



Felix-Klein-Gymnasium Göttingen

Lanaguage Policy

1. School Language Policy

The main objective of teaching languages at FKG is to enable students to make use of language as their crucial means of individual, social and cross-cultural communication and understanding in their local surroundings and a globalized world.

Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge is negotiated and constructed. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school. (<http://xmltwo.ibo.org/publications/migrated/production-app.ibo.org/publication/84/part/1/chapter/1.html>)

In order to ensure the achievement of this goal, FKG focuses on language learning as one of the main pillars of education.

2. School Language Profile

All students of FKG should be able to speak, write and read German on a level that allows them to take an active part in the community inside and beyond the school. Most classes in Grades 5-13 are taught in German; naturally, the regular German classes are designed to improve the German language proficiency of the students. The language of communication in the school community is mostly German.

German as a Second Language

FKG offers a special support system for students who are native speakers of languages other than German; here, they are taught German as a Second Language and are prepared for their participation in the subject -specific classes taught in German via CLIL classes (Maths and Biology for German learners). Every student who comes from abroad and is not able to attend the regular German class finds a bridge to German culture here. This includes children of employees of international companies in the area and the university as well as refugees and second-generation immigrants, who mostly speak German at home, but also have a high command of their parents' mother tongue (e.g. Turkish, Farsi, Italian, Arabic, Chinese, Vietnamese, Finnish, Russian, Polish).

English as a Second Language

All FKG students are taught to speak, write and read English as it is an important lingua franca in an increasingly globalized world. Therefore, learning English is obligatory from the

beginning for all FKG students. English is taught 4 lessons (45') a week on average. Students can choose to attend a preparatory course for passing Cambridge English exams, such as CAE or FCE, a qualification that is highly appreciated by German companies.

FKG has a long tradition in bilingual education. Since 1990, our school has been offering CLIL classes in English for those students who want to improve their proficiency of English as a second language. In addition to an increased number of English lessons within the bilingual stream for Grades 5-10, English is used as the language of instruction for teaching the following subjects in this section:

- Chemistry
- Geography
- History
- Physical Education

This provides an excellent preparation for students of this stream to successfully complete the IBDP after grade 10.

Other second languages taught at FKG

Learning foreign languages promotes intercultural understanding and communicative competence in the world of today. Both aspects are central to our school programme and are catered for by our choice of foreign language courses, our bilingual stream and the range of international exchanges, experiences and projects we offer to develop the international-mindedness of our students. All students of FKG have the opportunity to choose from a variety of different languages.

Second languages taught at our school are:

- English (from Year 5)
- French, Latin or Spanish (from Year 6 or optional from Year 8)
- Italian, Russian, Chinese (in cooperation with other schools in Göttingen)

In these classes, the language of instruction is the target language.

Language Practices at FKG

- Learning foreign languages is further promoted by various exchange programmes with schools in Northern Ireland, Sweden, France, Spain and Ethiopia.
- Furthermore, students are offered the opportunity to partake in various language competitions (*Bundeswettbewerb Fremdsprachen*) and obtain language diplomas (DELF, DELE, TELC, Cambridge Certificate and *Deutsches Sprachdiplom I*)
- Assistant teachers from English-, French- and Spanish-speaking countries help our students to improve their foreign language skills and to develop intercultural understanding as well as international-mindedness.

Special arrangements for students with educational needs like dyslexia are regulated by circular from the Ministry of Education. These include remedial courses as well as special assessment arrangements (extra time for tests, technical equipment) to make sure that all students can show their true potential in examinations and are not disadvantaged.

Language Learning in the IBDP

Course Profile

At FKG we offer German A: Language and Literature SL/HL, English A: Language and Literature SL/HL as well as German B HL.

The curriculum for German A and English A is in line with the DP aims of Language A Language and Literature:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of the techniques involved in literary criticism
- develop the students' ability to form independent literary judgments and to support those ideas

Similarly, the school curriculum for German B meets the DP aims of Language B:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Due to the cohort size being a limiting factor, no additional B Language can be taught at the moment. International students are encouraged to do German B at Higher Level because this is a requirement for acknowledging the IB Diploma as a university entrance exam in Germany. A language ab initio as a second language in Group 2 is not accepted (Agreement of the Standing Conference of German Ministers of Education). Students without prior knowledge of the German language have the option to attend classes provided by the City of Göttingen before starting the IBDP.

The development of the students towards additive bilingualism is reinforced through using English as the language of instruction for all subjects other than German.

Admission, assessment, and support

Students must provide proof of advanced English language skills and at least basic German skills before enrolment. Individual counselling is offered for those who do not yet meet these requirements.

Summative and formative means of assessment are applied (compare assessment policy).

3. Communicating and Reviewing the Policy

The policy is regularly reviewed as required. Possible changes are discussed in department meetings, staff meetings and communicated in staff meetings, parent-teacher meetings, in circulars and information sessions for students.

Last update: April 2020