



Language Policy

(2019)

1. Foreword

Founded in 2012, the International German School HCMC (IGS) is an intercultural place of learning and open to children of all nationalities. The encounter school follows a bilingual approach (German, English) on the basis of the German “Network of German Schools Abroad” curriculum. This ensures a seamless transition into the educational systems of Germany, Austria and Switzerland, as well as international programs. Next to German and English as the languages of instruction, other languages such as Vietnamese for native speakers and French as a foreign language are taught.

The potential number of German-speaking pupils in HCMC is limited and highly dependent on the economic conditions of the city. These circumstances do not allow a sustainable development of a school with only German nationals at this location. For this reason, the conception of the IGS as an encounter school thus corresponds not only to the implementation of a goal of German cultural and educational policy; it is an essential stability factor of the school itself.

2. The subject German

a. Subject matter and aims

The subject German serves as a leading subject in education at IGS and delivers a fundamental contribution to the competence development of all students in all schools types (Realschule/Gymnasium). Language and language comprehension are fundamental means of communication in our world and enable self-determination, an interpretation of the world, tolerance



and participation in cultural, social and political events of our time. Language influences our thinking, helps to develop imagination, to express creativity, and to solve problems in a creative way.

Language serves in oral and written form as a means of representation and communication as well as a medium and object of thought. In addition, the German lessons lead to critical abilities and self-reflection. In this sense, the subject German imparts skills which are required for all subjects of the school.

Due to the small number of pupils at secondary level, some learners are taught in cross-grade classes and in a highly differentiated manner. Therefore, more and more phases of self-regulated learning to acquire basic knowledge and skills, phases of cooperative learning and phases with more open problems up to project-oriented teaching and forms of open learning are facilitated. This also promotes methodological-strategic, social-communicative and social competences.

b. Materials

IGS aims to create a multimedia learning environment. Therefore, in addition to the following textbooks with their differentiating additional materials, Smartboards, Google Suite for Education, Apps and Apple TV are used.

Primary school:

- Flex und Flora 1-4 (Westermann)

Secondary school:

- Wortstark 5-10 (Westermann)

c. Cursive handwriting

The development of a connected writing takes place in grade 2. First, form and movement elements are practiced as well as letter connections are consolidated in the correct movement sequence. The current writing course deals with the simplified source script.



d. German as a Second Language in grades 1/2

In order to promote the linguistic integration of children with German as a second language in grades 1 and 2 and to ensure the standard of performance, an integrative German as a Second Language instruction takes place in regular German lessons. This is supported by the textbook *Hallo Anna* (Klett). Underachieving children can receive support in class through additional remedial teaching, if necessary with the help of specialist staff or in the form of a teaching assistant in class.

3. The German as a Foreign Language lateral entrant program in grades 3-8

a. Classification of language levels

For the integration of children without or with only rudimentary knowledge of the German language, a special concept for foreign or second language acquisition is required. The demand groups are very heterogeneous and are determined by factors such as: cultural/ linguistic background, characteristics of the main language in the family, already existing knowledge of another foreign language, cognitive maturity/skills of the learners, composition of the learning group, subject-content requirements of the grade level as well as affective aspects. According to didactic considerations, the following requirement groups can be summarized according to the scaling of the Common European Framework of Reference for Languages (CEFR):

Level I Learners with very **little or no knowledge** of the German language (<A1)

Level II Learners with **basic German language skills** (A1< B1)

Level III Learners with **advanced to native language skills**
(> B1, with age-typical limitations)

The aforementioned levels are also used to classify the language levels of English, French and Vietnamese. However, in some cases the need for support in the area of German language development will be taken care of methodically.



Level I

Learners with very little or no knowledge of the German language (<A1/GER)

This learner group includes a) beginners in the under 6-years of age sector (U6) without knowledge of the German language or b) learners who apply for the external A1 course. Achieving the A1 level in the relevant partial competences is a prerequisite for admission to grades 2-6.

While the daily routine in kindergarten allows a fairly high degree of adaptation to the needs of learners (cf. U6 language curriculum), the acquisition of written language and the study of number ranges present learners with a particular challenge in grade 1. It is therefore not recommended to join grade 1 as a side entree.

Level II

Learners with basic German language skills (A1>B1 / GER)

These are learners with basic German language knowledge, elementary language skills and language application skills. These students can follow a modified subject course with a strong emphasis on foreign language acquisition (GFL). In addition, these learners need systematic language support in GFL teaching. This is the basis for the language admission requirements for secondary school. Entry into grade 7 can only take place with a certified A2 level, grade 8 requires a solid A2+ level and B1 level must be proven before entry into grade 9.

Previous subject-specific knowledge and competences, foreign language skills (e.g. English) of the learners and teachers are essential variables for the success of the lateral entry of this learning group.

The learning status is determined on the basis of the Common European Framework of Reference for Languages (CEFR) and the resulting overview of grammatical progression and competence acquisition in the school's own DaF curriculum.



Elementary use of language

| | |
|----|--|
| A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
| A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |

(Extract from *Europarat: [Global scale](#)*¹)

Level III

Learners with **advanced to native language skills** (> B1, with age-typical limitations)

This group consists of native-speaking learners and learners with a language level higher than B1 who are on their way to C1 or C2. Native-speaking children living abroad often lack language role models, which can, temporarily, lead to the acquisition of differing language structures. In bi-national homes, the L1 language sometimes cannot be clearly determined or shifts over the years in favour of another language. The preferred language of a student is sometimes not the mother tongue. In most cases, German is not the main language used at home. Even among native speakers, there is a high degree of heterogeneity with regard to the linguistic prerequisites. In some cases, children raised abroad with German mother tongue (L1) also show linguistic peculiarities - such as a lack of inflection, a lack of (age-typical) mastery of different registers, "delayed" over-generalisation, a small vocabulary range, and interference - especially from pidginized English. Some of these phenomena are notably fossilized. In many cases, these learners only master an informal register and have difficulties in developing the expected academic language. For these reasons, it is also necessary to carry out language level diagnoses or language level tests with the students, who are formally classified as native speakers. In individual cases, targeted German language support may also be considered for native speakers.

¹ *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge, U.K.: Press Syndicate of the University of Cambridge, 2001.



Even though students who are native speakers of German initially have an advantage in subjects taught in German, this advantage is put into perspective, for example with the acquisition of written language or in science classes. Non-native-speaking German learners can often compensate for the language disadvantage after only two years.

Learners at the language level >B1 meet the language requirements for successfully taking part in subjects taught in German without support (cf. Framework "German as a Foreign Language" for Schools Abroad²). For this group of students, the IGS' subject lessons are designed as language-sensitive lessons. In addition to regular German lessons, there is also a focus on systematic grammar development.

Independent user of the language

| | |
|----|---|
| B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |

Proficient user of the language

| | |
|----|---|
| C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
|----|---|

² Bausch, Karl-Richard et al. Rahmenplan „Deutsch als Fremdsprache“ für Das Auslandsschulwesen. Bundesverwaltungsamt, 2009.



C2

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

(Extract from *Europarat*: [Global scale](#))

b. Admission Requirement

Learners at levels II and III must pass a school entrance test or possess an above-average transfer certificate or, if applicable, pass the admission test for lateral entrants.

Language Level I: Ideally, children who do not have any knowledge of German, enter the IGS at kindergarten age or earlier and acquire a basic knowledge of the German language over a period of at least two years before they start school. Later admission to the IGS requires additional support measures, or may result in a postponement of the enrolment date.

A lateral entry of learners with little or no language skills into the school is generally accompanied by an additional support programme and is only possible under certain admission conditions:

Grades 1/2:

- high cognitive and affective abilities
- successful school entrance test
- language level A1 (speaking competence), possibly through attendance of the German course (including the summer language programme) for external students
- alphabetization in Latin script (otherwise a preschool program can be included)
- at least one legal guardian speaks German or English
- child passes trial period

Grades 3-10:

- successful school entrance test (Mathematics, English, if applicable, Sciences)
- above average transfer certificate/good to very good grades in mathematics, English, natural sciences, if applicable



- high cognitive and affective abilities
- language level (if applicable by attending the German course (incl. the summer language programme) for external learners):
 - Grades 3-6: A1
 - Grade 7: A2
 - Grade 8: A2 +
 - Grade 9: B1
- Knowledge of a second or foreign language highly recommended
- at least one of the child's legal guardians speaks German or English
- child passes trial period

In a consultation, the legal guardians are informed about the opportunities and difficulties of the program and the necessary support, which must be provided by the legal guardians. The school management makes the final decision on admission and placement.

c. Integration program

Language level I: External Preparation Course

The aim of the external preparation for students is to reach the language level A1 (GER) in oral language mastery before entering school and written language production (from grade 4). The standard amount of hours is 180 learning hours (instruction and self-study). However, depending on the individual variables of the learner, the hours may vary. The lessons are spread over approx. 14 weeks and consist of a basic and an advanced course (summer course). The weekly learning units are usually concluded with a test in the areas of lexis/grammar, which documents the level or increase in performance.

Language level II: Integration program after successful preparation course

6-12 hours per week of German as a Foreign Language lessons build the core of the school integration programme during the 1st and 2nd year of learning. In addition to selected subjects and supplementary lessons in which the children are taught with the whole class (Sports, Music, Art, English, Geography), lessons in the subjects German, Mathematics, Science (Sachkunde), Biology, Chemistry, Physics, and History can be organized in divided groups. The focus in the classes of the GFL-learners is on accompanying the learning processes through language-sensitive subject instruction ("DFU"). The aim is to enable learners to participate in lessons instructed in German as quickly as possible. The teacher's language in the individual subjects is based on regulations on the



language of instruction, with particular regard to the principle of functional monolingualism (Butzkamm, 1973). The integration program usually covers the entire first and second year of learning and, in addition to language integration, creates specific occasions for social integration. In the second learning year, a gradual transition to the class for native speakers is planned. After the second year at the latest, all learners should have transferred into the native language program. In the subject German, learners may also receive differentiated instructions beyond the second year of study. In addition, GSL/GFL learners are expected to participate in German-language supplementary courses and to successfully complete online learning programmes. A designated advisor is available to the learner in the side entry programme.

Students are tested weekly in the areas of vocabulary and grammar. The learner's language development is evaluated in a regular GFL language conference. At the end of the term or school year, the level of language acquisition is assessed with the help of standardised tests and recorded on a certificate.

Language level III: Learners with **advanced to native language skills**

Learners are fully integrated at this stage. Additional support can be provided in the German subject lessons.

Subject matter and aims of GFL teaching

DaF teaching is based on a school-internal DaF curriculum, which is based on the DaF framework, the guidelines for the *German Language Certificate of the Education Ministers Conference* (DSD) and the Common European Framework of Reference for Languages. It is aimed at a systematic acquisition of linguistic structures and competences, the mediation of cultural and social aspects as well as the integration into the school community. The current need for support, as stated by the subject teachers, is incorporated into the lessons.

Year-based orientation for obtaining the levels of the GER:

| | Lateral Entrants | Students who entered U6 |
|---|---|--|
| A1 (oral competence) | Grades 1/2: before start of academic year | Grade 1 before start of academic year |
| A1 (exam in listening and reading comprehension, writing and speaking) | Grades 3/4: at the end of the first semester | |



| | | |
|---|--|--|
| A2 (exam in listening and reading comprehension, writing and speaking) | Grades 4/5: End of the 2nd learning year; or end of the 1st learning year with entry into grade level 6 | End of grade 4 (Re-examination at the latest at the end of grade 5) |
| B1 (DSD I or equivalent) | End of grade 8 | |
| B2 | End of grade 9 | |
| Language level test B2 / C1 (internal exam) | End of grade 10 | |
| C1 (DSD II or equivalent) | End of grade 11 | |

According to this concept, a lateral entry on the A1 language level is only possible up to the beginning of grade 6. Admission to grade 7 requires the language level A2. For the entry into the 8th grade solid A2+ language competence is required. The promotion/admission to grade 9 is only possible with certified B1 language competence. For admission to grade 11, a B2 language level is required.

e. Characteristics of teaching non-language subjects with GFL learners (DFU)

Language and subject instruction form a unit, especially at German schools abroad. While the teacher in GFL instruction ensures the language success by gradual trial steps in designated language areas, the learners in the DFU are exposed to the entire - sometimes frustrating - language scope. What generally applies to the acquisition of technical terms for native-speaking learners as well is particularly true for learners who have to use a foreign language or a second language in their subject instruction. This linguistic disadvantage requires special methodological principles:

- I. New words are fixed to the blackboard or the like, vocabulary and language structures typical for certain topics are prepared and solidified through appropriate exercises. New words will be used/repeated in different contexts (e.g. homework gap text). The training always involves all areas of competency: Listening/ Speaking/ Reading/ Writing
- II. Listen to/repeat vocabulary
- III. Keep fixed blackboard block (or similar) free for language acquisition:



- a. Nouns are always introduced with the article and specific plural ending
 - b. Verbs always include all forms: Infinitive – 3. Pers. Sg. – Simple past – Past participle (singen – es singt – sang – gesungen/ spielen – es spielt – spielte – gespielt)
 - c. New language structures are copied to the notebook/vocabulary book/book (margin)/quizlet.
- IV. Teachers and learners speak clearly, slowly and comprehensively. Attention is paid to eye contact.
- V. Students are given more time to phrase/repeat.
- VI. Language simplifications/ synonyms and especially **language exercises** are built in.
- VII. Linguistic errors are taken into consideration and it is distinguished between systematic and unsystematic errors. Errors are sometimes tolerated in regards to the stage of the learning progress.
- VIII. Despite the linguistic challenge, the lessons are intended to meet the demands of the subject.
- IX. In DFU lessons, an assessment in the form of grades is carried out from the very first year of learning (with the exception of grade 1/2).

f. Materials

The IGS aims to create a multimedia learning environment. Therefore, in addition to the following textbooks with audio CDs and accompanying materials, Google Suite for Education, language learning apps, online media and Apple TV are used.

Primary school:

- A1: Komm zu Wort (Finken), Die Deutschprofis 1 (Klett), Step by Step into Grammatikland 1 (Hueber)
- A2: The German professionals 2 (Klett), step by step into grammar country 1 (Hueber)

Secondary:

- A1: Prima Plus Volume 1 and 2 (Cornelsen), step by step into Grammatikland 1 (Hueber)
- A2: Prima Plus Volume 3 and 4 (Cornelsen), step by step into grammar country 1 (Hueber)
- B1: Prima Plus Volume 5 (Cornelsen), step by step into grammar country 2 (Hueber)
- A2-B1: Schritt für Schritt ins Grammatikland 2 (Hueber)



4. The subject English

a. Subject matter and aims

English is the second language of instruction at IGS. It is therefore important to build up mother tongue-like competence as quickly as possible. English lessons begin in the nursery in coordination with Vietnamese and German lessons (1 x 20 minutes, kindergarten: 2 x 25 minutes, preschool: 3 x 25 minutes) and continue from grade 1 onwards with native-speaking teachers. The school curriculum forms the basis of English teaching which contains elements of mother tongue and foreign language teaching and at the same time also uses foreign language didactic principles.

At the latest at middle and high school level, English teaching mainly focuses on topics for native speakers in areas such as literature, linguistics, communication and history. For this reason, the language levels listed in c) are assumed. In order to ensure the integration of lateral entrants, e.g. from Germany, these learners can receive remedial teaching.

The school enables learners to voluntarily take external Cambridge language exams (e.g. Key English Test (KET, CEFR A2), Preliminary English Test (PET, CEFR B1), First Certificate in English (FCE, CEFR B2), in order to have their language level assessed by an independent partner and certified in accordance with Cambridge international standards. The levels will be advised by the subject teacher.

IGS is a bilingual school with the goal to offer a mixed-language International Baccalaureate. Therefore, some subjects are taught in English at both primary and secondary level: ICT, Physical Education/Swimming, Geography, Art, and Music (if applicable) as well as certain after school activities and projects.

b. Materials

Primary school:

- Family and Friends 1-5 (Oxford University Press)

Secondary:

- Cambridge English: Prepare student's book



c. Language levels

The minimum language requirements for the subject English are as follows:

| | |
|-------|--------------|
| A1 | Grades 5/6 |
| A2 | Grade 7 |
| B1 | Grades 8-10 |
| B2/C1 | Grades 11/12 |

5. The subject French

a. Subject matter and aims

French is a modern and vivid language spoken and understood in many countries in the world, including European countries such as France, Belgium and Luxembourg and many others on the African, Asian and American continents. Furthermore, many jobs in Germany require knowledge not only of English but also of the French language, as the neighbouring country France is one of the most important economic partners of the Federal Republic of Germany.

At IGS, French is taught as a second obligatory or third facultative foreign language with 2-4 weekly lessons in grades 6-10. The lessons are based on the school curricula and didactic principles and forms of assessment corresponding to those for teaching foreign languages. The challenges that come with the learners' different learning biographies and language developments are compensated by the organisation of the French lessons and additional support.

Currently, the subject French is implemented by at least 2 weekly lessons for all learners from grade 6. In some grades learners who don't attend Vietnamese lessons or participate in language exam preparations get additional French lessons. Learners of Vietnamese can get additional lessons in the context of an after-school activity. At the IGS students receive conversation and pronunciation training by native teachers from the onset of learning French.

The school enables the voluntary participation in official DELF exams, which are carried out in cooperation with external institutions to certify a certain language proficiency according to the CEFR.



b. Materials

- À+ (Maison des Langues)
- DELF preparation course

c. Language level

The subject French aims for the following language levels:

| | |
|-----|----------|
| A1 | Grade 6 |
| A1+ | Grade 7 |
| A2 | Grade 8 |
| A2+ | Grade 9 |
| B1 | Grade 10 |

6. The subject Vietnamese

a. Subject matter and aims

Vietnamese is the language of the host country and a mandatory subject for those students in possession of Vietnamese nationality. Bilingually raised children and those with Vietnamese as L2 are encouraged to attend Vietnamese lessons. Already in the U6 section we emphasize the promotion of mother tongue and the awareness for the language of the host country. Here, children receive regularly teaching units by native teachers (from Nursery: 1x20 min, KG: 2 x 25 min, Preschool: 3 x 25 min).

The content and objectives of Vietnamese teaching at the school are based on the national curricula of the country and corresponding guidelines for the assessment from grade 1. As the learning groups are heterogeneous, both methods of a native approach and language awareness are used. For grades with high demand of Vietnamese as a foreign language lessons in the schedule are provided.



b. Materials

Grades 1-5: Tieng Viet 1 - 5

Grades 6-10: Ngu Van 6 - 10

7. Didactic principles of language teaching

Focus on competences: The teaching aims for the development of different language competences by following a systematic, contextualised structure.

Focus on the learner: The teacher functions as a learning facilitator and role model for language use (learners contribute to the lessons: as presenters, supporters, correctors, mentors, experts).

Action-focused approach: A relevance for everyday life, promotion of communication, action, initiative and creativity are heeded.

Task-based learning: Complex tasks are preferable to practising skills separately.

Holistic approach: Teachers apply age-appropriate cognitive, affective and physical approaches.

Focus on interculturality: Learners understand that languages are used in culturally influenced social contexts.

Focus on multilingualism: Learning builds on the learners' experiences in language learning and communication. Application of model of enlightened monolingualism and the principle of dual comprehension (Butzkamm, 1973) is preferred.

Focus on process: Focus on awareness of goals, processes and learning strategies.

Learner autonomy: Phases of self-regulated learning and self-evaluation are applied.



8. Assessment and correction

Assessments are based on school matrices and divided into “written works” and “other performances”. Learning and assessment situations are clearly distinguishable in the lessons and assessment is always announced to the students.

a. Assessment in native language lessons

Class tests are the means of written assessment of learners’ performances after a teaching unit. They should indicate to what extent the students were able to develop the different competences through the course. The required performances involve comprehension and presentation performances. Important criteria for the assessment are the correctness and the contextual quality of the outcome as well as an appropriate form of presentation. This includes style, correct spelling and punctuation as well as grammar, which can lead to a lower grade if often not applied properly.

„Other performances“ include:

- Contributions in the lessons
- Written exercises
- Role plays or other forms of presentations
- Protocols
- Presentations
- Group work
- Project work
- Work folders, portfolios

Students in grades 3, 6 and 8 participate annually in the standardised tests of the German state Thuringia (*Thüringer Kompetenztests*) in the subjects German and English. These tests assess different competences such as reading, listening, language awareness in an alternating manner. The outcomes of the *Thüringer Kompetenztests* only serve as a means to assess quality development and inform management of schooling.

b. Evaluation of performance in foreign language teaching

The evaluation of performances in foreign language lessons of heterogeneous learning groups continuously takes place both formatively and summatively and is oriented toward the learner's language level and the standards formulated in the matrices.



What is evaluated?

- acquired language skills
- the increase in learning
- as well as the difference to the expected standard

Language competences are captured in context and extended in a balanced way to productive and receptive areas: Listening comprehension, speaking and reading comprehension, writing and aspects of applied grammar, vocabulary, pronunciation and methodology of a humanities subject.

Forms of assessment are for example:

- written tests (e.g. class tests, vocabulary tests, creative texts)
- oral tests: (e.g. lectures, free and supported dialogues, acting, role plays, contributions to debates and discussions, interviews)

In special cases, the criteria may be softened on the basis of a teacher conference decision: working time; technical aids such as bilingual dictionary or translation programs, difficulty level and the kind of exercises as well as the evaluated aspects. (cf. also Inclusion Policy). A corresponding note can be found on the grade reports.

Special features of GFL:

Learners from Level I and Level II groups are evaluated according to criteria for German as a foreign language. In the third year of learning at the IGS, learners from the group Level III in all subjects should be evaluated as native speakers.



9. Language requirements for grades 11/12

In the final two years of high school, students are required to study two languages, at least one of which is taught at native level (Language A). The second modern language is normally taught as a foreign language course (Language B) but should be chosen as Language A for linguistically gifted learners. In both courses students have to study language as well as a selection of texts from world literature. In order to ensure an appropriate linguistic challenge the following language requirements are applied at IGS for the course selection at the end of the 10th grade:

| | |
|-------|---------------------|
| <B2 | English B, German B |
| C1/C2 | English A, German A |

10. Language in the U6 section

The acquisition of an L2 (foreign or second language) in the U6 section differs from the acquisition of an L2 in school. As in the U6 section concepts to which linguistic forms often refer, do not yet exist in the mother tongue, i.e. they must first be acquired together with the form of the linguistic sign. Thus the acquisition of an L2 under the age of 6 shows, depending on the age/developmental status of a child, sometimes a partly typical phenomena of mother tongue acquisition and is therefore much more time-consuming than the acquisition of an L2 at school age. Sometimes the determination of L1 is still unclear or subjected due to changes.

Delays in language development are often observed in children who use multiple languages at home without the dominance of a particular language. The use of a family language - with *pidginized* English - often correlates with deficits in vocabulary and grammar acquisition. Very strong forms of delayed language development often occur when children are cared for by nannies speaking languages that are not spoken in their families. Extreme forms of speech delay are often accompanied by a delay in cognitive maturity.

The acquisition of the German language takes place according to the principles of a language sensitizing, acquirement-supporting and supported immersion. Memo techniques for linguistic



structures are not written in vocabulary form but songs, rhymes, language games and constant repetition.

Both children with German L1 and L2 are exposed to a learning environment in HCMC that does not naturally stimulate many European relevant topics and related linguistic communications in the same way (winter, autumn, animals/plants and landscapes, food, public transport, leisure, etc.). The purpose of a German school abroad is to ensure systematic language development that facilitates the transition to German-language education systems. Some subject areas must therefore be approached in a model way - often artificially - if one wants to establish connectivity. At the same time relevant topics of the host country are developed linguistically.

IGS's U6 section works on the basis of a systematically structured language curriculum. This is closely linked to the respective topics of the U6 curriculum. In preschool, the lexicon of grade 1 is semantically explained and contrastive exercises for sound differentiation are conducted in combination with regular visits by a primary school teacher. This ensures a seamless transition to primary school.

The school's internal language curriculum (U6) is divided into annual, monthly and weekly plans and is developed and consolidated individually in the morning circle and in small groups. In addition to this systematic approach a situational, integrated language acquisition takes place during the entire kindergarten day - especially during free play time.

Weekly learning diagnoses on the basis of language learning diaries provide information about the language concepts which have already been acquired. Language development levels are documented in semi-annual development sheets. In Nursery and Kindergarten the children work with the language acquisition book *Kikus*; in Preschool, the course book *Flex and Flora* provides preparation and basic vocabulary for German literacy acquisition in grade 1. Parents and guardians can follow the language development in weekly reports. In these reports songs and vocabulary are listed as well as the topics that are covered. In addition, parents are regularly informed about the language level of their children in parent teacher meetings.

11. Parent cooperation

Cooperation with the parental home has a significant influence on the success of the language learning programme. In order to ensure communication it is therefore assumed that at least one parent or legal guardian has a fluent level of German or English.



In addition to the consultation before the contract is signed, parents are informed about the procedure of the programme.

They regularly receive information about the language level of their children during parent-teacher conferences, after the language exams, the bi-yearly grade reports, and on language certificates.

12. Policy review

The IGS language concept is available in its revised edition and is subject to annual evaluation, adaptation and optimisation. As a result of the first evaluation at the end of the 2016/2017 academic year, DSD hours, hours for the support of technical language, classification of language levels and examination times as well as regulations of DFU teaching were extended.

In the second revision in 2018/19 the concept was adapted with regard to: Description of all languages taught at the IGS, definition of the DaF learning groups, introduction of the A2 examination at the end of grade 4, specification of the requirement levels. In addition, it was completed by the addition of further languages.

Since the academic year 2019/20 a first complete translation to English is available.