

UWC Robert Bosch College Preliminary Language Policy

The following is based on the UWC Pearson College Language Policy, with the permission of that College, interpreted and expanded for the location, student and staff body and opportunities available to UWC Robert Bosch College.

School Language Philosophy:

“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.” (UWC Mission Statement, 2006)

UWC Robert Bosch College will be a multilingual learning community that is committed to the promotion and celebration of language diversity. We recognize the importance of self-expression and positive cultural identity through one’s mother language. We believe that all community members are language learners and ambassadors. It is central to our core values to recognize that with the sharing of language comes the sharing of culture and identity.

We aim to educate all members of the community about ways that language and identity are expressed, with the understanding that language means power and empowerment, as well as the recognition that language is a fundamental way of learning, knowing, and a forum for self-expression.

UWC Robert Bosch College Language Profile:

It is anticipated that the language profile of UWC Robert Bosch College’s students, teachers and staff is different in detail to that of other UWCs and very different from one member of the community to another. For instance, students in each 100 - strong year group will come from approximately 70 countries, less than 10 of which have English as a mother language for the majority of the population. Furthermore, as articulated in the Admissions Policy, it is not required for students to have a prior knowledge of English to be admitted to the College. Over 50 first languages can be anticipated and supported.

Current teacher applications would suggest that the initial cohort of 14 teachers (FTE) are likely to have between 5 and 10 mother languages.

The administrative and support staff is most likely to have German as the predominant mother language and the ability to speak English (as a 1st or 2nd language) will not be a requirement for support staff.

It is likely that over half of the members of the community will be fluent in two languages and many will be fluent in three or more languages. The experience within UWC is that many students come from multilingual environments and for some the language(s) they speak in their homes is different from the language they speak in school and/or in their hometown.

Languages of Teaching and Learning:

At UWC Robert Bosch College, English has been chosen as the language of instruction.

English will be offered at an A and B level, at both higher and standard levels. It is likely that the predominant English A course will be "Language and Literature".

Because of the location of UWC Robert Bosch College and the presence of at least 25 German mother language speakers in each year group, German will also be offered as an A language, most likely "Language and Literature", at both higher and standard levels.

Because of the admission of students from 7 neighbouring countries and the probability that many if not most of these will have studied German as a 2nd or foreign language, UWC Robert Bosch College anticipates offering German B.

To facilitate the students' interaction with the local community, including through service programmes, and with the administrative and support staff, UWC Robert Bosch College anticipates offering both German *ab initio* or, for other initially non-German speakers, German A1 (European framework) through the Goethe Institute or an equivalent organization. German A, B or German *ab initio* will be compulsory for all English mother language students and for all non-German-mother language students who wish to offer 3 languages. Students who are not English mother language speakers and who wish to offer their mother language as a college supported "self-taught" language will be required to offer German A, B or German *ab initio*, or have satisfactorily completed an approved German A1 programme by the completion of their 1st year. This is a requirement in order to proceed to the 2nd year.

Because France is a neighbouring country, a country with strong and historical ties with Freiburg, French will be offered as a B language. This further recognizes the ongoing importance of French as an international language.

UWC Robert Bosch College plans to offer special-request and college-supported "School-Supported Self-Taught Language A" course in Group 1 to maintain first language development. The support includes provision of timetabled teacher support for this course.

With the wide range of languages taught at the University of Freiburg and the wider range of backgrounds of a significant expatriate / immigrant population, UWC Robert Bosch College will attempt to find local native speakers to provide social and cultural support, and where possible tutored support, to as many as possible of the non-German-mother language students, allowing as many students as possible to speak their mother languages on a regular basis and to connect at a cultural level.

Through Confucian Institute in Freiburg, UWC Robert Bosch College students have the opportunity of learning Mandarin as a co-curricular activity.

Language continuum scope and sequence:

All language courses are taught over the course of two years within the scope and sequence of the course outlines suggested in the official IB curriculum guides for literature A, language and literature A, language B and language *ab initio*.

Teaching:

All teachers will be given training during orientation and regularly thereafter to aid sensitivity to the language and cultural needs of the students.

All teachers are teachers of language, and must welcome students of all language profiles into their classes.

Teachers will be required to explicitly teach the vocabulary and style appropriate to each discipline, and the rhetorical structures that help students express themselves in academic discussion and debate.

All teachers are familiar with the document: The UWC Check-List for a Supportive Language Learner Classroom (Addendum).

Assessment:

Consistent with the assessment policy, assessment at UWC Robert Bosch College aims to reflect the diverse competencies of the IB learner profile.

There will be competence placement tests for English, German and French for entry into the appropriate course: English A or B, German A, B or *ab initio*, and French B.

Opportunities for assessment in a student's first language will exist as long as there is a teacher willing to grade that piece of work as part of the formative practice for students' self-taught languages. Within the wider UWC, a network of teachers and tutors of different literature A courses is being developed, to assist in grading and distance tutoring wherever possible.

Support for learning:

UWC Robert Bosch College anticipates establishing a resource of peer tutors in English, German and French. Peer tutors will be trained by teachers under the leadership of the Director of Studies, and will be available to support student language learning.

Prior to students' arrival at the College, UWC National Committees who selected them will be made aware that English is the language of instruction and daily operation at UWC Robert Bosch College. National Committees will be encouraged to find local English training programmes for non-or foreign language English speakers for the months leading to the student's arrival in Germany, if needs be and then only by prior arrangement to be funded from UWC Robert Bosch College.

UWC Robert Bosch College undertakes to provide specialized English learning support to students in need.

Appendix 1:

Further Considerations: Suggestions for incorporating multiple languages into teaching and living at UWC Robert Bosch College

Ongoing professional development:

All teachers will be encouraged to receive ongoing training as teachers of language, both through college-initiated professional development days and through specialist courses funded by the College.

All teachers should focus on implementing peer leadership in language learning.

All language teachers should come together and for collaborative planning at least two times per academic year.

Suggestions of further strategies and professional development for differentiating learning.

Support with academic learning:

- Teachers can establish peer editors and tutors in classes.
- Teachers can establish scribes who take clear notes for the whole class that are then published.

Support with first language maintenance and development:

- The College can help make IB resources available to students in all three IB languages.
- The library will develop a collection of literature in all first languages represented within the college (where appropriate texts exist), where necessary through soliciting the support of relevant UWC National Committees.

Suggestions for Student initiatives:

- Saturday Night Parties/Musical Cafes with a theme of language sharing or learning.
- Students could use free blocks to attend language classes.
- Initiate multilingual announcements, College meetings, etc.
- Formalize peer-to-peer learning of languages in different activities.
- Immersion Days: Offer chances for students to speak exclusively in German etc.

Future Possibilities:

- Review the processes used to identify the language needs of each student.
- Review differentiation of students with different language backgrounds, and develop strategies for teaching accordingly.

Appendix 2:

A UWC Check-List for a Supportive Language Learner Classroom

In order to support language learning for the incoming new English speakers, UWC offers the following tips for all teachers:

- Pick students to answer questions instead of letting people volunteer. Have classes with a “no hands” policy.
- Have a variety of different activities and forms of response in each lesson.
- Give students plenty of time to craft their response or have them discuss the answer in pairs before sharing it with the plenary.
- Provide visual help, accessible scripts, and appropriate resources.
- Don't expect students to read, write and comprehend at the same time.
- Be very transparent about your lesson plan. Show the objectives and the steps on the board to help students keep track.
- Use cooperative language learning strategies. Use a buddy system in class. Ensure mixed language groups for presentations.
- Design appropriate tasks for various language levels offering alternative assignments. Give these tasks in writing.
- Periodically check to ensure all students understand.
- Simplify sentence structures and repeat sentences verbatim before rephrasing them. Explain idioms.
- Consider recording classes and important lectures. Make scripts and notes available. Use vocabulary lists and visual aids as much as possible.
- Prepare the students for the reading task before setting it.
- Make sure the students understand the essay expectations before setting written tasks. Provide them with examples. Consider giving them extra time or

expecting fewer words at the beginning. Have a follow-up discussion reflecting on essay writing and common errors.

- Encourage students to keep a diary or notebook.
- Research and direct students to IB appropriate resources in various common languages. Check the OCC for suggestions. Ensure the library has books for your subject available.
- Ask for feedback from students on activities on a regular basis, e.g. once a week.
- Respond to students' language errors by rephrasing their responses and model correct usage.

Teachers as Learners

The College will provide in-house opportunities and encouragement for all non-German teachers to gain at least the equivalent of German A1 (European framework) within the first year of their employment. Furthermore, UWCRBC will provide a language teacher to give support in English language to teachers whose mother language is not German.

11th November 2013

For review: August 2015

All UWC Robert Bosch College policies are to be published on the College website.