



Language Development Concept

for the International German School Ho Chi Minh City (IGS)

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1. Initial situation

Founded in 2012, the International German School HCMC (IGS) is an inter-cultural place of learning and open to children of all nationalities. The school for encounters is following a bilingual approach (German, English) on the basis of the German “Netzwerk der Deutschen Auslandsschulen“ (Network of German Schools Abroad) curriculum. This way (it is believed), a transition to the educational systems of Germany, Austria and Switzerland, as well as international programs is ensured. Besides German and English, Vietnamese (for native speakers) and French (as a foreign language) are also taught. The aim is the achievement of the multilingual International Baccalaureate Diploma (IB).

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

2. German

a. Content and goals

The subject German serves as a leading subject in school education and delivers a fundamental contribution to the development competencies of all pupils in all types of schools. Language and language comprehension are a fundamental means of understanding 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 in oral and written form serves as a means of representation and communication as well as a medium and object of thought. In addition, the German lessons lead the development of critical faculties 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, learners are taught in cross-grade classes and in a differentiated manner. Therefore, more and more phases of independent learning of

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 planned. This also promotes methodological-strategic, social-communicative and social competences.

b. Material

IGS aims to create a multimedia learning environment. Therefore, in addition to the following textbooks with their differentiating additional materials, the Smartboard, the 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 and 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 grade 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 a high standard of performance, an integrative DaZ 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.

3. The DaF (German as a foreign language) lateral entrance program in grades 3-8

a. Classification of language levels

For the integration of children without or with only a 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, 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. The following requirement groups are used based on didactic condractions and the scaling of the "Gemeinsamer Europäischer Referenzrahmen (GER)" (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 learning group includes

- a) beginners in the U6 sector 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 entry.

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 (DaF). In addition, these learners need systematic language support in DaF 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 *Common European Framework of Reference for Languages: Learning, Teaching,*
Cambridge, U.K: Press Syndicate of the University of Cambridge, 2001.

Assessment.

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 parental homes, the L1 language sometimes cannot be clearly determined or shifts over the years in favour of another language. The "preferred language" is sometimes not the mother tongue. Often, 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 low vocabulary 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.

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 catch up to native speakers 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 Plan "German as a Foreign Language" for Schools Abroad). 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 systematic grammar development.



Independent user of the language

B1	<p>The learner can</p> <ul style="list-style-type: none"> • understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used, deal with most situations typically encountered when travelling in German-speaking countries, • express himself/herself simply and coherently when talking about familiar topics and areas of personal interest, • can report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations.
B2	<p>The learner can</p> <ul style="list-style-type: none"> • understand the main contents of complex texts on concrete and abstract topics, as well as technical discussions in their own area of specialization, • communicate so spontaneously and fluently that a normal conversation with native speakers is readily possible without a great deal of effort on either side, • express their opinion on current issues in a clear and detailed manner, • explain their position on a current issue and state the benefits and drawbacks of various options.

Proficient user of the language

C1	<p>The learner can</p> <ul style="list-style-type: none"> • understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions, • use language flexibly and effectively for social, academic and professional purposes, • produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
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C2

The learner can

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

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

b. Admission Requirements

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

Level I: Ideally, children who do not have any knowledge of German, enter the IGS at kindergarten age or earlier and acquire 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 who speaks German or English
- child passes trial period

Grades 3-10:

- successful school entrance test (Mathematics, English, if applicable, natural 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 is 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 decides 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 number 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 inter-year 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 in class (sports, music, art, English, geography), lessons in the subjects German, Mathematics, Science, Biology, Chemistry, Physics, History can be organized in divided groups. The focus in the classes of the DaF learners is on accompanying the learning processes through language-sensitive subject instruction (DFU). The aim is to enable the learners to participate in the subject lessons 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 of German, learners may also receive differentiated instruction beyond the second year of study. In addition, DaF/DaZ 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 lexis and grammar. The learner's language development is evaluated in the weekly DaF/DaZ language conferences. 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 the certificate.

Language Level III:

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



d. Contents and goals of DaF teaching

DaF teaching is based on a school-internal DaF curriculum, which is based on the DaF framework, the guidelines for the DSD ('dual system Germany') 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	grown up students
A1 (oral competence)	Grade 1, 2: before starting school	Grade 1 before starting school
A1 (examination in all 4 competences)	Grade level 3 or 4: End of the 1st semester	
A2 (examination in all 4 competences)	Grade 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	
C2 (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 class 11, a B2 language level is required.

e. Characteristics of DFU

Language and subject instruction form a unit, especially at German schools abroad. While the teacher in the DaF 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 - scope of the language. What generally applies to the acquisition of technical terms also for native-speaking learners 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. Hear/repeat vocabulary
- III. Keep fixed blackboard block (or similar) free for language acquisition:
 - a. Nouns are always introduced with article and plural
 - b. Verbs always in form: Infinitiv – 3. Pers. Sg. – Präteritum – Partizip Perfekt (singen – es singt – sang – gesungen/ spielen – es spielt – spielte – gespielt)
 - c. New language structures are copied to the booklet / vocabulary book / book (margin) or quizlet.
- IV. Teachers and learners speak clearly, slowly and comprehensively. Attention is paid to maintaining 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 distinction is made between systematic and unsystematic errors. Errors are sometimes tolerated in this stage of the learning progress. Basically, however, the following applies: Moderate improvements are made and correct language variants are provided.
- 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. Material

The IGS aims to create a multimedia learning environment. Therefore, in addition to the following textbooks with audio CDs and accompanying materials, the 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 Volume 1 and 2 (Cornelsen), step by step into Grammatikland 1 (Hueber)
- A2: Prima Volume 3 and 4 (Cornelsen), step by step into grammar country 1 (Hueber)
- B1: Prima Band 5 (Cornelsen), step by step into grammar country 2 (Hueber)
- A2-B1: Step by step into Grammatikland 2 (Hueber)

4. English

a. Content and goals

English is the second language of instruction at IGS. It is therefore important to build up a mother tongue-like competence as quickly as possible. English lessons begin from 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 considers 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.

The IGS is a bilingual school with the goal of becoming 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 working groups and projects.



b. Material

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

5. French

a. Content and goals

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 the English language but also of the French, as the neighbouring country France is one of the most important trade partners of the Federal Republic of Germany.

At the IGS, French is taught as a second obligatory or the third facultative foreign language with 2-4 weekly lessons in grades 6-10. The lessons are based on the school curricula and the didactic principles and forms of assessment corresponding to those for teaching foreign languages.

The challenges faced by learners with 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 right from the beginning 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. Material

- 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. Vietnamese

a. Content and goals

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 their L2 are encouraged to attend Vietnamese lessons. As early as in the U6 section we emphasize the promotion of the 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.

b. Material

Grades 1-5:

- Tieng Viet 1 - 5

Grades 6 - 10:

- Ngu Van 6 - 10

7. Didactic principles

- **Focus on competences:** The teaching aims for the development of different language competences by following a systematic, contextualised syllabus
- **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 and experts)
- **Action-focused approach:** relevance for everyday life, promotion of communication, action, initiative and creativity
- **Task-based learning:** complex tasks instead of practising skills separately
- **Holistic approach:** providing age-appropriate cognitive, affective and physical approaches
- **Focus on interculturality:** learners understand that languages are used in culturally influenced social contexts
- **Focus on multilingualism:** Building on the learners' experiences in language learning and communicating, Model of enlightened monolingualism ("aufgeklärte Einsprachigkeit")
- **Focus on the process:** awareness of goals, processes and learning strategies
- **Learner autonomy:** self-exploring learning, self-evaluation

8. Assessment and correction

Assessments are based on school matrices and divided into "written works" and "other performances". Learning and assessment situations are distinguished in the lessons and made clear to the students.

a. Assessment in native language lessons

Class tests are a means of written assessment of the learners' performance after a teaching unit. They should indicate to what extent the students could 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 orthography and punctuation as well as grammar, which can lead to a lower grade if often not accomplished.

Other performances include:

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

Learners in grades 3, 6 and 8 participate in the Thüringer Kompetenztests (German and English) on a yearly basis that assess the different competences (reading, listening, language awareness) in an alternating manner. The outcomes of the “Thüringer Kompetenztest” only serve as a means to assess quality development and management of schooling.

b. Evaluation of performance in foreign language teaching

The evaluation of the performance in the foreign language lessons of heterogeneous learning groups continuously takes place in both, formatively and summatively and is oriented towards 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, reading comprehension, writing and aspects of applied grammar, lexicology, phonetics and aspects of humanities work.

Forms of performance are for example:

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

In exceptional cases, the criteria may be lightened on the basis of a council decision: working time; technical aids such as bilingual dictionary or translation programs, difficulty level and the kind of exercises as well as the aspects evaluated. (cf. also inclusion concept). A corresponding note can be found on the certificates.

Special features of GaF:

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 the IB Diploma Program

In the phase of the diploma program students must take two languages, at least one of which is based on native language level (language A) and study both languages and a selection of texts from world literature. The second modern language is normally taught as a foreign language (language B) but should also be chosen as language A for linguistically gifted learners. In order to be classified into the correct requirement area, the following requirements are applied at the 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 work in the U6 area

The acquisition of an L2 (foreign or second language) in the U6 area differs from the acquisition of an L2 in a school. As in the U6 area, the concepts to which the 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" in the U6 range sometime shows, depending on the age/development status of the child, a partly typical phenomenon of mother tongue acquisition and is therefore much more time-consuming than the acquisition of an L2 at school age. Sometimes a determination of L1 is still unclear or subject 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 lexis 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 as L1 and L2 are exposed to a learning environment in HCMS 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 - in a certain way "artificially"- if one wants to establish connectivity. At the same time relevant topics of the host country are developed linguistically.

IGS's U6 area works on the basis of a systematically structured language curriculum. This is closely linked to the respective subject areas of the U6 curriculum. In preschool, the lexicon of the first year of school is semanticised and contrastive exercises are done for sound differentiation and education combined with regular visits by a primary school teacher. This ensures an early 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 status 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 the nursery and kindergarten, the children work on the language learning book Kikus; in preschool, it is the course of Flex and Flora and a basic vocabulary for the preparation of the written language acquisition. Parents and guardians can follow the language development on the basis of weekly reports. In these reports, songs and vocabulary are listed in addition to the topics that are covered. In addition, the parents are regularly informed about the language level of their children in parent meetings.

11. Parental work

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.

The parents receive information on the language level of their children on parent-teacher conferences after the language exams and on the certificates.



12. Prospects

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

In the second revision in school year 2018/19 the concept was adapted with regard to a description of all languages taught at the IGS, the defining and specifying of the DaF learning groups, the introduction of the A2 examination at the end of grade 4 and specifying the requirement levels. It was also completed by the addition of further languages.

HCMC, 1 March, 2019

Dirk Thormann
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