare assignments about intercultural topics.

**h. Language does not pose an obstacle to communication in the school.**

All official correspondence of the School is in both Turkish and English. The School undertakes to develop and implement an effective translation policy through a translator.

Translation duties are clearly specified in job descriptions. All e-mails sent to the staff are in two languages.

Ceremonies organized in the School and displays involve elements in both Turkish and English. Work-related e-mails sent to the staff are written in two languages.

School personnel are bilingual as far as possible; teachers are encouraged to be bilingual, and bilinguals are preferred in recruitment.

## **2.4 Language Philosophy and IB**

The IB philosophy aims to raise individuals who are open to development and life-long learners. The Language Policy of our School directly supports the IB understanding of international-mindedness.

Efforts spent in the field of language are among the indicators of the institution's commitment to the IB philosophy. The goal of our Language Policy developed in line with our educational approach aiming to educate students to become thinking and inquiring individuals is to equip students with language skills that will enable them to learn about various cultures. Activities that promote critical thinking, research, presentations, debates, projects, festivals and student exchange program all help the attainment of this goal.

### 3. LANGUAGE TEACHERS

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All teachers at IDF Özel Bilkent Middle School know that they are language teachers. With this understanding, teachers set an example for students by acting in compliance with the fundamental beliefs laid down in the School's Language Policy in their written and oral expressions in both their mother tongue and foreign languages. Education and teaching practices recognize the common decision of all teachers and the perspectives of all students. Feedback given to students is a complementary part of the process and is intended to improve the quality of linguistic conditions and to meet the linguistic needs of students. In consideration of the different language needs of students, teachers use differentiation strategies and support students whose mother tongue is different from the School's language of instruction in accessing sources in their native languages.

MYP language (mother tongue and foreign languages) instruction aims to enable students to

- Develop a positive attitude towards the concept of language,
- Use their mother tongue and foreign languages correctly and effectively,
- Improve their thinking, creativity, self-assessment, learning, self-expression, analysis and social interaction skills,
- Develop their listening, speaking, reading, writing, media literacy and presentation skills,
- Develop critical, creative and personal approaches to analyzing and examining literary and non-literary texts,
- Cultivate an interest in texts from various cultures and historical periods,
- Discover and analyze the characteristics of other cultures through literary and non-literary texts,
- Discover language through various media,

- Develop a lifelong interest in reading, and
- Use linguistic and literary concepts and skills in different and authentic contexts.

With a view to helping students accomplish all these objectives through language lessons, teachers organize a creative learning environment; use effective methods so that students can develop listening, speaking, reading, writing and media literacy skills, and design activities that foster the development of the mother tongue and foreign languages. These activities include analysis of written, visual and oral texts in language lessons, dramatizations, creative writing activities, activities of the creative authorship club, speaking activities, library activities, and debates, among others.

All practices intended to help students adopt a positive attitude towards language are characterized by personal, social, national and global approaches that aim to render language learning meaningful and to enable students to develop international tolerance, as well as an ability to distinguish similarities and differences between cultures.

Teachers employ the appropriate assessment methods that are conducive to providing meaningful feedback in mother tongue development and foreign language learning. In consideration of the students' individual differences in learning, they are responsible for differentiating activities and regularly inform parents of the students' language development.

Both formative and summative assessments are “constructive and formative” in nature and encourage students to reflect on their language development. Students' language development is reported to the parents through the “Academic Information System” of the School and “MYP Report Card”.

#### **4. DIFFERENTIATED INSTRUCTION**

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Differentiated instruction at İDF Özel Bilkent Middle School is perceived as another means of developing the most appropriate mode of learning in recognition of all kinds of differences students have in the area of learning. As in many educational institutions, our School has

students at different levels of readiness and with different language competencies, learning styles and needs. Our philosophy in differentiated education is based on the recognition of the fact that students can respond better to tasks designed according to the level they are actually at, rather than the level they are supposed to be at. This recognition offers students opportunities to use their skills more actively and helps them progress at their own pace. As teachers, we are guided by two principles: One is determining the student's readiness and the other is deciding on how the content of the curriculum can be connected with the student's needs and level.

#### **4.1. Differentiation in Mother Tongue Instruction**

- In mother tongue instruction, the language skills addressed in PYP (listening, speaking, visual reading and presentation, reading and writing) are further developed focusing on the four main skill areas in MYP (listening, speaking, reading, writing).
- Before doing any planning for differentiated instruction in mother tongue teaching, the students' readiness, interests and abilities are considered. With special regard to transitioning from PYP to MYP, the School Administration plans a coordination meeting with the Department Head to ensure effective information transfer from Year 4 to 5, and then between all levels. In these meetings, all necessary tools are used to collect information about the readiness of students at the previous level.
- PCG Unit measures the "learning styles" of students at all levels using a highly reliable and valid test. The tabulated results of the test are shared by the relevant teachers. PCG Unit also makes a presentation in the seminar period to introduce various activities like emotional training, values training, learner profile, etc. that will help teachers get to know their students in a shorter time.
- Recognizing that students have different levels of readiness, as well as different interests and learning styles, mother tongue teachers adjust content, process and

products according to these differences. Differentiation in mother tongue teaching can be discerned in content, process and final products.

- Given the differences in students' readiness, interests and learning styles, formative and summative activities are planned with the aim of taking students further than their starting level. Over the Office Hours arranged by the School Administration, teachers develop various teaching tools in consideration of the information they have about students.
- As mother tongue teachers already know that differentiated instruction is more about quality than quantity, they are careful to plan activities that attract the students' interest and make sense to them and to make modifications to the content, rather than the quantity, of assignments.
- Mother tongue teachers adjust and add variety to rubrics prepared to evaluate the four main language skills in consideration of learning activities.

#### **4.2. Differentiation in Foreign Language Instruction**

- English lessons in Years 5 to 8 consist of units of inquiry that cover the level-appropriate phase from among the phases 2 to 4, and teachers use inquiry-based teaching approaches in these lessons.
- As of Year 5 (MYP transitioning year), students are placed in one of the two curricula, which are "general" and "advanced", in order to support the development of their previous knowledge and skills.
- Based on the results of various assessments administered at both levels, students are divided into different curriculum groups, and in these groups, they receive education with other students who have similar skills. Each group is assigned a teacher who decides on his/her own teaching tools and applies the teaching strategies and methods appropriate for the English language development of his/her students.

- Teaching tools and materials are collaboratively determined by the English language teachers of each grade level in consideration of various learning needs. Student progress from one level to the next, age and cognitive skills at the concerned level are considered when planning the curriculum.
- Placement of students in one of the two curricula depends on their individual achievement in formative and summative assessments.
- Students who pass from one curriculum to the other are supported by the teachers of the relevant level using the extra resources in the school library.
- In the MYP transitioning year (MYP T – Year 5), students receive 17 hours of English instruction weekly and the levels of students are determined twice a year, at the end of the first and second semesters.
- Students at other grade levels (MYP 1 to 3), students receive 10 hours of English language instruction weekly and their levels are determined according to their achievement at the end of each unit of inquiry. Thus, students are given the chance to learn with a different book, a different teacher, a different group of students and at a different pace.
- Foreign Language Department provides the students who have learning difficulty or whose academic achievement in English is low the opportunity to study individually with a support teacher in or out of class. Students who need individual support are determined by teachers who observe and assess their achievement and performance.
- When planning the units of inquiry, English language teachers consider the students' learning styles and needs.
- In order to better help students, grade level teachers conduct research, and reflect on and share their findings.

- English language teachers communicate with the counselors of PCG, School Administration, parents and other members of the School community to better understand the various situations students may be experiencing.
- English language teachers continuously provide constructive feedback to students and parents to support students' language development and suggest strategies to enable the students reach a higher level.

## **5. ADDITIONAL FOREIGN LANGUAGES**

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Our School offers German, French and Spanish as an “Elective Foreign Language” from Years 4 to 8, and students receive two hours of foreign language instruction in the language of their choice weekly. The main aim of our second foreign language program is to arouse an interest in learning a second foreign language. The lessons include activities designed to improve the four main linguistic skills, listening, speaking, reading and writing. Grammar rules and vocabulary are taught within the context of these four skills.

At the end of five years, students are expected to have developed a positive attitude towards language with an understanding of the importance of learning a second foreign language, to be able to use the language in daily life without being afraid of making mistakes, to have learnt the culture of the concerned language, and to be able to express themselves using familiar sentences to meet their personal needs. French language instruction starting in Year 4 teaches the basic rules of the language along with cultural concepts and introduces Francophony to students. Likewise, German lessons include activities designed to introduce the culture of the language along with the language itself. Second foreign language instruction is supported by dramatization activities, educational films, games, songs and visual materials, and thus provide a rich learning environment in terms of lesson materials.

Students receiving German and French lessons are prepared by their teachers for the “Fit in Deutsch A1” and “DELFS” exams, documenting the European Common Reference Framework



Level A1 competence. Students who succeed in these exams are entitled to sit the exams given by German and French Cultural Centers to receive an internationally recognized language certificate.

## **6. LIBRARY**

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Our School Library was founded in 1998 with the support of the Bilkent University Library. The resources in our Library are managed and developed in accordance with the MoNE regulations and IB Standards, as well as the suggestions in the School Library Guide of UNESCO. The library hosts resources that will enable learners to reach effective and accurate information in the areas they are studying in line with the national and international programmes. The library collection is easy to use and accessible. Detailed information about the library resources is available in the online catalogue search module on our website.

In order to contribute to intercultural communication and interaction and to support international-mindedness, provision and use of resources in different languages is encouraged in our Library. As a reflection of the bilingual nature of the School, the library strikes a balance between resources in Turkish and those in English. The library collection also has resources in German, French, Spanish, Japanese and Russian, which are the native languages of the individuals in the school community. When selecting resources, various websites and catalogues of publishing houses are examined and expert opinion is sought. The following table presents the number of resources in different languages.

Table 3

Distribution of the resources at the İDF Bilkent Primary and Middle School Library by languages (2016/2017)

<b>LANGUAGES</b>	<b>NUMBER</b>
Multiple Languages	7
German	215
Italian	19
Chinese	17
Spanish	8
Japanese	5
Arabic	3
Catalan	2
Dutch	2
Portuguese	2
Kazakh	1
Tagalog	2
Azerbaijani	2
English	7060
Turkish	14100
Russian	2

The School Administration, Librarian and Department Heads jointly decide on the purchase/provision of resources in consideration of the needs of the students and teachers.

The School Administration allocates a certain annual budget to strengthen and update the library collection. The resources are increased every year in line with the budget allocation.

With a view to enabling the students to use the library effectively, library rules and operation are reminded at all grade levels at the beginning of the academic year. One weekly library hour is included into the class schedules at every grade level to support the delivery of MYP units. Teachers act as role models to encourage the students and all school personnel to become active readers. They also offer opportunities to introduce, interpret and evaluate the works they and their student read. The librarian designs activities aiming to develop “Library

and Information Literacy Skills” and, working collaboratively with classroom teachers, organizes talks with the writers invited to the School in connection with MYP units. The librarian is the cornerstone of academic honesty in MYP. Therefore, s/he also devises awareness-raising activities about academic honesty.

The classrooms in our School are arranged to support reading activities. There are bulletin boards in the classrooms and corridors to motivate reading and support concentration; classroom libraries are organized collaboratively by the librarian, teachers and students. Student work produced in MYP units is displayed on the boards and included in the School’s publications.

## **7. ARTICULATION OF THE LANGUAGE POLICY WITH OTHER SCHOOL POLICIES**

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The other policies of IDF Özel Bilkent Middle School (Student Admission Policy, Special Educational Needs Policy, Assessment Policy and Academic Honesty Policy) directly affect language teaching and learning, and these policies continuously interact with the MYP Language Policy.

### **7.1. Student Admission Policy**

As part of the implementation of the School’s MYP Language Policy, there is a language profile expectation for students to be admitted to the School. The role of the language profile is to give the teachers useful information about the level and needs of each student in the languages used in the School. The language profile clearly shows how the School can support a certain student in terms of language. Student progress in languages is regularly assessed, discussed, and recorded.

## **7.2. Special Educational Needs Policy (SEN)**

In line with the principle “All individuals can learn”, language education of students with special educational needs in our School is based on the “Special Educational Needs Policy” (SEN). PCG is involved in the process of addressing the language learning needs of these students. Teachers develop tools that will support the individual language needs of SEN students, and design individual examinations and assessments in consideration of their individual and developmental characteristics. The language education of inclusion students depends on the objectives stated in their individualized education programs.

## **7.3. Assessment Policy**

At Özel Bilkent Middle School, all teachers are language teachers, and teachers encourage students to express themselves correctly in their mother tongue and/or foreign languages. Therefore, when teaching subject-specific terminology and carrying out formative and summative assessment tasks, students’ correct use of target language is taken account of. Irrespective of the subject group, all teachers give students feedback about correct language use. MYP report cards given at the end of the year, student work in exhibitions and on bulletin boards, projects, portfolios, presentations, journals and performance tasks all provide evidence of the feedback given to students.

## **7.4. Academic Honesty Policy**

As stated in the Academic Honesty Policy of our School, students at İDF Özel Bilkent Middle School are expected to submit assignments and projects which they prepare using creative, individual and original ideas in line with academic honesty and where they express themselves using language accurately and meaningfully. All students know that using a piece of writing or a sentence from another person’s work in their mother tongue or a foreign language in their own work without obtaining the person’s permission or crediting the source is “plagiarism”. Subject teachers are responsible for guiding the students and giving them

ideas when they are preparing an original piece of work. The best way to check authenticity is to examine the student's style (too many or too few mistakes; too academic language; too many sophisticated words, etc.). Teachers should know their students and analyze their language skills well.

The Academic Honesty Policy aims to enable the students to embrace the concepts of intellectual property, authenticity and creativity and to guide them towards scientific research. Activities designed to spread the implementation of academic honesty help students use information correctly in recognition of methods of scientific research and ethical principles.

Thus, students are prevented from

- a) Making quotations or citations without crediting the source,
- b) Using a piece of information or an idea as if it were his/her own,
- c) Submitting an assignment prepared by someone else as if it were his/her own,
- d) Having someone else do his/her assignment.

## **8. CONNECTIONS BETWEEN SCHOOLS**

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With a view to establishing connections with school communities from other linguistic areas, the School invites speakers of those languages other than those represented in the School.

Teachers also build contacts with the cultures of other languages and introduce them to the students to enrich students' experiences. The Erasmus Project titled "I Know What I Want To Be", which reflects a realization of our beliefs about language, has been continuing since 2015 with the Erasmus Plus Student Club involving students in Years 6 and 7. The Project aiming to build a strategic partnership between schools will continue from September 2015 to February 2018 with the support of the Turkish National Agency in the context of an EU grant scheme. Coordinated by Italy, the project includes Denmark, Finland, the UK, Wales, Romania, and Latvia as partner countries. The project aims to enable students to know their

personal characteristics better in the process of their school years, to acquire information about various professions and to gain awareness of the importance of schooling for their future lives. In February 2017, ten students from the Erasmus Club of our School visited Eggeslevmagle Skole in Skaerskoer, Denmark on a seven-day student mobility program.

## **9-BIBLIOGRAPHY**

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