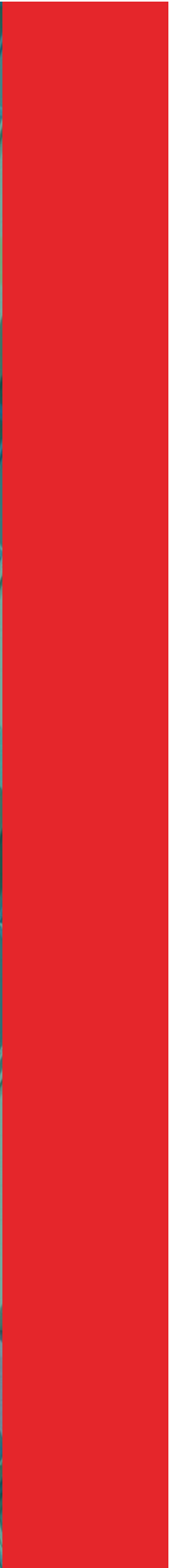
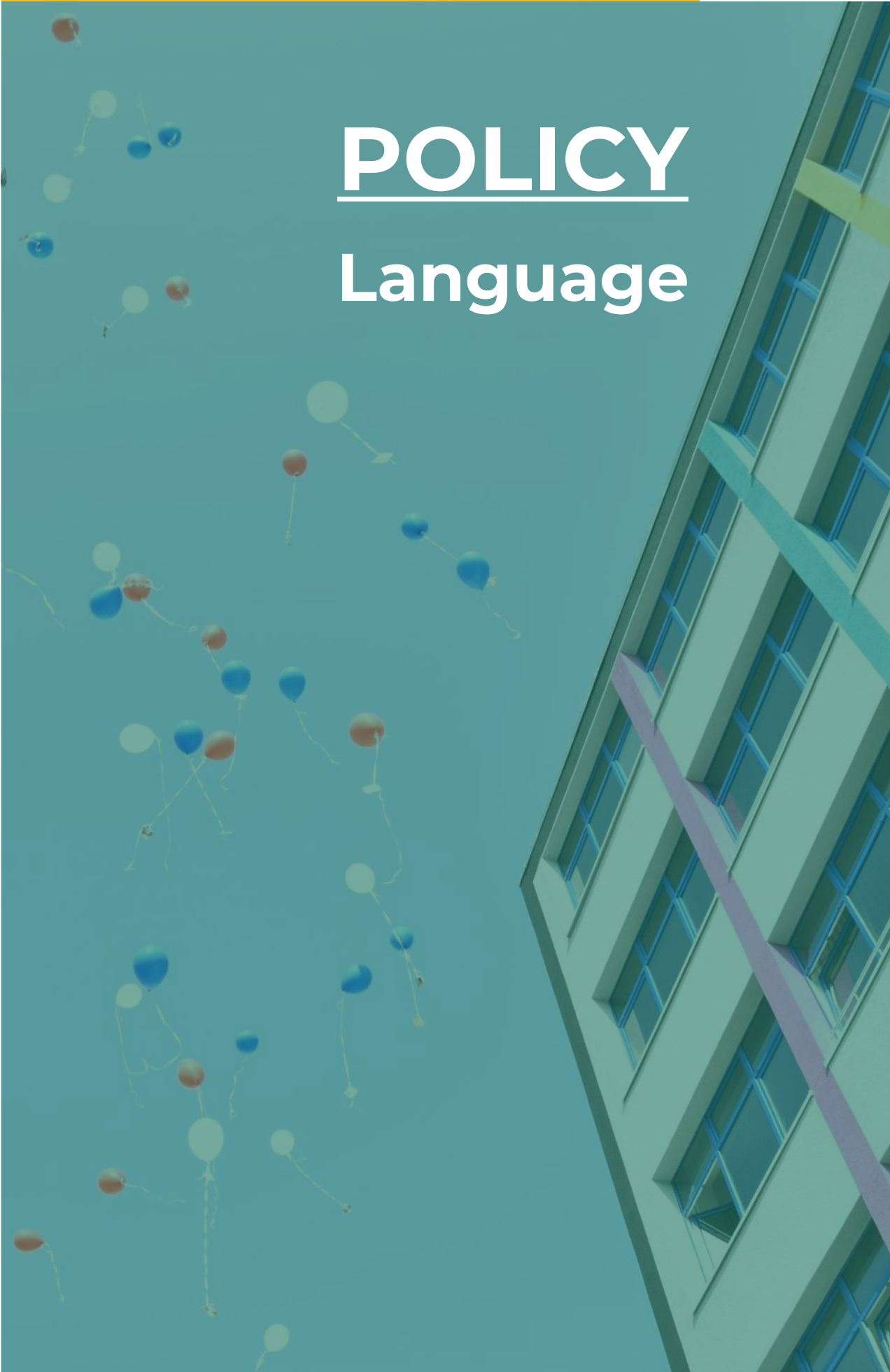


Passion for education



Internationales
Stiftungsgymnasium
MAGDEBURG

POLICY Language



Preface

The Internationales Stiftungsgymnasium (ISG) recognizes the importance of language education in promoting global communication and understanding. To that end, the ISG language policy aims to provide students with opportunities to develop their language skills in multiple languages, both for personal growth and for practical use in their future academic and professional lives. This policy sets out the expectations for language learning in the IB DP and the support that will be provided to students in order to help them achieve their language goals. This policy is designed to support multilingualism and to foster a positive language-learning environment for all students in the IB DP.

An important part of our IB DP language policy is the beliefs we hold regarding language teaching and learning:

1. We believe that language learning is a continuous process that lasts a lifetime. We promote the idea that language learning and teaching encompasses more than just grammar and vocabulary. We believe that languages are a means of interpersonal communication and understanding, allowing for an understanding of different cultures and perspectives.
2. We believe that language learning is most effective when it takes place in an interactive and communicative context. Therefore, we place great importance on the practical application of language skills in authentic situations and encourage exchange between learners and native speakers of the target language.
3. We believe in the importance of multilingual skills and therefore promote the acquisition of at least two languages during the school years. We are convinced that this not only promotes interpersonal communication, but also improves cognitive abilities and the ability to critically reflect.
4. We believe that language learning and teaching plays a central role in the development of our students, enabling us to shape open, curious, and responsible citizens of a globalized world.

Aims

1. To promote the development of students' linguistic skills and cultural understanding in their mother tongue and in other languages.
2. To encourage students to use the languages they have studied in meaningful and relevant contexts.
3. To support students in achieving their best in their language courses and in developing their intercultural understanding.

4. To provide support for the development and maintenance of students' mother tongues.
5. To acknowledge the importance of promoting multilingualism and ensuring equal access to the IB programme offered by our school.

Languages at the ISG

All students at the ISG are proficient in at least two languages. In the 5th grade, they have the option to select either English or French as their primary foreign language, with the other automatically becoming their secondary foreign language, taught with one less hour of instruction per week. When students reach the 9th grade, they can choose to further expand their linguistic repertoire by adding Latin, Spanish, or Russian as their third foreign language. By the time they enter the IB DP program, it becomes second nature for them to access information and engage with content in English, irrespective of whether English was their initial or secondary foreign language choice back in the 5th grade. Beyond the confines of the classroom, we actively promote multilingualism among both teachers and students, encouraging communication in English, French, and German. This immersion in various languages in everyday life contributes significantly to our students' familiarity with diverse linguistic experiences.

At ISG, every teacher, regardless of their subject specialization, plays a pivotal role as a language educator. They foster their students' language skills and practical application through:

1. **Effective Communication:** Modeling proper language usage while providing opportunities for students to partake in meaningful dialogues, discussions, and presentations, thereby enhancing their speaking and listening skills.
2. **Reading Comprehension:** Encouraging students to explore a wide range of materials across subjects, bolstering their vocabulary, comprehension, and critical thinking abilities.
3. **Writing Proficiency:** Assignments and projects spanning various subjects challenge students to articulate their ideas coherently and persuasively, fostering both writing skills and clarity of expression.
4. **Vocabulary Enrichment:** Teachers introduce discipline-specific terminology, motivating students to expand their lexicon as they delve into new concepts and ideas.
5. **Grammar and Syntax:** Addressing grammatical errors and elucidating sentence structures as part of regular feedback empowers students to refine their writing and speaking abilities.
6. **Cultivating Inquiry:** Creating a classroom environment where students feel at ease asking questions is instrumental in nurturing their language development by fostering active dialogue.

7. **Multilingual Sensitivity:** Acknowledging and valuing the rich linguistic diversity among students cultivates respect for various languages and cultures, ultimately contributing to enhanced language proficiency.
8. **Integration of Language Skills:** Infusing language-focused activities into subject lessons, such as debates, written assignments, and group discussions, equips students with practical language skills they can apply contextually.
9. **Feedback and Evaluation:** Providing constructive feedback on language use in assignments and assessments guides students in their journey toward improved language proficiency.
10. **Real-World Application:** Establishing connections between classroom learning and real-life scenarios demonstrates the practical utility of language skills, motivating students to employ them beyond the school environment.

In these ways, educators from all fields of study at ISG fulfill an integral role in nurturing their students' language proficiency and its practical application.

Procedures Implemented by the school

- The ISG language policy is in alignment with the mission and philosophy of the IB, which underscores international-mindedness and intercultural understanding.
- ISG offers language education in a minimum of three languages, with one serving as the primary language of instruction.
- In the IB DP program, all students will have the chance to study at least two languages.
- The native languages of students are highly regarded and encouraged when appropriate. To achieve this, we organize events like International Day that promote the ongoing learning and use of students' native languages.
- We provide support, accommodations, and specialized courses for students learning in a language other than their mother tongue. For instance, we offer extracurricular language clubs in various languages and create study groups for non-German-speaking students, as well as those unable to learn in their mother tongue.
- ISG offers a diverse range of language courses at different levels to cater to the varied needs and interests of students, including the study of additional languages.
- Students are actively encouraged to become multilingual and have access to a variety of languages, including the school's primary language and additional languages offered. Opportunities exist for every student to learn both A and B languages from scratch.
- ISG fosters an environment that values language learning and celebrates cultural diversity.
- Different languages are used in everyday communication between students and teachers, as well as in extracurricular activities (such as the ISG-Club and DELF exams).
- Students are motivated to use the languages they have studied in meaningful and relevant contexts, such as cultural activities or language school trips.

- ISG provides resources and support for language teachers, including professional development opportunities and access to language-specific materials. Additionally, some faculty meetings are conducted in foreign languages. All teachers, whether language or subject teachers, receive regular feedback on their language proficiency and have the opportunity to participate in individual training programs abroad through the ERASMUS program, with a focus on language development.
- The language department collaborates closely with other departments to ensure that the policy is integrated into the entire curriculum, and that language learning is supported throughout the school across all subjects.
- ISG allocates appropriate resources to support the implementation of this language policy.
- The language policy is communicated to all students, staff, and parents at the beginning of each academic year.
- We actively engage parents in their children's language development. During parent evenings at all grade levels, we regularly provide information about our language programs, extracurricular activities, language trips, and the progress of language development in each class. Parents have immediate opportunities to provide feedback and input for improvement. Additionally, we offer individual parent meetings twice a year, where language development and support strategies are discussed.
- Moreover, all our books are available as e-books, enabling parents to independently support their children's language development.

Support of Non-Native German Speakers

The majority of students studying at the ISG are native German speakers. Regardless of students' mother tongues, all students within the German school system must take German from grades 1-10. In Saxony-Anhalt, all students within the upper secondary school system must take German until grade 12.

Since the ISG is an independent school, non-native speakers who do not wish to pursue the German Abitur Diploma may opt out of taking German.

The ISG has the capacity to offer German as a foreign language (DaF) to students who are not fluent in German.

While German and English are the two prominent languages spoken at the ISG by students, staff, and administration, all languages are welcomed, encouraged, and celebrated.

Support of Mother Tongue

In our faculty and student body, we encompass a rich tapestry of mother tongues, forming the foundation of our everyday multilingualism. While the majority of our community holds German nationality, we boast a diverse array of cultural backgrounds, resulting in a wide

spectrum of linguistic proficiencies. Among our teachers and students, you'll find origins spanning Nigeria, Ivory Coast, Egypt, Russia, Ukraine, France, and many more.

1. **Native Language Integration:** Our educators seamlessly incorporate the use of both their and the students' native languages into their subject courses whenever feasible. This approach not only aids students in grasping course material more effectively but also facilitates concurrent improvement in their language skills.
2. **Cultural Celebrations:** We take pride in our diverse student body and regularly host cultural events that showcase the languages, customs, and traditions of their native cultures. Our annual "International Day" celebration, for instance, serves as a platform to nurture a sense of cultural pride and encourages the ongoing utilization and exploration of students' native languages.
3. **Language Courses:** At ISG, we offer dedicated language courses designed to support students in learning and enhancing their native languages. These courses are available as part of the standard curriculum or as extracurricular activities.
4. **Multilingualism Promotion:** Our institution actively promotes the use of multiple languages, including the native languages of our students. This nurturing environment fosters a sense of comfort and confidence in students when using various languages.
5. **Proficient Teaching Staff:** We take pride in our faculty, which comprises educators proficient in a diverse range of native languages. These teachers are readily available to provide support to students seeking assistance with their language skills.
6. **Technology-Enhanced Language Learning:** Harnessing the power of technology, such as online resources, we empower students to further their proficiency in their native languages. This supplementary support allows students to bolster their language skills beyond the traditional classroom setting.
7. **Project-Based Language Learning:** Our curriculum includes project-based learning experiences where students can actively practice their native languages with peers who are also in the process of learning these languages. This collaborative approach not only facilitates language skill improvement but also cultivates new friendships along the way.

Through these initiatives, we aim to create a vibrant and inclusive linguistic ecosystem that celebrates our community's linguistic diversity, empowers language skill development, and fosters a deep appreciation for the richness of each student's cultural heritage.

Language and Literature Courses

Per IB DP requirements, all students are required to take a Language A- Language and Literature- course and a Language B- Language Acquisition- course. Currently, the ISG offers German as Language A and English or French as Language B. Non-native German speakers who wish to pursue to IB DP but not the German Abitur Diploma may take a self-taught course in Language A SL for their mother tongue if the mother tongue is on the IB's approved list of self-taught Language A courses.

Important Links to other Policies

The Language Policy, the Assessment Policy and the Admissions Policy of the DP are closely linked. The Language Policy defines the requirements for students' language proficiency, the assessment policy evaluates how well they meet these requirements, and the admissions policy determines which students can be admitted to the program based on their language skills and competencies.

The DP has a clear language policy that defines the goals and requirements for the language proficiency of students. This language policy is closely linked to the assessment policy and the admissions policy.

The Assessment Policy of the DP determines how students should be evaluated based on the language policy. For example, in the exams of each subject, students' ability to communicate in a foreign language is also tested. The exams require both written and oral skills and measure how well students understand the culture and content of a language and the approaches of the DP program.

The Admissions Policy of the DP determines which students can be admitted to the program. The language policy plays an important role here, as it defines the required language skills and competencies that students need to be admitted to the program. Students must have the required language skills and provide evidence of them to be admitted to the program from a legal and quality perspective. Therefore, students must be able to communicate in writing and orally in at least two languages with sufficient quality.

Basic Legal Requirements

This legal framework provides an overview of the language requirements and needs within the school community in Saxony-Anhalt, and ensures that students acquire the necessary language skills and are supported to successfully navigate the education system and society:

- School Law of Saxony-Anhalt (SchulG LSA): The School Law of Saxony-Anhalt stipulates that the State Abitur (high school diploma) must be taken in at least two foreign languages. Furthermore, schools must ensure that students with a non-German native language receive appropriate German language instruction to improve their language proficiency.
- Regulation on the Design of the Educational Pathway in Secondary Level I (VO-GO-SEI): The Regulation on the Design of the Educational Pathway in Secondary Level I stipulates that students in Secondary Level I must learn at least one foreign language.
- Curriculum Framework for Secondary Level I in Saxony-Anhalt: The Curriculum Framework for Secondary Level I mandates that students in grades 5 and 6 must learn English as their first foreign language. From 7th grade, students can choose a second foreign language.

- Act on the Equalization of People with Disabilities (Behindertengleichstellungsgesetz - BGG): The Act on the Equalization of People with Disabilities obliges schools in Saxony-Anhalt to ensure that students with disabilities have adequate access to education and learning materials, including addressing their language needs.
- Recommendations of the State Administration for the Education of Children and Adolescents with a Migration Background:
The state administrative regulation stipulates that schools in Saxony-Anhalt must ensure that students with a migration background receive adequate support in the area of language development to improve their German language skills and facilitate their integration into the school community.

Creation of this Policy

This policy was collaboratively developed by the Diploma Programme Coordinator, DP teachers, and was approved by the Head of School.

The policy is reviewed and updated annually by the DP Coordinator at the start of each school year.

The policy is communicated effectively to students, their parents, and the Department of Education through various channels such as the school website, parent-student meetings, the school library, school presentations, and email correspondence.