

## ***Grenaa Gymnasium's Language Policy for use in the IB department***

It is the aim of Grenaa Gymnasium to empower both Danish and non-Danish speaking students by encouraging them to express themselves freely in a nuanced, varied, and democratic way. As our school is situated in Denmark, we strongly encourage integration by teaching Danish to as many of our students as possible, either as Danish A, Danish B or as initiated in 2018: Danish ab initio. English is considered a language between mother tongue and second language for Danes (see Danish STX curriculum). This means that students cannot participate in local activities by solely using English (although most Danes speak and understand English at a relatively high level). However, since the protection of Danish as a mother tongue is also of great importance to Grenaa Gymnasium, we do not translate everything and we do not speak English at e.g. morning assemblies. This constitutes a dilemma that we are constantly aware of and must be vigilant about, in order to maintain an acceptable balance. But it is also extremely important for Grenaa Gymnasium to form students who are world-class communicators and creators of ideas.(who can formulate ideas and communicate them effectively to the world?)

### **We do this by:**

- Encouraging self-taught language studies to students whom we cannot offer a programme in their native language.
- Encouraging all non-Danish speakers to attend Danish B or Danish ab initio (see below).
- Encouraging IB-students to speak English in class, not to exclude anyone, and Danish-speaking IB-students to translate important information to non-Danish speakers.
- Encouraging non-Danish speakers to learn and try to speak Danish outside class.
- Encourage students to incorporate existing knowledge – in their mother tongue – as a tool in developing deeper understanding of concepts and terms.

### **We do this because:**

- We want to form students who are capable **communicators**, both in terms of speaking and listening, and for them to be able to share their ideas effectively and expediently in an environment that is prepared to listen.
- We want to form students who are intrepid **inquirers** with inquisitive mindsets to enable them to explore and generate new ideas; and for this; advanced language skills are paramount.
- We want to form students who are **open-minded** and able to entertain, then accept or refute ideas based on the merits of the idea rather than on its source or origin.
- We want to form students who are **reflective** when having engaged in rigorous academic activity, and in this regard, a student's language skills will determine the range of the student's reflective abilities. These must be reared in the activities throughout the programme. (See unit planners)
- We want to form students who **care** about each other and the people around them. Communication and language skills are indispensable components in being able to acknowledge and respect the reasoning of others.

We provide the following language programmes at school:

### **Group 1 languages:**

We offer English A, Language and Literature and Danish A, Literature, both in HL and SL. Both languages are taught by native speakers. Some students are allowed to do both A languages, if their level of proficiency is satisfactory and the teachers estimate that they can handle the extra workload.

Each year a number of students choose to become **self-taught**, and the school supports that every student studies his/her own mother tongue. A language A, literature teacher assists these students in organizing their programmes and gives them lessons in literary analysis. This ensures that the students develop their analytical skills along with the ability to communicate and exchange knowledge with their peers. (See Selftaught- policy)

### **Group 2 languages**

We offer English B, Spanish and Danish ab initio, Spanish and Danish B and German B. Classes in English B, Spanish and Danish B and Spanish and Danish ab initio are

established every year, whereas establishing classes in German is a problem, because a class requires 7 students at the minimum. In order to enable the students to take German B we are discussing the possibility of teaching these languages B at standard level in one year with the participation of both IB1 and IB2 students.

(Tandem learning as CAS-projects?)

### **University admission**

One of the requirements for admission to Danish Universities is that applicants have at least completed Danish B a higher level or a corresponding exam in Danish to be admitted to a Danish taught bachelor programme. All foreign students are informed about this requirement before making their final subject choices.

### **Language policy for teachers**

Continuously securing high-quality studies is of major concern to us. One way of doing this is to make sure that all new teachers have sufficient English qualifications. We value bilingual teachers and strive to let the staff reflect the many varieties of language, also many varieties of English accents and dialects, which we see as part of the mission statement in practice. The pedagogics include the acknowledgement of the majority of second language learners in our student cohort and the implementation of strategies that scaffold the learning in this specific setting.