



Friedrich-Ebert-Gymnasium, Bonn

Gymnasium der Stadt Bonn mit internationalem Profil

Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege

Language Policy

Our guiding principle reflects the importance placed on language teaching and learning:

Mutual understanding and comprehension in European and international cooperation

Thus, we fully support the IB's view on language learning and commit "to supporting plurilingualism as fundamental to increasing intercultural understanding and international-mindedness, as well as to providing access to an IB education for students from a variety of cultural and linguistic backgrounds." (IB website)

1. Socio-cultural context of language learning at the FEG

Friedrich-Ebert-Gymnasium promotes the importance of language learning and intercultural learning. It is the only school of its kind in Germany which enables students to work towards three graduation certificates simultaneously: The German Abitur, the French Baccalauréat (since 1990) and the International Baccalaureate Diploma Programme (since 1997). International learning and multilingualism is the core of teaching and learning. Language teaching is linked with other subjects (individuals & society and sciences) from the early years on.

In 1999 Friedrich-Ebert-Gymnasium was the first school in North Rhine Westphalia to be awarded the European Language Label. In 2017 we were awarded the LabelFrancÉducation for our commitment to an on-going development of systematic bilingual learning opportunities, successful and exemplary bilingual teaching and our cooperation with partners like the *Institut Français* and bilingual primary schools. Recertification took place in 2021.

Since 2004 all students learn two modern foreign languages from grade 5 on – with either particular emphasis on English or on French - and can choose either a third one in grade 8 or a science course partially taught in English.

The development of our foreign language programme is tailored to the needs of an international student body. This international orientation is due to the fact that Bonn, the former capital of Germany, is still home to various NGOs, ministries and worldwide operating businesses. Several mandatory and optional exchange programs and study trips offered by our school enhance the development of communicative skills, intercultural competence and knowledge of a variety of modes.

2. Language profiles / Qualifications

The following qualifications are offered:

The German Abitur

The German Abitur and the French Baccalauréat (AbiBac)

The German Abitur and the International Baccalaureate (IB)

The German Abitur, the Bac and the IB

In addition, students may work towards the CertiLingua.

At Friedrich-Ebert-Gymnasium the IB Diploma and the AbiBac are additional exams. All students must study German and at least one foreign language as part of their German Abitur.

Students working towards the AbiBac have to take French at an intensified level. Moreover, they are required to study the bilingual subjects History and Geography. Students have to take a written exam in French and one of the bilingual subjects as part of their German Abitur and their Bac. In these subjects written assessments are obligatory throughout the two final years.

In order to be awarded the Bac two further requirements have to be met:

1. study of a second bilingual subject with an oral exam at the ends of the final year
2. an additional oral assessment on literature.

Students working towards the IB Diploma usually take English B as well as an additional second language. This is in line with our bilingual profile, the requirement of the IB and the Abitur. The FEG offers German A: Literature at HL and SL, English B at HL and SL, French B at HL and SL, Spanish B at HL and SL, Spanish ab initio at SL. The language of instruction in TOK and subjects from group 3, 4 and five is English.

On request English A, French A and Spanish A may be offered. As - especially due to the international background of our students - English A seems to be an attractive alternative for our students, we offer English A at higher level at our school.

Starting the Diploma Programme students have to have a certain proficiency in English and a high motivation (see Admission Policy). FEG offers extra classes in all languages in grade 11. Moreover, students get a chance to choose subjects (Philosophy, History) in which the language of instruction is English during their Middle School Years. Due to the dual demands of the German Abitur and the IB students usually study German A: Literature at either HL or SL. If German is not the students' best language, they can choose other foreign languages instead of German A as mentioned above.

Students whose first language is not German may wish to choose another Language A: literature course. Self-taught courses for Language A can only be studied at standard level and if a teacher of our school can function as a first and best language tutor or if the student can present a suitable tutor by e.g., resorting to IB DP tutoring-service providers and paying all fees. For a self-taught Language A: literature course a first language tutor is required to give feedback and guidance on the list of works to be studied, practice of all assessment components and organization of study time.

A comprehensive range of courses can be offered to meet the needs of our students and to address the complexity and language profiles of our students. Contrary to other schools in Germany, we are able to offer higher level courses in French, English and Spanish every year.

3. Bilingualism as a core element of the school programme

Bilingual teaching (be it French or English bilingual teaching) and learning foster proficiency and knowledge in more than one language. Bilingual learning increases cognitive development as the student learns to manage higher cognitive processes such as problem-solving, memory and critical thinking.

Language learning is about developing crucial language skills: speaking, writing, listening and reading comprehension. Dealing with literature is also an integral part of these courses from early years onwards since it allows encounters with both culture and language. Non-fictional texts are equally dealt with in class to give allow students a factual based insight into socio-cultural issues related to the target language.

Moreover, students become increasingly aware of other cultures as language learning allows for a more and more immersive experience throughout the years. Immersive experiences are fostered by a variety of exchange programmes and projects. Every student that graduates from the FEG takes part in at least two activities abroad.

From grade 5 onwards (the first year at the FEG) students study both English and French. One of these second languages is learned at an intensified level i.e. there is a significant increase in instruction hours. Between grades 5 to 10 learning a second language or learning in a second

language comprises 36% of the teaching time in the German-French bilingual branch and 30% in the English branch, which gives our students more teaching time than at any other state school.

To meet the special needs of our school community native speakers of French are offered two to three lessons (run parallel to regular lessons taught in that class) a week of intensive language learning at native speaker level. These lessons are meant to support the development and maintenance of their mother tongue.

A similar, still less comprehensive offer is made to English native speakers. As interest in this offer grows the programme was thoroughly revised in 2022 to tailor it to the needs of the students. One major change with regard to admission policies is that native speakers of German with a high level of fluency in English may be allowed and encouraged to join the programme.

Students working towards the French Baccalauréat study History, Geography and Politics in French from grade 7 onwards.

Modules (shorter teaching units) in various subjects like e.g. History, Physics and Arts are taught in English from grade 7 to grade 10. At the beginning of each school year the teachers of the respective grades are asked to present possible interdisciplinary modules (English + Arts). In year 9 students can choose between Philosophy taught in English or in German and in year 10 we offer History in German or in English for those students who studied English at an intensified level from year 5 onwards.

Moreover, due to a growing number of students interested in studying English more intensively an English-bilingual class was offered as a pilot project in the school year 2020/21.

4. Multilingualism as core element of the school programme

As already stated in the school's mission statement above multilingualism and international education are of paramount importance to the school programme.

Multilingualism paves the way to mutual (intercultural) understanding as learning a language is inextricably linked to learning about the culture that goes with it. Knowing about other cultures is key to a peaceful coexistence marked by tolerance and open-mindedness. That is why developing intercultural skills is an essential part of language teaching and learning at the FEG.

Especially in a globalized world and in view of the global problems that need to be tackled, being able to communicate with each other is of utter importance. At the same time being multilingual can also open many potential career doors, not only in terms of the range of jobs but also the range of destinations to find a job abroad. With the Netherlands, Belgium and France close by studying or working abroad is a natural option for our students.

Besides, multilinguals are known to be better at problem-solving (cognitive development), more creative, and better multitaskers.

That is why students are offered to learn a third / fourth foreign language: in grade 9 students choose either Spanish or Latin as their third foreign language or opt for the science course *Mission to Mars* which is partly taught in English. Teachers make use of the synergetic effect and authentic texts when teaching a further second language.

It is also possible to learn Spanish and Latin at the same time ("Nimm2Plus" programme).

In grade 11 students have another opportunity to choose Spanish if they choose Latin or the science course in grade 9.

5. Teaching and learning (foreign) languages

5.1 General principles of foreign language teaching

One of the main principles of foreign language learning is immersive learning, which means that the language learner is immersed in a "language bath". Great importance is attached to making students hear, speak and learn the language in authentic everyday situations.

That is why:

- in grade 5 language learning in French starts with an audio-visual preliminary course, which focuses only on speaking and listening skills before introducing the written language (see section 5.2. for further clarification)
- we regularly review the materials and school books we work with to ensure that authentic materials are up-to-date and meet our aims of fostering authentic communication
- we see our qualified staff of foreign language teachers (partly native speakers) as role models who are aware of their responsibility in facilitating communication
- in language classes, if appropriate, the language of instruction is the language learned; we follow the principle of enlightened monolingualism (aufgeklärte Einsprachigkeit), which means the assistance of the mother tongue in initial foreign language lessons, with the aim of making lessons increasingly monolingual, i.e. in the foreign language itself. The native language assistance (used e.g. for metalinguistic explanations) at the beginning is increasingly reduced as the learner progresses
- we facilitate encounters that encourage learning through the medium of the language (exchanges, project-oriented encounters, MUN etc.)

According to the German curriculum learning foreign languages means acquiring and training basic communicative skills, namely reading comprehension skills, listening comprehension skills as well as speaking, writing and mediation skills. To train these skills students are exposed to a huge variety of text types (poems, songs, drama etc.) and encouraged to become more and more autonomous in

their learning and in their dealing with the materials presented in class (growing awareness of language acquisition process).

Language learning at the FEG is subject to the principle of the *Richtlinien* and *Lehrpläne Gymnasiale Oberstufe NRW* which reflect and comprehend those of the IB programme.

Some of the common key issues concerning Group 2 subjects are intercultural understanding and learning (socio-cultural and global issues, appreciation of different perspectives) independent and collaborative learning, linguistic competence (receptive, productive skills and interactive skills in a wide range of situations), text and media (the study of authentic texts, fictional and non-fictional text, works of literature, new technologies, media- literacy) etc.

Similarly, in group 1 the detailed analysis of a range of texts from various genres, periods and styles is required which enables students to recognize different perspectives, contexts as well as formal, stylistic and aesthetic qualities. Moreover, the students' competence concerning their own oral and written communication is to be developed.

In order to assess students' performance in language classes various forms of summative and formative assessment are used. **(see Assessment Policy)**.

Students whose first language is not German can attend courses in their mother tongue offered in Bonn and pass an external exam to receive official recognition.

These principles and practices are a common thread that runs through foreign language learning at our school. Still, as different languages are learned in a different context and have their very own history at our school, language specific beliefs and practices can be found in the relevant sections below.

5.2 French

- A fresh start

To allow for students to experience themselves as competent in the foreign language the focus of the first weeks of language learning aims at developing the ability to engage in dialogue (preliminary audio-visual course). Moments of failure that arise when confronted with the written language are initially excluded. Through many repetition loops in every lesson, the intuitive understanding of the French language and thus also the avoidance of frustrating experiences are also encouraged. The restriction to a limited, recurring vocabulary repertoire in all areas creates security for the students and avoids a feeling of being overwhelmed. In order to maintain the students' concentration there is frequent change of the communicative skills and methods. This approach is in line with the principle of immersive teaching.

With this natural and action-oriented approach, they can explore French as a language throughout authentic role plays of daily situations and become confident while practicing speaking in a safe and fun surrounding. In that way they are well prepared to talk to people they meet for the first time after a short amount of learning time as the curriculum of these first weeks of learning is especially designed to cover the topics of a first conversation when getting to know people.

- Beliefs and current practices

It is our main goal to enable our students to communicate and interact in a conscious and empathic way with French speakers from different countries and to always be curious open-minded and sensitive in situations of intercultural encounters where otherwise cultural differences could cause misunderstandings. We teach them how to express themselves in a correct and thoughtful way adapted to the individual situation they find themselves in and interact with their interlocutor, so that the conversations they hold in French can lead to a vivid and respectful exchange of thoughts, opinions and beliefs that broadens their horizon.

With the focus lying on the acquisition of intercultural communicative competence, we understand learning French as a process that can only have a lasting impact on learners if they are brought in contact with as many authentic elements of the target cultures as possible and experience intercultural encounters. Therefore, we foster cooperation with several partner schools in France, Switzerland and Benin, which allows our students to get in contact with native speakers of French from various countries and regions and take part in different exchanges during which they can benefit regarding the enhancement of their language skills and intercultural competences. We want them to be open-minded towards the cultural richness of the French speaking community all over the world and find different ways to also explore the language and cultures beyond the classroom.

In this regard, we also cooperate with external partners like the *Institut Français Bonn* that offers cultural events, lectures of and discussions with artists, authors, politicians and more, which our students can not only attend but also actively take part in. In order to make our students more familiar with French culture and expose them to an authentic language input while having fun, we annually take many of our classes to watch a French movie during the *Cinéfête*. We also invite young ambassadors of the Franco-German Youth Office (FGYO) on a yearly basis to present their various offers of exchange projects and international youth events to our students. Every year, the anniversary of the signing of the German-French Treaty, the Élysée Treaty, is a traditional cause for celebration at the FEG, in which all classes take part by organizing German-French breakfasts, listening to French music and dealing with the history behind this important event in class. We also follow the tradition of celebrating the *Fête de la musique* in June.

Students can use the CDI (Centre de documentation et d'information), which we created according to the French model at our school – a place where they can research information, study or read and borrow books and magazines in French.

Throughout their whole learning process the profound and lasting acquisition of the receptive and productive language skills of listening, reading, speaking, writing and performing mediation is stimulated and supported by the altering parallel and successive way of focusing on each of these competences in class, but also through our student- and action-oriented approach where we choose motivating tasks and assignments to relate to their reality. It is our aim to foster independent learning in order to educate students that are in charge of their learning progress as we teach them important language learning skills and strategies, such as self- and peer-correction, how to give and deal with constructive feedback, apply strategies for understanding new texts, learn vocabulary and work with *fiches d'écriture*. We also raise and increase the students' language awareness by comparing elements of French not only to German, but also to other languages by which we turn our French classroom into a naturally multilingual environment, where for example comparisons with students' native languages are always welcome, without losing our generally monolingual approach of holding our classes in French only.

The work with the course book *À plus*, published by Cornelsen, forms the basis of our curriculum and makes our students explore different francophone countries and regions, such as of course France, Belgium, Canada, Morocco and countries of the sub-Saharan Africa and learn about the different target cultures in a diversified way.

Still, we also include authentic learning materials coming from songs, comic books, novels, videos and movies in French on a regular basis with regard to preparing our students for understanding French in real life contexts and make them become curious of consuming literature, art and music from all over the (French speaking) world.

5.3 English

- Beliefs and current practices

English teaching at the Friedrich-Ebert-Gymnasium strives to enable students to become independent, open-minded, caring, critically thinking and conscious learners as well as competent speakers of a world language in order to be able to act interculturally. English is spoken around the world as a trade language, diplomatic language or a lingua franca. It is the language of science, international communication, the media and the internet. It is our set aim to educate competent speakers of English as the English language opens doors: it enables learners to be competitive in the job market, to access higher education abroad and to improve their ability to access information.

Above all, learning the English language opens the door to a whole variety of different cultures. By dealing with foreign cultural values and norms inside and outside the classroom and by the associated need to change perspectives, English lessons contribute to the education of tolerance and promote the ability to empathize, aims which fully correspond to the IB learner profile.

Teaching English does not only mean training the necessary skills (speaking, writing, listening and reading comprehension) in a balanced way but also to acquire knowledge about the English-speaking world regarding language varieties and cultural / historical / economic / social aspects (illustrated by the example of specific countries).

The approaches to teaching and learning are in line with those described above concerning French.

Following the immersive principle we offer students of English:

- a course for native speakers of English in grade 5 / 6 that is tailored to the needs of students who have a native speaker background or an advanced level of English
- an educational visit to an English-speaking country in grade 7
- further encounters with English-speaking partners on the basis of project-oriented work (since the implementation of the Erasmus+ programme at our school); the main focus of our Erasmus+ plan is to promote English as a working language in project-oriented European encounters
- we regularly host the White Horse Theatre that offers plays in English for three different levels of language competency (attendance is part of the school's programme)
- taking students to the theatre, to the cinema etc. is an integral part of teaching English

The English department has an extensive collection of materials available to teachers, which are stored in the department's own cupboards or shelves in the teacher's library. This collection is constantly being expanded through proof copies from publishers, through donations and, depending on the budget, through purchases (school budget).

Students can find a whole variety of English books (novels, comics, non-fictional books etc.) in the CDI (school library). In the CDI students also have access to computers to give them the possibility to profit from virtual resources to practice and develop their language skills. A collection of various English-language reading materials (Easy Reader, original literature) is currently being developed for secondary school students and is available for temporary borrowing and use by individual classes (e.g. as part of book presentations).

The English department (Fachkonferenz) ensures that authentic, up-to-date and student-oriented materials are used and available to both teachers and students.

5.4 Spanish

- Beliefs and current practices

Alongside Chinese, English and Arabic, Spanish is one of the world languages with the highest number of speakers and is therefore of great importance globally. The aim of teaching Spanish at the school is therefore to provide students with the skills to understand, speak, read and write Spanish effectively. They should gain an insight into Spanish-speaking culture, history, literature, art and traditions. This promotes intercultural sensitivity and understanding. Through contact with the Spanish-speaking world, students learn to appreciate and respect the diversity of the world. They develop intercultural skills, which are of crucial importance in a globalized society. Last but not least, learning Spanish opens up career opportunities for students in various sectors, particularly in trade, tourism, translation and international relations.

The main objective of Spanish lessons is therefore to foster intercultural competences, which is promoted at the FEG in particular through the creation of authentic encounters with the Spanish language and culture. The school offers trips to Spanish-speaking countries abroad as well as an exchange with Latin America. As an advanced Spanish course can be formed each year, study trips to Spain always take place in the final year, allowing students to experience the skills acquired in class on site. There are also meetings with Spanish pupils as part of Erasmus+ projects.

Visits to the Spanish-language cinema festival Cinescuela enable the different year groups to visit extracurricular places of learning. Films are not only language material, but also cultural artifacts. By watching original films, pupils gain an insight into the culture, way of life, traditions and values of the country in which the language is spoken. They are entertaining and captivating, which can increase students' interest and motivation in language learning.

The cultural day for compulsory electives also offers the opportunity to actively engage with the language through various channels and thus find an individual approach to the Spanish language and its rich culture. Various projects are offered on this day, such as a Latin American dance course, a theater workshop, hand lettering in Spanish or the production of Spanish-language music videos.

Students have the opportunity to use the CDI (Center de documentation et d'information). Here you will find a range of Spanish-language books and magazines. The CDI is equipped with computers and seating, making it an inviting place to research, read and linger.

The aim of teaching at the FEG is to reflect the diversity of the Spanish-speaking world. Spanish is spoken in many countries, and each of these countries has its own dialects, cultural nuances and

historical peculiarities. Lessons are therefore not limited to one particular variety of Spanish but allow students to get to know and appreciate different varieties. This can be seen at the FEG both in the teaching staff, some of whom speak Castellano but also Argentinean Spanish, for example, and with the students, who are native speakers from a wide variety of Spanish-speaking regions.

At the FEG, Spanish is the third foreign language introduced in Year 9. For this reason, the school places particular emphasis on comparative language teaching in the areas of lexis and grammar, especially in the initial lessons. Comparing the languages, especially with French as another Roman language, enables students to recognize similarities and differences between the languages. This can facilitate the learning of new languages, as they can apply existing knowledge to new contexts and promote faster learning progression. It also supports the expansion of world knowledge. By comparing languages, students learn more about the diversity of languages in the world and the different cultural contexts in which they are used. This broadens their knowledge of the world and their perspectives. The introduction to the second Roman language is therefore rather easy for many pupils, as they quickly get to grips with pronunciation when reading and speaking as well as spelling when writing Spanish texts. This contributes to an enlightened monolingualism at an early stage and to enable immersive learning. Many methods to promote communicative skills are used in authentic learning contexts so that students can find their way in the Spanish-speaking world and become capable of acting. It is important to us that students work increasingly independently. The aim is to sensitize them to the different realities of Spanish-speaking countries, for example life in bilingual regions, the challenges of child poverty in Latin America, coming to terms with the past in connection with dictatorships in Spain and Latin America and dealing with ethnic minorities. In this way, Spanish lessons also contribute to the education of democratic values such as respect for human and children's rights and can treat Spanish speakers with respect, empathy and tolerance.

Pupils who come to the FEG with previous knowledge of Spanish in Year 5 have the opportunity to take part in a Spanish club. This offers age-appropriate support, consolidation and preservation of language skills, as the language is only introduced in lessons from Year 9 onwards. Thanks to various internal differentiation measures, it is also stimulating for students with previous knowledge to attend Spanish lessons from Year 9 onwards. Many expressly request a thorough revision of the grammatical content, but also contribute to enriching the lessons with their experiences and knowledge of the Spanish-speaking world in the context of linguistically reduced short presentations. In addition, they can support their classmates as "mini-profes" or "diccionario vivo".

We offer our students who have advanced skills and would like special support an accompanying course to obtain the DELE certificate. Participation in the "Bundeswettbewerb Fremdsprachen" and

the translation competition "Juvenes Translatores" is also possible for learners of Spanish.

(Translated with DeepL.com (free version))

5.5 Latin

- Beliefs and practices

The enormous distance between our world and the ancient one, the sheer abundance of crucial situations for individuals and groups and the formidable bunch of historical and literary figures

the students come across while reading the Latin texts

do clear the students' view on basic human situations and the involved values: the ancient and the modern perspective to new and known phenomena compel the students to find or to invent their own approach to life.

- The meaning of text work

The meaning of texts is discovered through close reading, an analytical examination and a careful, sustained interpretation. This interpretation is backed by a translation of the text. Through interpretation and translation, the students discover the relationship between individual elements and the entire text, i.e. they train the fundamental skills of analysis and synthesis.

The analytical examination of Latin is regularly compared to German, French, English and other languages. This strengthens an awareness of languages and facilitates - by comparison and deduction - the learning of new vocabulary and grammar in other languages.

With many stories, specialized texts, inscriptions, information, ... students come closer to the ancient world and achieve, through this distance, knowledge of our own world. They discuss speech in the framework of a historical perspective and experience the exotic through a critical perspective of cultural distance.

5.6 German

- Beliefs and practices

The subject of German makes significant contributions to a holistic personal development, which includes the perception, creation and reflection of the diversity of culture and the reality of life. This reflection takes place in the examination of language, texts, communication and media.

Learning German involves a conscious use of the language by reflecting on the language, its structures, rules and special features (linguistic approach). Students acquire receptive and productive text and conversation skills in German lessons.

In this way, students gain an awareness of the personal and social significance of language, texts, communication and media and build their reading and writing skills - also with regard to standard spelling - as well as skills in the areas of speaking and listening as a prerequisite for social participation out of. With this overarching professional competence, the goals of the German subject contribute to the development of:

- a sound understanding of different types of texts, including those from different cultural and historical contexts.
- a sensitivity to the aesthetic design of literary texts and media as well as an awareness of their ambiguity,
- well-founded insights into the system, the function and the anthropological and aesthetic meaning of language,
- the ability to respond in a way that is appropriate to the addressee, intention and situation
- reflected skills in using digital media,
- the ability to make balanced judgments and an ethically sound attitude through the engagement with literary texts and media,
- the ability to take and change perspective and empathize through discussion with literary texts and media,
- the ability to deal critically with any kind of text / a critically-reflected approach to the presentation of information and reality
- the further development of one's own imagination in the productive use of (literary) texts and media as well methodical skills and abilities that are goal-oriented, independent and self-organized work.

(written on the basis of the requirements published by Landesinstitut für Schule:

https://www.schulentwicklung.nrw.de/lehrplaene/lehrplan/196/g9_d_klp_%203409_2019_06_23.pdf, access

December 2023 and translated with DeepL free version)

6. Support

The vast majority of our students have German as their mother tongue. Since students from several different nationalities attend the FEG, support in German as a foreign language is provided in order to enable them to successfully participate in all classes.

To meet the special needs of students who are native speakers e.g. of French or English and to support the development and maintenance of their mother tongue some extra lessons are offered as pointed out above.

Students from our international class are given extra lessons in German to give them a chance to become more proficient in German which is the language of instruction in most subjects at our school. (see Special Educational Needs Policy) .

Remedial teaching in all subjects including languages is available for underperforming students. Individual counselling of students and their parents takes place on a regular basis. Parents are informed and consulted by form teachers and language teachers alike on parents' evenings, parents consultation days and whenever required. Parents also participate in our language department meetings. Learning difficulties can be met by changing instructional methods, the provision of (self)study materials or the support offered by our learn coaches (qualified teachers).

On the school's website parents are given the possibility to access the so-called "Nachhilfebörse", a tool which helps parents contact students who offer tutoring in different subjects.

Students whose first language is not German can attend courses in their mother tongue offered in Bonn and pass an external exam to receive official recognition.

The language departments at Friedrich Ebert Gymnasium take yearly turns in recruiting teaching assistants from the U.S., Great Britain / Ireland, France or Spain to foster intercultural understanding and to promote language learning. Assistants may either offer support for students with learning difficulties or more challenging learning tasks for gifted pupils. A teacher may also wish to work collaboratively / to use co-teaching methods in order to be able allow small-group tuition. (see also: Inclusion Policy)

7. Learning languages outside the classroom

- In grade 7 an 'encounter' with the target culture (French / English) is an obligatory part of our school programme. This may be an exchange, an educational trip or an Erasmus + project. With less French students learning German and Brexit it becomes more and more difficult to hold on to our idea of exchanges that involve staying in a host family. Still, this immersive approach is – especially for our French language learners - our priority.
- We also offer optional trips to Córdoba and Barcelona. Our students maintain mail correspondence with our partner schools in Benin.

- We promote a stay abroad in grade 11 work experience abroad and participation in international projects.
- Students take part in field trips to France, Spain, Italy, England, Greece, etc.
- In the context of our career orientation programme field trips to universities (e.g. in the Netherlands) may be offered to students.
- Students are encouraged to participate in the MEP and the MICC.
- The FEG promotes participation in foreign language contests (The Big Challenge, Bundeswettbewerb Fremdsprachen).
- We offer language certificates like (Delf, Dele, Cambridge Certificates)
- We attend theatre and cinema performances in English, French and Spanish with our students.
- Due to our cooperation with the Institut français cultural activities, debates etc. are encouraged.
- Students can participate in a French theatre club.

To further develop and broaden the scope of foreign language experiences at our school, the school community decided to apply for the ERASMUS+ programme in 2021 and got the ERASMUS+ accreditation in 2022. The programme is meant to foster project-oriented work with other European countries using English as a tool of communication.

In a pilot phase two projects together with our partner school in Den Haag were realized with two different age groups (grade 6 / grade 12). Further projects in cooperation with schools from Lithuania (school year 2023/24), the Czech Republic (school year 2023/24), the Netherlands (October 2023) followed and other project are planned Sweden (probably 2024/25)

8. Library

Our library has a large stock of reference books (more than 7500) and media resources. Students are supplied with didactic material which allows for independent study. Students have access to computers and the internet both in our library and in the autodidactic center.

As we are a bilingual French-oriented school we followed the French model of a CDI (Centre de Documentation et d'Information) common at French schools: a school library that invites all students to read, research or work.

In the CDI, students at all levels will find a wide selection of books on all subjects. This part of the library can be used on site, e.g. to do research for presentations or homework. In addition, five computer workstations are available to all students. Anyone who simply wants to work in peace and quiet during their free periods or lunch break is also welcome to use the CDI and will find plenty of

quiet workstations here.

Students who are particularly keen on reading also have the opportunity to choose their favorite book from the wide range of children's and young adult books and either read it comfortably in the large wing chair in the CDI or borrow a book for up to three weeks.

Readings and events are equally offered in the CDI. Whether it is *Käpt'n Book* or lectures by other guest authors: there are always cultural events taking place at the CDI.

The opening hours of the CDI are from 9.30 a.m. to 2 p.m. every day.

9. Review process

The language policy is regularly discussed and reviewed in language department meetings IB meetings and whenever changes make it necessary.

Moreover, regular meetings of the so-called "Fremdsprachentisch" encourage a continuous exchange of the different language departments to be able to monitor, change and consider views and wishes of the school community. Moreover, it aims to align language learning principles and approaches, language policies and language activities. This body is attended by the heads of the respective language departments, the IB and Abibac coordinators as well as anybody interested in (foreign) language learning at our school.

Document written with the collaboration of representatives of all language departments of our school.

Last reviewed: July 2024