



**INTERNATIONAL
MAARIF SCHOOLS**

Language Policy

 www.pakturkmaarif.edu.pk
     @PakTurkMaarif |  info@pakturkmaarif.edu.pk



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.



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Mission statements

I. a. IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

I. b. School Mission Statement

To become a pioneering educational institution nurturing internationally minded, lifelong learners who use their knowledge for the prosperity of humanity.

Beliefs and Values about Language

This document aims to comprehensively explain the nature, function, and utilization of languages within the context of International Maarif Schools. It endeavors to offer a detailed understanding of how languages are employed within the school environment, encompassing their various roles and significance in facilitating communication, instruction, and cultural exchange.

Furthermore, it seeks to explore the multi-layered dimensions of language use at the school, delving into its role in fostering academic excellence, promoting intercultural understanding, and nurturing linguistic proficiency among students and staff alike. Additionally, the document aims to shed light on the linguistic diversity present within the school community, acknowledging the rich tapestry of languages spoken and celebrated within its walls.

This document serves as a blueprint for ensuring that International Maarif Schools always support the highest standards in language education. It provides a roadmap for educators, outlining best practices and strategies for effective language instruction, curriculum development, and ongoing professional growth.

This is a guide for internal and external stakeholders, provides insights into the school language education philosophy and practices, empowering parents to actively engage in their children's linguistic development and educational journey. Furthermore, it serves as a valuable resource for prospective parents seeking admission to PTMI&C, offering transparency and clarity regarding our approach to language learning and teaching.

The beliefs and values for language in the IB PYP (Primary Years Programme) at International Maarif Schools emphasize the importance of language as a tool for communication, thinking, and learning. Here are the key beliefs and values:

- **Language as a Means of Communication**
Language is essential for expressing ideas, thoughts, and emotions. It helps students communicate effectively with others, fostering relationships, collaboration, and a sense of community.
- **Language as Central to Learning**
Language is at the heart of all learning in the PYP. It is not only a subject to be studied but also a medium for inquiry, learning in all subjects, and personal expression. Multilingualism is encouraged to enhance cognitive flexibility and cultural understanding.
- **Language and Cultural Identity**
Language plays a crucial role in developing students' personal, social, and cultural identities. The PYP values diversity and promotes an appreciation for different languages and cultures, helping students become open-minded and internationally minded.
- **Mother Tongue Development**
The PYP emphasizes the importance of mother tongue development as it fosters cognitive growth and preserves cultural heritage. The school supports students in maintaining and developing their mother tongue alongside learning additional languages.
- **Language as a Tool for Thinking and Learning**
Language is viewed as a tool for critical thinking and reflection. It supports students in developing conceptual understanding, inquiry skills, and the ability to reflect on their learning.
- **Inclusive Language Learning**
The PYP values inclusivity in language learning, ensuring that all students, regardless of their language background or proficiency, have access to language development opportunities that meet their individual needs.
- **Transdisciplinary Nature of Language**
Language learning in the PYP is integrated across all areas of the curriculum. It transcends subject boundaries, allowing students to apply language skills in various contexts and deepen their understanding through multiple perspectives.
- **Language Learner Agency**
The PYP encourages students to take ownership of their language learning journey. They are supported in setting goals, reflecting on their progress, and making choices that reflect their language interests and needs.

These beliefs and values aim to cultivate a holistic approach to language learning, promoting multilingualism, cultural appreciation, and effective communication in an interconnected world.

Philosophy

The school firmly believes that language encompasses the multilayered dimensions to understand both spoken and written communication, while also enabling the creation of real-time interaction through speech, writing and illustrations. While many languages primarily manifest orally through speaking, the act of speaking itself entails countless intricate cognitive, social, and biological mechanisms.

Moreover, language acquisition and production are deeply intertwined with social dynamics, as individuals engage in verbal communication within cultural and interpersonal contexts. The ability to speak fluently and effectively involves not only linguistic competence but also social awareness, pragmatics, and the nuanced interpretation of verbal cues.

In essence, the act of speaking exemplifies the remarkable synergy of biological, cognitive, and social processes, underscoring the richness and complexity inherent in human language use.

School Profile

International Maarif schools are the part of the Turkish Maarif Foundation, which was established as a non-profit education foundation by law (no. 6721) in June 2016 with the attendance of representatives from all political parties represented in Türkiye's Grand National Assembly. Apart from the Ministry of National Education, it is the only organisation with the authority to open an educational institution abroad. As a result of official contacts established with 104 countries worldwide, representative offices have been opened in 52 countries, and activities are carried out in 67 countries.

Maarif schools feature a unique cultural identity, stemming from a collaborative partnership between the governments of Pakistan and Turkey. Established under this joint agreement, these institutions serve as vibrant hubs of education, where the rich tapestry of Pakistani and Turkish influences converges. The main slogan of the school is **“Two Nations one Future.”**

II. a. Language Profile of the School Community

International Maarif Schools predominantly cater to the Pakistani populace, with 98.5% of students comprising local communities, while 1.17% represent the Turkish nationality and 0.3% Arabic nationality. This demographic alignment extends to the faculty, reflecting a blend of Turkish and Pakistani educators. Notably, the staffing ratio maintains a balance, with Pakistani teachers comprising 94.5% of the workforce, complemented by a 5.5% representation of Turkish educators.

Moreover, Maarif schools embrace the linguistic diversity inherent in Pakistan's cultural fabric. Students enrolled in these institutions from various local language backgrounds, reflecting the nation's multilingual landscape. Pakistan possesses a rich linguistic heritage, with languages such as Punjabi, Pashto, Sindhi, Saraiki, and Balochi and their multiple variants spoken across various regions.

The school values its diverse community of learners and recognizes multilingualism as both a reality and a right. The school promotes critical thinking, international understanding, and

appreciation of diversity while preserving Pakistani culture. We believe that mastering different languages alongside the mother tongue fosters pride in students' identities and encourages them to become active local and global citizens. By learning languages in varied local and global contexts and exploring diverse text types, students gain deeper cultural insights.

Student Population	Percentage
Pakistani Nationals	98.5%
Turkish Nationals	1.17%
Arabic Nationals	0.3%

Chart I: The school regularly updates this chart to ensure comprehensive support for all students.

II. b. Local Language Context

English, alongside Urdu, holds the status of an official language in Pakistan and is mandated as a core subject from primary education through advanced studies. Its pervasive use across diverse sectors such as commerce, law, tourism, and official transactions underscores its paramount significance in daily life. This linguistic hegemony is rooted in both historical legacies and contemporary global imperatives, solidifying its position as a predominant medium of communication.

English proficiency serves as a pivotal determinant of individual opportunities, exerting a profound influence on the nation's economic landscape. Consequently, the integration of English within Pakistan's educational framework is indispensable, with its study serving as a cornerstone of student learning and development. Proficiency in English not only shapes academic outcomes but also profoundly impacts career trajectories, underscoring its indispensable role in shaping future prospects for students across the nation.

The 2017-2020 Multiple Indicator Cluster Survey (MICS6) records 14 languages spoken in Pakistan. Urdu has the status of National language but is the fourth most commonly spoken. The survey findings indicate that Punjabi is the most widely spoken as a first language (39% of the population), followed by Pushto (16%) and Saraiki (14%). yet Urdu widely understood and employed as a means of communication throughout the country.

II. c. School Ethos and International Mindedness

International mindedness is a dynamic and ongoing journey, seamlessly integrated into the fabric of the PYP frameworks and woven throughout units of inquiry. It permeates the school's ethos, evident in its mission statements, global initiatives, and promotion of multilingualism. Through the cultivation of the Learner Profile attributes, students are empowered to embrace diverse perspectives and foster intercultural understanding. The school reflects as inclusive environments where cultural exchange flourishes, fostering mutual understanding and appreciation among students and staff from diverse backgrounds. Through their commitment to academic excellence and cultural integration, the school symbolize the spirit of collaboration and cooperation between Pakistan and Turkey. Moreover, School respects the local languages of Pakistan by integrating with cultural celebrations.

Schools Instructional Language

At the school, English serves as the primary instructional language across all grade levels. This means that the majority of academic instruction, classroom interactions, and learning activities are conducted in English. By using English as the medium of instruction, the school ensures consistency in the delivery of curriculum content and fosters an environment where students can develop strong communication, comprehension, and critical thinking skills in English.

Additionally, the use of English as the instructional language helps prepare students for global engagement by equipping them with language proficiency that is essential for participating in international education and professional contexts. While English is the primary medium, the school also recognizes and values the importance of multilingualism, encouraging the development of additional languages and supporting students' mother tongues to enhance cognitive flexibility and cultural understanding.

This approach aligns with the school's commitment to developing students' language skills holistically, not only in academic contexts but also in their social and personal growth. The school's language policy supports students in becoming confident and proficient communicators, capable of navigating diverse linguistic and cultural settings.

School Second Language

The school offers Turkish as a compulsory second language from Grade 1 to Grade 10, ensuring that students progressively develop language skills throughout their academic journey. Integrated into the curriculum, Turkish instruction covers reading, writing, speaking, and comprehension skills, fostering bilingual competence alongside English, the primary language of instruction. This approach not only enriches students' linguistic abilities but also promotes cultural understanding and global mindedness, in alignment with the values of international education.

Teaching Host Country Language

Urdu, the national language of the host country, is systematically integrated into the school curriculum from preschool through Grade 12. This ensures that students not only develop proficiency in their host country's language but also gain a deep understanding of its cultural, historical, and social significance. The structured teaching of Urdu aligns with national curriculum standards, fostering linguistic competence while contributing to students' holistic education and connection to the local context. The program prepares students to effectively communicate and engage within the wider society, enriching their multilingual skills.

Moreover, Urdu, an internationally recognized language with over 100 million speakers, is widely spoken in South Asia, the Middle East, and beyond, serving as an official language of Pakistan.

Supporting Home Languages & Multilingualism

Supporting home languages in the IB PYP is crucial for fostering a multilingual and inclusive learning environment. The school recognizes that a child's home language is integral to their identity and plays a significant role in cognitive development and academic success. The school create opportunities for students to use their home languages within the classroom and beyond, acknowledging the diverse linguistic backgrounds of the student body. This support provides through various means, such as bilingual resources, encouraging home language use in inquiry-based learning, and engaging parents and communities to reinforce language skills. Teachers are also trained to respect and incorporate students' home languages in lessons, fostering a sense of belonging and promoting linguistic diversity. By valuing and supporting home languages, the IB PYP International Maarif Schools not only enhances language proficiency but also nurtures intercultural understanding and respect, contributing to a more holistic and inclusive educational experience for all students.

Languages Used in Daily Functioning

English serves as the primary language of communication within International Maarif Schools functioning as the official medium for operational, managerial, and communicative purposes. Despite this, the school recognizes and respects the multilingual nature of its community members, many of whom navigate daily life using multiple languages.

While external and internal communications with parents are conducted in English, the school accommodates individual preferences by allowing oral communication between parents and teachers in a mutually agreed-upon language.

Internally, within the administration and support departments (including transportation, food services, and housekeeping), Urdu is predominantly used. This decision aligns with the status of Urdu as the National Language of Pakistan, ensuring effective communication and operational efficiency while also acknowledging the importance of local language preferences.

Teachers' Role in Supporting Language Learning and multilingualism

- Design and incorporate a range of educational strategies to support language development. These strategies include the use of learning resources and technologies tailored to students learning Turkish, Arabic, and local languages.
- Recognizing the cultural significance of language, integrate elements of Turkish, Arabic, and Pakistani culture into learning engagements.
- To bridge language gaps, teachers use scaffolding strategies like visual aids, modeling, digital applications, and sentence frames.
- Even Quran teachers who have basic knowledge of Arabic assist students in understanding and practicing the language within the school setting. This additional support provides them opportunity to practice home language.

Multilingual Library Resources

The school library is a rich resource, offering books, audio materials, and interactive tools in English, Urdu, Turkish, Arabic, and other languages. Teachers guide students on how to use these resources to improve their language Practice and proficiency.

Teaching and Learning English Language and Literature Overview

III. a. School Context

International Maarif Schools, provides a comprehensive curriculum across Early Years to Grade 12. The Early Years to Grade 5 follow International Baccalaureate Primary Years Programme, Candidate School, while Grades 6 to 9 follow Pak-Turk Maarif International Schools and Colleges curriculum. For Grades 9 to 12, the school offers both Cambridge International (O and A Levels) and the National Curriculum, ensuring a well-rounded education that prepares students for future academic and professional achievements.

III. b. Rationale

English has become the Lingua franca for the modern world. It is not only used as a medium of communication but also as a subject of study. It has attained the status of a major language internationally and its development is considered essential for intellectual and educational growth. In studying English, pupils develop substantial language skills in speaking, listening, reading, and writing. It motivates them to express, pronounce, articulate, discuss, comment, argue, agree, quote, refer, understand, read in depth, read for pleasure, comprehend, and remark about all emotions and feelings which they encounter. Students learn to become enthusiastic and critical readers of stories, poetry, and drama as well as non-fiction and text from all genres. Studying English language and literature helps students to understand the syntax, the deeper meanings, the semantics, and literary influence (stylistics) of language.

III. c. Purpose

The core purpose of teaching and learning English at International Maarif Schools is to create confident communicators, imaginative thinkers, and knowledgeable and open-minded community members of the world. The key role of teaching and learning of English Language and literature is defined as development of reading and literacy skills which help young learners develop the knowledge and skills needed for education, training, and the workplace.

As PYP IB learners, students recognize the pivotal role of English in shaping their understanding, attitudes, and capabilities as responsible citizens of both Pakistan and the global community. In a linguistically and culturally diverse nation like Pakistan, proficiency in English holds immense value, serving as a bridge between local contexts and global perspectives.

English proficiency not only facilitates effective communication but also contributes significantly to nation-building efforts and fosters internationalization. By engaging with the English language, students gain the tools to navigate and contribute to the ever-evolving landscape of global interconnectedness.

Moreover, the International Maarif Schools curriculum encourages students to explore literature imaginatively and critically, thereby broadening their horizons and enriching their experiences. Through literary engagement, students develop empathy, critical thinking skills, and a deeper appreciation for diverse perspectives, equipping them to navigate complex societal issues and contribute meaningfully to their communities and the world at large.

The basic aim of curriculum is to develop the use of English for three major purposes:

- **Global Communication**
- **Academic achievement**
- **Cultural diversity**

III. d. Major Objectives of Teaching English

In accordance with international curricula, the objectives of teaching English as a second language comprise these key areas:

- Encouraging effective communication skills across diverse contexts, enabling students to interact fluently and appropriately with both native and non-native speakers.
- Empowering students to engage confidently in academic discourse across all subject areas, thereby facilitating interdisciplinary learning and comprehension.
- Equipping students with the linguistic proficiency necessary to pursue higher education in their respective fields, ensuring readiness for university-level studies.
- Cultivating critical thinking skills such as analysis, synthesis, and evaluation, enabling students to engage with complex ideas and information critically and thoughtfully.
- Nurturing intercultural understanding and appreciation, fostering empathy and respect for diverse cultures and perspectives.
- Instilling positive attitudes toward the English language, promoting enthusiasm and motivation for language learning.
- Enhancing collaborative abilities, enabling students to effectively collaborate with peers and work cooperatively in diverse settings.

Language is developed in context of the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.	The language of Mathematics
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science	The language of science
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

International Maarif Schools curriculum document advocates for a skill-based approach to teaching and learning. The curriculum framework embracing this approach follows a spiral progression, wherein concepts and skills are revisited and reinforced at various intervals throughout the grades. As students' progress through their academic journey, these concepts are presented with increasing levels of intricacy and depth, ensuring a gradual and scaffolded development of skills over time. The curriculum's progression map offers a comprehensive framework of learning outcomes tailored to guide teachers in facilitating student achievement

of key milestones. These outcomes serve as a roadmap, delineating the sequential steps necessary for students to attain their educational goals and objectives. By providing a clear trajectory of learning progression, the map equips teachers with the necessary tools to effectively plan and deliver instruction, ensuring that students are adequately supported in their journey towards academic success.

Language development encompasses the acquisition of social, instructional, and academic language skills essential for students to effectively interact with their peers, teachers, and the school curriculum.

Early Years and Primary Years

IV. a. Strands

The **English Curriculum** is organized into three primary strands that form the foundation for language development and literacy. These strands ensure a comprehensive approach to teaching English, focusing on different aspects of language learning. Here's a breakdown of the strands:

IV. b. Language Strand

This strand develops students' understanding of the **structure and function** of the English language.

Components:

- **Vocabulary:** Expanding students' word knowledge through the explicit teaching of vocabulary, including **Tier 1, Tier 2, and Tier 3 words**.
- **Phonological Awareness:** Emphasizes early reading skills like **phonemic awareness, blending, segmenting**, and understanding letter-sound relationships.
- **Grammar:** Knowledge of grammatical structures, syntax, and word formation.

IV. c. Literature Strand

This strand engages students in the study and appreciation of **literary texts** that have personal, cultural, social, and aesthetic value.

- **Reading Literary Texts:** Exposure to stories, poems, and narratives that help students connect with the text on a **cultural and personal level**.
- **Comprehension and Analysis:** Students learn to identify key elements such as **characters, plot, setting, and themes** in stories.
- **Cultural Awareness:** Helps students appreciate different cultures and perspectives through literature.

IV. d. Literacy Strand

This strand develops students' ability to **interpret, create, and engage** with texts across various contexts, both inside and outside of the classroom.

IV. e Revised Curriculum Strands

The curriculum strands have evolved from the traditional categories of **reading, writing, listening, and speaking** to a more integrated approach encompassing **reading and viewing, listening and viewing, speaking and representing, and writing and representing**.

IV. f. Rationale for the Shift:

1. **Multimodal Literacy:** Recognizing that communication today often involves multiple modes—such as text, images, audio, and video—this shift acknowledges the need for students to develop skills that encompass a variety of communication formats. By incorporating **viewing** into both reading and listening strands, students are better prepared to interpret and analyze diverse forms of media.
2. **Comprehensive Skill Development:** The inclusion of **representing** in the speaking and writing strands emphasizes the importance of visual and digital literacy. Students are encouraged to express their understanding and ideas through multiple means, including drawings, diagrams, and digital tools. This prepares them for a world where visual representation is critical for effective communication.
3. **Enhanced Engagement and Understanding:** By combining these skills into broader strands, the curriculum promotes deeper engagement with content. Students can explore how different forms of communication complement and enhance each other, leading to a more nuanced understanding of texts and their contexts.
4. **Alignment with 21st-Century Learning:** This shift aligns with the demands of 21st-century education, which prioritizes critical thinking, creativity, collaboration, and communication. By equipping students with the ability to navigate and create in various formats, we prepare them for success in an increasingly complex and interconnected world.

This restructured approach reflects our commitment to fostering a dynamic and relevant learning environment that meets the needs of our students in today's diverse and evolving landscape.

IV. g. Integration of Strands

- These strands work together to ensure that students not only develop the mechanical skills of reading, writing, and grammar but also learn to **appreciate literature**, think critically, and use language in a **multimodal and practical way**.
- The curriculum is designed to **progressively build** these skills as students advance from one grade level to the next.

Each strand is interlinked with **coded learning outcomes** to track student progress and provide measurable goals for their language acquisition journey. This structure ensures a **holistic approach** to English language teaching, preparing students to be effective communicators across various domains.

IV. h. Weekly Lesson Structure and Vocabulary Development

Teachers are assigned seven lessons per week, distributed as follows: two lessons dedicated to **reading**, two to **writing**, two to **literature**, and one to **listening and speaking**. During these

lessons, teachers focus on the specific skills relevant to each strand, ensuring a balanced approach to language development.

Throughout the week, teachers extract and compile **vocabulary** from both the **reading** and **listening** lessons, with all materials centered on a **common six-week theme**. This vocabulary is displayed on a visible **classroom chart**, enabling students to reference and actively use these words during **speaking** and **writing** activities. This approach ensures consistent reinforcement of new vocabulary across multiple language domains.

IV. i. Overview of Core Teaching Practices

At International Maarif Schools, learners are exposed to a diverse array of strategies aimed at fostering key reading and writing skills.

The following is a range of core practice used to teach Reading.

- Modelled reading
- Shared reading
- Guided reading
- Independent reading
- Reciprocal teaching
- The language experience approach
- Literature circles
- Teaching-learning cycle: reading and writing connections
- Reading conferences

Teaching Practices for Writing

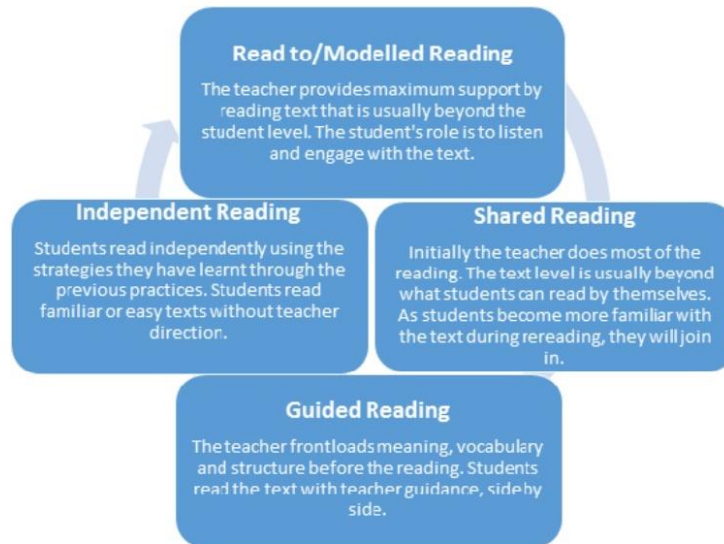
- Modelled Writing
- Shared Writing
- Interactive Writing
- Guided Writing/Writing Conferences
- Independent Writing
- Language Experience Approach

Teaching Practices for Listening and Speaking

- Accountable Talk
- Extended and Dialogic Talk
- Teacher Talk
- Dialogic Classroom Discussions
- Talk for Writing
- Language Experience
- Modelling through Think Alouds
- Readers' Theatre
- Reciprocal Teaching
- Effective Speaking and Listening Instruction

The core teaching practices for reading and viewing offer multiple opportunities for explicit teaching of all aspects of reading and viewing including phonics, vocabulary, fluency and comprehension strategies. For example, explicit teaching can take place during:

- modelling
- close reading
- focused mini lessons in guided reading
- deconstructing and annotating texts in the teaching and learning cycle.



The curriculum places a strong emphasis on integrating speaking, listening, and reading knowledge to create a comprehensive literacy foundation. Various techniques and resources are employed to cultivate literacy skills effectively.

Throughout primary schooling, Maarif International Schools adopts a holistic approach to literacy development. Central to this approach is the promotion of the Synthetic Phonics Approach, which aligns reading and writing teaching practices with phonological awareness and sentence construction. Additionally, vocabulary enrichment is facilitated through dynamic storytelling, daily conversations, and the integration of technology into learning experiences. This multifaceted approach ensures that students acquire essential literacy skills while fostering a love for language and communication.

Language Curriculum

The following features characterize this curriculum:

1. Students engaged in this curriculum will acquire content-related knowledge while simultaneously enhancing their English language proficiency in the domains of listening and viewing, speaking and representing, reading and viewing, and writing and representing. The curriculum places a significant emphasis on teaching English for academic purposes, which includes the cultivation of critical thinking skills across all subjects. Thus, in addition to fostering traditional skills, the curriculum prioritizes the development of critical thinking abilities.
2. The curriculum attempts to develop proficiency in English. More specifically, it stresses both fluency and accuracy, in that order. Grammar is not taught in isolation but with accuracy would develop naturally as a result of exposure to proper models of English. If required, grammar is taught using traditional methods from the third grade, i.e. after the students have developed basic communicative competence in the language.
3. We have set realistic, achievable objectives in the curriculum that the resource material can relate to. Furthermore, these objectives have been illustrated with samples of clear, measurable performance tasks that can be implemented in the classroom.
4. Recognized in the curriculum is the students' engaging instructional strategies such as role of group work as an approach for the development of communicative language skills (i.e. speaking and listening). The stress is on an interactive classroom environment. Many of the objectives and performance tasks included in the curriculum call for pair and group work.
5. Lastly, there is a strong emphasis on fostering study skills to empower students to become independent learners. In essence, the curriculum transitions towards a framework that encourages autonomous learning, critical thinking, and effective communication skills.

Literature

Literature holds paramount importance across all stages, spanning from Early Years to Primary and Middle Years. It serves as a stimulus for engaging students with a diverse array of literary texts that hold personal, cultural, social, and aesthetic significance. By immersing students in the exploration of literary works, they develop an appreciation for these texts and gain the ability to craft their own literary expressions, thus enriching their understanding of human experiences.

The study of literature, from classical to contemporary works, enhances students' proficiency in standard English and fosters:

- Critical thinking and analysis
- Creative problem-solving skills
- Empathy and global perspectives
- Deeper cultural understanding

Through critical appreciation, analysis, interpretation, and evaluation of diverse literary texts, students engage with:

- Oral narrative traditions

- Classic and contemporary literature from various cultures and region.

Furthermore, students are empowered to create their own literary compositions, spanning various genres such as short stories, novels, poetry, prose, plays, films, and multimodal texts, across different mediums including spoken, print, and digital platforms.

Teachers design language learning activities embedded within meaningful and enjoyable contexts, enabling learners to establish connections, inquire, and transfer conceptual understanding to novel situations. This inquiry process of conceptual development, coupled with an appreciation for learning, lays the groundwork for developing balanced and international minded learner.

Core Living Values

Language serves as a mirror reflecting the values and aspirations of society, influencing the kind of community we strive to create. Recognizing this, it becomes imperative to embrace a diverse range of shared values and objectives that underpin the school curriculum and direct the efforts of educational institutions. At the heart of this lies the conviction that education is a transformative journey, promoting the holistic growth and well-being of individuals across spiritual, moral, social, cultural, physical, and mental dimensions.

These values are not merely integrated into the English language curriculum through a variety of activities and initiatives tailored for educators and practitioners; they also constitute fundamental elements of the resources within the English Curriculum document. By prioritizing the integration of values into instructional practices and materials, schools undertake to cultivate conscientious, compassionate, and culturally sensitive individuals who contribute positively to society.

Language Assessments

The prime purpose of the International Maarif Schools assessment framework is to measure students' progress and to plan students' future learning. The intent is to develop a culture where failure is not an option. Students who do not achieve the objectives the first time are given additional time and support to master the content and skills.

Language teachers use a variety of assessment instruments such as everyday inquiry recording, posing inquiry questions, discussion, presentation, and analytical questions to gauge progress, provide feedforward to the peers, and use the information to make the learning process forward. The assessments are based on all the learned concepts and language skills during past grades and years including the current year keeping in mind the hierarchical learning approach.

Therefore, rather than filling students with pre-digested information and concepts to memorize for tests, teachers begin with experiences, and through discussion and other activities help students discover concepts. Our students learn to think like a scientist, a historian, a philosopher, or an artist. We teach students **how to think, not what to think**. By allowing students to discover concepts for themselves, rather than being fed concepts (that someone else has already thought of), we engage them in the thinking process and give them the experiences to learn to become independent thinkers and performers.

Young students in the **Early Years and Early Primary** grades are not judged by structured assessments. Teachers record the students' progress through regularly planned observations and developing students' portfolios. The process of assessment is to gather information about a child, review the information, and then use the information to plan learning activities for further progress of the child.

Professional Development

In the evolving landscape of education, continuous professional development has become essential for all stakeholders. Pak-Turk Maarif prioritize investment in the growth of school leadership and teachers through robust professional learning initiatives. It is recognized that in the rapidly changing world, capabilities will hold greater significance than mere knowledge.

Well-structured professional development programmes are designed to cater seamlessly to the needs of 21st-century learners. These programmes focus on enhancing teachers' literacy skills and expanding their subject knowledge by acquainting them with relevant terminology. Beginning with an exploration of the process of literacy acquisition, the training delves into the pivotal role of phonics in reading development and the interconnectedness of reading, writing, and spoken language.

Participants are engaged in a variety of strategies aimed at supporting students in developing essential reading and writing skills. The professional development sessions emphasize the integration of speaking, listening, and reading knowledge, showcasing how these literacy strands are interconnected. Various techniques and resources are explored to promote literacy skills effectively.

Throughout the professional development journey, teachers engage with dedicated inquiry planners, essays, case studies, instructional practice-based reflections, and group presentations. Additionally, peer review sessions encourage collaborative learning and growth.

Pak-Turk Maarif IS&C leads the way in acknowledging the importance of ongoing professional development by introducing university-led programs such as TDP01, TDP02, SLDP, TDP03 and TDP04. These programs are primarily accredited by Istanbul University-Cerrahpaşa, ensuring our educators receive international, high-quality, and impactful professional learning experiences.

Digital Reading Programme

At Maarif International Schools and Colleges, believes in the pivotal role of reading skills that play a crucial role in a child's academic success and overall development. Proficient reading abilities not only enable students to navigate through the curriculum effectively but also enhance their communication and language skills. Moreover, reading serves as a source of enjoyment and creativity, opening doors to new worlds and experiences for children.

To cater to the improvement of reading skills, one of the initiatives is providing Oxford Reading Buddy programme, which is available to students from Kindergarten through Grade 7. This digital reading programme is designed to support children's reading development both at home and at school.

The Oxford Reading Buddy programme is unique in its approach to promoting love for reading among children. With a specific focus on English literature development, this programme offers students a comprehensive platform to enrich their language and literature skills with the assistance of a digital buddy.

Featuring hundreds of digital books and book quizzes tailored to each child's reading ability—across both fiction and nonfiction—Oxford Reading Buddy enables students to:

- earn badges for demonstrating enhanced reading behaviours,
- receive personalized coaching from their 'Reading Buddy',
- take quizzes to assess their understanding, and
- track their reading progress.

All activities and achievements are recorded, providing both parents and teachers with valuable insights into students' reading journey and performance.

Teaching and Learning Urdu Language and Literature Overview

Primary years students at the school exhibit significant linguistic diversity. While English serves as the preferred language for academic instruction, students are immersed in the PYP curriculum through the compulsory National language, Urdu, from Early Years through Grade 12. Recognizing the importance of National language development for cognitive growth and cultural preservation, the school prioritizes efforts to engage trained teachers proficient in teaching Urdu.

National language instruction is structured within designated lesson blocks and seamlessly integrated with Transdisciplinary themes, central ideas, and lines of inquiry. Additionally, students are encouraged to interact in their national language during specified blocks and lead some part of inquiry in Urdu language.

Supportive initiatives, such as language days, special assemblies, storytelling and singing in national languages, enhance students' linguistic competencies and cultural appreciation.

To further enrich language learning, the school library offers a diverse collection of reading materials available in National Language Urdu and foreign language Turkish alongside English. Morning assemblies, and various school events, including festivals, reflect an integration of National language alongside English, Turkish and regional languages when applicable, fostering a sense of inclusivity and cultural celebration within the school community.

National Language Strands	Instructional strategies
Listening	Various activities are used to provide opportunities for listening and speaking in the classroom, such as storytelling, poetry recitation, newspapers, messages, and debates/discussions.
Speaking Reading Public speaking	<p>Speech, reading, and presentations are enhanced through drama activities. In class, various activities are organized such as book fairs, debates, author interviews, dramas based on read books, educational visits to printing presses, etc.</p> <p>Publishers are invited to set up stalls where students can use their pocket money/Eidi to purchase books, encouraging them towards book reading. To instill an interest in poetry, students are taught and recite poems orally. Poetry recitation competitions are held where students recite poems they have learned, which may be from various sources such as their own compositions, newspapers, magazines, or books.</p> <p>Literary sessions are organized to cultivate literary taste among students. Students are given topics to write short poems or paragraphs, which are then compiled or written in groups. These groups are named after renowned poets like Allama Iqbal Group, Sufi Ghulam Group, Patras Patras Group, Ahmed Nadeem Qasmi Group, etc. Regular literary sessions are conducted in class on designated days.</p>
Writing Presentation Creative Writing Linguistics	<p>Classroom activities are organized to enhance students' writing skills, including activities such as visual comprehension, drawing, storytelling, report writing, essays, applications, advertisements, posters, and comics. Students are grouped and given different topics to assess their creative skills.</p> <p>Humorous dialogues are written, and travelogues and diaries are compiled through various activities involving individual group work.</p> <p>Students are instructed to follow rules during writing tasks. They are taught different paragraphs and instructed to identify and use various rules by writing different paragraphs.</p>
Appreciation and Criticism	Students' work is critiqued for improvement, and their achievements are celebrated to enhance their motivation. Their work is displayed on the bulletin board in the classroom, and exhibitions are held to showcase their accomplishments, thereby boosting their self-esteem.
Everyday Life Skills	Students are taught everyday life skills in the classroom, including etiquette and ethics. They learn how to handle books, how to hold them properly, and how to place them in their bags. Practical demonstrations are provided on how to use a notebook, a pencil, how to sit and stand, walk, and communicate effectively.

Teaching Turkish as a Foreign Language

The "Turkish Language Teaching Program," developed based on the "Common European Framework of Reference for Languages (CEFR)," serves as a foundational framework for learners, instructors, curriculum developers, and exam administrators involved in learning Turkish within the scope of formal and informal education domestically or internationally. It regulates the content of language teaching and establishes standards, including objectives, achievements by levels and skills, and assessment processes.

There is increasing international interest in Turkish language and culture, along with growing demand for learning Turkish. This has necessitated the creation of a comprehensive Turkish language teaching program to address both domestic and international needs.

The Turkish Language Program consists of two main sections. The first section includes the theoretical framework and implementation processes, while the second contains syllabi structured according to levels for formal education.

V. a. Program Sections Overview

The Program is divided into eight subsections based on these main sections. The following table summarizes the sections and their focus:

Section No.	Section Title	Description
1	Basic Principles and Approach	Provides information about the foundational principles and the overall approach of the program.
2	Program Objectives	Lists the objectives of the program, outlining the main goals and intended outcomes.
3	General Structure and Categorization	Covers the general structure of the program, including its categorization and organizational aspects.
4	Assessment and Evaluation Approach	Discusses the methods and approaches used for assessing and evaluating learners' progress within the program.
5	Recommendations for Implementation	Contains recommendations for effectively implementing the program, with guidelines and strategies for smooth execution.
6	Achievement Lists for Basic Language Skills	Presents key achievements learners should attain in fundamental language skills such as reading, writing, speaking, and listening.
7	Categorization of Language Structures	Provides tables that categorize language structures according to various proficiency levels, aiding in targeted language instruction.

V. b. Rationale and Key Considerations

The fundamental basis of the Turkish Language Program is the "Common European Framework of Reference for Languages (CEFR)." This framework defines the necessary levels and competencies for measuring learners' achievements throughout their lifelong learning process and educational stages.

V. c. 21st Century Skills

In preparing the Turkish Language Teaching Program, the program draws upon both the CEFR and 21st-century skills, as well as the core values specified in the Turkish Language Teaching Program for native speakers. These skills are categorized into three main headings (P21 Framework for 21st Century Learning, OECD):

- **Learning and Innovation Skills** (creativity and innovation, critical thinking and problem-solving, communication, collaboration)
- **Information, Media, and Technology Skills** (information literacy, media literacy, ICT literacy)
- **Life and Career Skills** (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility)

The action-oriented approach adopted in the Turkish Language Teaching Program expects language learners to also possess these 21st-century skills. In structuring the teaching process and creating syllabi, themes, achievements, and the relationship between communicative functions and skills have been carefully considered. Teaching materials should include activities and tasks aimed at fostering these skills.

V. d. Core Values

In addition to universal values, the Turkish Language Teaching Program also considers societal values. Thus, the program not only aims to improve learners' language competencies but also seeks to develop sensitivity to both universal and local values.

The thematic elements of the program are based on language usage areas and achievements aligned with learners' developmental characteristics. The program adopts a thematic approach to provide meaningful language inputs while enriching students' world knowledge and intercultural awareness.

V. e. Five Fundamental Principles

The action-oriented approach adopted in the program is based on the following principles:

1. Communicating through interaction in the target language.
2. Using authentic texts related to the target language.
3. Enriching learners' personal experiences to contribute to in-class learning.
4. Connecting in-class and out-of-class learning related to the target language.

The program exhibits an interdisciplinary nature with its thematic structure and content. The appearance and functions of language intersect with other disciplines in the educational process. Increasing interaction between lessons and real life aims to create a more dynamic, functional language teaching process.

The action-oriented communicative language teaching approach encompasses process, task, inductive, and exploratory-based skills (Savignon, 1987). This interdisciplinary approach emphasizes effective use of sociocultural elements in language teaching, promoting intercultural sharing and awareness. The "sociocultural" elements discussed in the CEFR are considered to support sociolinguistic competence (CEFR, 2001; 2018).

V. f. Socio-cultural Context

In planning the teaching-learning process and preparing teaching materials, it is important to present sociocultural information through various tasks and activities, including reading/listening/viewing texts. Thus, it is expected that learners who possess general cultural knowledge and sociocultural information related to the target language will be familiar with different formal levels of the target language, decode the sets and codes of language meanings, and be able to use them. In this process, which is also related to the multicultural competencies expressed in CEFR (2018) and the mediation competencies defining a proficient language user, learners are aimed to develop, broaden, and deepen their intercultural understanding as social actors, acquire cultural/intercultural awareness, and ultimately reach an intercultural consciousness that can act as ambassadors/mediators between the target language and their own language's cultural codes.

Category	Sociocultural Information
Daily Life	Food and drink, mealtimes, table manners, official holidays, festivals, working hours, leisure activities, etc.
Living Conditions	Home conditions, welfare status, social security, etc.
Interpersonal Relations	Male-female relationships, family structure and relationships, relationships in the workplace, etc.
Values, Beliefs, and Attitudes	Regional cultures, traditions and social change, history, especially iconic historical figures and events, foreign countries, peoples, countries, politics, art, religion, humour, professional groups, institutions, security, etc.
Body Language	Communication through body language traditionally used in different cultures and its transfer to other cultures, etc.
Social Traditions	Punctuality in relation to hospitality, gifts, duration of visits, farewells, behaviour and conversation rules, etc.
Rituals/Traditional Behaviours	Birth, marriage, death, celebrations, festivals, dances, religious traditions, audience behaviour at public meetings, etc.

The socio-cultural information listed in the Turkish as a Foreign Language Teaching Program has been associated with themes for each level and class. In the process of teaching according to this program and in providing intercultural awareness and consciousness, the question that needs to be answered is what kind of world knowledge or information about other cultures students will need (CEFR, 2001; 2018). Based on the answer to this question, the content of intercultural interaction will also be determined. Thus, it is expected that students will develop the following intercultural skills in learning environments where the Program is implemented:

- Associating one's own culture with the target culture,
- Gaining cultural sensitivity and recognizing and using different strategies to interact with people from other cultures,
- Dealing with intercultural conflicts and disputes by establishing relationships between one's own culture and the target culture,
- Ability to break and overcome cultural prejudices in multicultural environments (CEFR, 2001; 2018).

All kinds of language use take place within a certain context and in different social settings. This language use in social contexts is structured around the communicative functions of language. These functions, such as thanking, requesting, apologizing, demanding, justifying, and asking for explanations, require certain language structures and vocabulary at different levels of formality in specific communication contexts and situations. Therefore, the Program has been structured based on these communicative functions related to the language use domains.

V. g. General Objectives of the Programme

The Turkish as a Foreign Language Teaching Program aims for learners to:

- Develop Turkish comprehension skills through listening/viewing and reading,
- Enhance Turkish skills through oral production, oral interaction, and writing,
- Enable use of Turkish in listening, speaking, reading, and writing skills in accordance with the rules,
- Enrich Turkish vocabulary,
- Foster cultural sensitivity and intercultural awareness through interaction,
- Enable learners to recognize distinguished works of Turkish language and literature,
- Develop lifelong learning skills,
- Acquire/develop 21st-century skills with an interdisciplinary approach,

V. h. Preschool Period

In the Preschool Program, the preschool period is considered as the Initial Period where children will encounter Turkish for the first time and gain familiarity with it. The program is structured according to the developmental characteristics of children, divided into the periods of 36-48, 49-60, and 61-72 months. Curricula consisting of ten themes have been prepared for each period. The scope of the themes has been determined to include the basic principles of education, taking into account the developmental characteristics of children in the preschool period, as well as their communicative language functions, daily life areas, interests, and needs.

Just like in all stages, children in the preschool period may join the educational process at any level. Considering such situations, the program is structured to compensate for and cover lower levels by higher-level curricula. While the curricula prepared for three different levels cover communicative functions, achievements, and language expressions (vocabulary), each level has its own specific language goals.

The curricula prepared in this section are designed to target communicative language teaching, regardless of whether the learners/children are in Turkey or in a foreign country. The absence of a significant difference in the general developmental characteristics of children in the preschool period constitutes the main reason for the similarity in the domestic and international forms of the program.

V. i. Early Literacy

In the Turkish as a Foreign Language Teaching Program, a sound-based method is adopted for initial reading and writing instruction. The stages of sound-based initial reading and writing instruction are as follows (MEB, 2019):

Preparation for initial reading and writing

- a. Listening orientation activities
- b. Exercises to develop finger, hand, and arm muscles,
- c. Colouring and drawing activities,

Starting and progressing in initial reading and writing

- a. Sensing, recognizing, and distinguishing sounds.
- b. Reading and writing letters.
- c. Forming syllables from letters, words from syllables, and sentences from words.
- d. Reading texts

Independent reading and writing

In this context, the achievements related to these processes have been added to the curriculum, and suggestions for syllables, words, and sentences suitable for use in the initial reading and writing instruction process have been included.

The achievements in the initial reading and writing instruction process of the Turkish as a Foreign Language Teaching Program are provided in Table 7.

V. j. Primary School

In the program prepared for primary school level for international applications, syllabuses covering the age groups of 7, 8, 9, and 10 are created at level A1 (A1.1, A1.2, A1.3, A1.4), while for domestic applications, syllabuses at level A2 (A2.1, A2.2) are also prepared in addition to A1. The reason for adding level A2 to the program for domestic applications is to ensure that language learners are exposed to the target language in a natural environment and to enable them to integrate into the formal education system in Turkey as quickly as possible. At level A1, syllabuses consisting of ten themes for each age group are prepared, taking into account learners' developmental characteristics, their interests, language usage areas, communicative language functions, and relevant vocabulary.

V. k. Lower Secondary School

In the international applications of the program, the target level for the middle school level is aimed to be at A2 level. This level starts with a repetition of the A1 level designed according to the developmental characteristics of the age groups and is gradually structured as A2.1, A2.2, and A2.3. Considering the learners who have not achieved the targeted language proficiency levels or who have newly joined the educational process, the A1 level is revisited with a holistic approach at the age of 11. Syllabuses consisting of ten themes are prepared for the A1 and A2 levels in middle school, taking into account the developmental characteristics of the learners, communicative language functions, daily life areas, interests, and needs, and including the fundamental principles of education. The themes in this section, which are integrated with the primary school level, progress to cover lower levels across age/grade levels.

For international applications at the middle school level, syllabuses are created for the age groups of 11, 12, 13, and 14, covering A1 and A2 levels (A2.1, A2.2, A2.3), while for domestic applications, the A1 level is rearranged alongside A2 (A2.1, A2.2). The middle school level begins with a repetition of the A1 level for learners newly joining the education process. Additionally, considering that domestic learners are exposed to the language at higher levels and will continue their education at the secondary education level, an additional syllabus targeting the B1 level has been added to this level of the program.

V. l. High School

In line with the previous levels of the program, reaching the B2 level is targeted both domestically and internationally at the secondary education level. This level starts with a repetition of A1 and A2 appropriate for the first two age/grade levels, and progresses gradually to B1, B1+, and B2 levels in subsequent age/grade levels. Ten thematic syllabuses have been created for each age group/grade level. As language proficiency increases, themes are expanded to include the needs and contexts that learners may encounter in social life, tailored to their age levels, thus adding depth to the themes. Communicative functions are also diversified in terms of different formality levels, social and cultural norms, and social roles, providing learners with multidimensional content.

At the secondary education level of the program, the A1 and A2 levels have been restructured with a holistic approach, taking into account the situations of learners who have not achieved the targeted language proficiency levels or who have newly joined the educational process.

The threshold level, referred to as the B1 level, is organized into two stages, B1 and B1+, to enable learners to enhance their productive skills to a higher level. While the goal is to reach the B2 level by the end of the secondary education level, a syllabus consisting of ten themes at the C1 level has been included in the program for use in certain special cases (such as national education systems, class hours, student qualifications and needs, etc.).

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