



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Un Diplôme IB Renforcé

A Strengthened IB Diploma

- Dr Elizabeth Chaponot, Head of School, Lycée International de Los Angeles
- Dr John Godfrey, Headmaster, Toronto French School
- Dr Monique Seefried, Past Chair, IB Board of Governors



Multicultural Museums

La Nouvelle Orleans New Orleans

A Cosmopolitan City

Lycées Français à l' Etranger



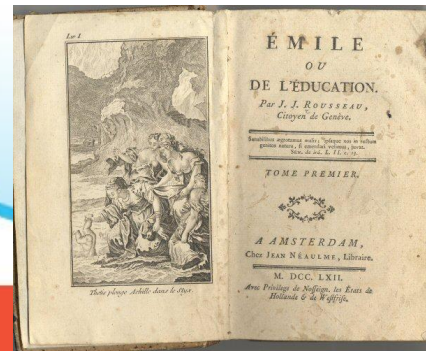


- Education Internationale
- Les Origines du BI et le bilingualisme
- Les debuts du diplome IB et l' utilisation de deux langues
- Retour aux Sources
- International Education
- IB Roots and Bilingualism
- The early IB Diploma and the requirement of the use of two languages
- Return to its Purpose

Citoyens du Monde et Education Internationale

Citizens of the World and International Education

- Diogenes and the Romans: *kosmopolitēs*
- 16th century: Montaigne
- 17th century: Comenius
- 20th century: International Bureau of Education: Piaget
- Diogène et les Romains: *kosmopolitēs*
- XVI siècle: Montaigne
- XVIIe siècle: Comenius
- XXe siècle: Bureau International d'Education: Jean Piaget



First International Schools Premières

Ecoles Internationales

- **After WWI:**
 - Geneva
 - Yokohama
 - Djakarta (US)
 - Kabul (France),
 - College Cévenol
- **After WWII**
 - United Nations International School New York
 - Many more international schools all around the globe
- **Après la Première Guerre:**
 - Genève
 - Yokohama
 - Djakarta (US)
 - Kabul (France)
 - College Cévenol
- **Après la Deuxième Guerre:**
 - Ecole internationale des Nations Unies, New York
 - Nombreuses autres écoles internationales à travers le monde

Promoteurs d'un Diplome International

Sponsors of an International Diploma

- International School of Geneva (Ecolint) 1924
 - League of Nations and International Labor Bureau
 - Adolphe Ferrière
 - Marie-Thérèse Maurette
- United World College (Atlantic College) 1962
 - Kurt Hahn
 - Lawrance Darvall
 - Desmond Hoare
- Ecole Internationale de Genève (Ecolint) 1924
 - Société des Nations et Bureau International du Travail
 - Adolphe Ferrière
 - Marie-Thérèse Maurette
- Collège du Monde Uni (Atlantic College) 1962
 - Kurt Hahn
 - Lawrance Darvall
 - Desmond Hoare

Marie-Thérèse Maurette

Techniques of Education for Peace

Techniques d'Education pour la Paix



- **Eviter tout ce qui peut créer la notion précoce de supériorité et le sentiment d'orgueil national.**
- **Avoid anything that can develop early on a sense of national superiority and a sense of national pride.**

Techniques of Education for Peace

Techniques d'Education pour la Paix

- **Créer dans l'esprit des enfants, *très tôt*, une vision aussi exacte que possible du monde entier et des conditions de vie des hommes qui l'habitent.**

- **Create in the mind of children, *very early*, a vision as accurate as possible of the entire world and of the life conditions of the people inhabiting it.**

Techniques of Education for Peace

Techniques d'Education pour la Paix

- **Affaiblir, par l'emploi courant d'une seconde langue enseignée par des professeurs dont c'est la langue maternelle, la notion d'étranger.**
- **Weaken, by the daily use of another language taught by teachers who are native speakers of this language, the notion of foreigner (stranger).**

Marie-Thérèse Maurette

Techniques d' Education pour la Paix

- **Créer, dans la pratique quotidienne de la vie scolaire, des habitudes de travail d'équipe, de solidarité sociale, d'entraide, de participation à la gestion de la chose publique.**
- **Create in the daily practice of school life, habits of team work, social solidarity, mutual assistance, and participation in the management of public affairs.**

Towards an International Baccalaureate

Vers un Baccalauréat International

- 1951: The Conference of Internationally-Minded Schools – CIS
- 1951: International Schools Association – ISA
- 1964: International Schools Examination Syndicate – ISES becomes in 1967 Office of the International Baccalaureate
- 1951: La Conférence des Ecoles à l'Esprit International – CIS
- 1951: Association des Ecoles Internationales – ISA
- 1964: Syndicat d'Examens des Ecoles Internationales – ISES devient en 1967 le Bureau du Baccalauréat International

First IB subject

- " *Mutual Appreciation of Eastern and Western Cultures*". First examination: June 1963
- 1964: draft proposal for an International Baccalaureate (ISA newsletter)
- " *Appreciation mutuelle des cultures orientales et occidentales*". Premier session: Juin 1963
- 1964: proposition d' un baccalauréat international (Bulletin d' Information ISA)

1965: Diploma English and French

Diplome Français et Anglais

- 5 Matières:



- Histoire
- biologie
- mathématiques
- géographie
- Langues (2 obligatoires)

- 3 Matières obligatoires
- 3 Groupes de matières (1 matière obligatoire dans chaque groupe)
 - Humanité
 - Sciences Expérimentales
 - Arts
- Théorie de la Connaissance
- CAS

First exams -IB- Premiers Examens

1967 (trials/essais) 1970 (Diplome Officiel)

- 1967: Ecolint et UWC, 147 candidats
- 1968: 7 écoles, 349 candidats
- 1969: 13 écoles, 720 candidates
- 1970: 11 écoles, 312 candidats (29 pour le diplôme)
- 2500 écoles DP
- 2152 en Anglais, 75 bilingues
- 244 en Espagnol, 56 bilingues
- 39 en Français, 13 bilingues
- 271 n' enseignent pas l' Anglais

An Education for Peace, A Preparation for the future

Une Education pour la Paix, Une Préparation pour le Futur



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Multiple benefits of a Dual Language Education

Multiple bénéfices d'une Education Bilingue

- Ability to understand others and their culture.
- Ability to work across borders
- And most importantly, the impact it has on the brain
- Capacité de comprendre les autres et leur culture
- Capacité de travailler par delà les frontières
- Et particulièrement important, l'impact du bilinguisme sur le cerveau.



Today Predominance of English over all other languages in IB Schools

**Aujourd'hui l'Anglais est la Langue
de Prédominance dans les Ecoles IB**

2013: l'IB est-il fidele a sa mission d'origine?

IB today: Is it faithful to its original mission?

- 2500 écoles DP
 - 2152 en Anglais, 75 bilingues
 - 244 en Espagnol, 56 bilingues
 - 39 en Français, 13 bilingues
 - 271 n'enseignent pas l'Anglais
- 2500 DP schools
 - 2152 in English, 75 dual language
 - 244 in Spanish, 56 dual language
 - 39 in French, 13 dual language
 - 271 don't teach English at all

An Historic Collaboration

Une Collaboration Historique

- First IB Office in MLF office
 - MLF Mission Laïque Française:
 - Established in 1902 and officialized in 1907
 - 125 schools
 - 45 countries
 - Different types
 - Two cultures, three languages
- Premier bureau IB dans le bureau MLF
 - MLF Mission Laïque Française:
 - Fondée en 1902 et reconnue en 1907
 - 125 écoles
 - 45 pays
 - Different types
 - Deux cultures, trois langues

A Strengthened Bilingual IB

Un Diplôme Bilingue Renforcé

Français-Anglais

English-French

- Français (langue A)
 - Anglais (langue A)
 - Plus
- Histoire/Géographie (cours à développer = school based syllabus) ou une matière des groupes 4 ou 5
- English (language A)
 - French (language A)
 - Plus
- History/Geography(school based syllabus) or a subject from groups 4 or 5

A Strengthened Bilingual IB in a variety of languages Un Diplôme Bilingue Renforcé en différentes langues

- **Different languages and countries: German, Japanese, Arabic, Spanish**
- **Differentes langues et pays: Allemand, Arabe, Espagnol, Japonais**

Think about it for your schools!

Pensez-y pour vos écoles!

The IB bilingual diploma is :

- A FULL diploma with:

- A combination of any two group 1 courses in different languages, each passed with a grade of 3 or above

OR

- A group 3 or 4 subject taken in a language other than the candidate's language A, passed with a grade of 3 or above



The MOST Prestigious IB Diploma

- The Bilingual Diploma is the added feather
- It speaks to the core values and principals of the IB (*raison d'être* of the whole system)

But it doesn't "just happen"



So... Steps to Getting to a Bilingual IB

- What does it mean to be bilingual?
- When do we start?
- What are we scared of?
- What are characteristics of bilingual education?
- Ways of getting kids there... US/Europe models (from immersion to CLIL)
- How it works?
- Does it work?
- Critical components

DENNIS THE MENACE



"GINA IS *BY LINGAL* ... THAT MEANS SHE CAN SAY THE SAME THING *TWICE*, BUT YOU CAN ONLY UNDERSTAND IT *ONCE*."

What is bilingualism?



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What is bilingualism?

- The natural order of things: Knowing two languages is a normal part of existence for most human beings (Cook)

Degrees of Fluency (how much do you need to know to be considered bilingual?)

- The ability to produce complete meaningful utterances in two languages
- The practice of alternately using two languages, L1, L2 (Weinreich)
- Native-like control of two languages (balanced bilingualism, 2L1)

Earlier is better

- Research shows that infants begin acquisition of language before birth (de Boysson-Bardies, Kuhl)
- Baby simply has two first languages.
 - Milestones... except “bit” vs “bet” (Genesee)
- Unconscious learning strategies (Newport, Herschensohn)
- Phonology/Morphosyntax (Birdsong)
- Critical Period: Left hemisphere vs right hemisphere
- The more years a child can devote to learning a language, the more competent he or she will become.

Misconceptions about bilingual education

- Students must master their first language first; otherwise, there are costs to first language development
- Young learners have a limited capacity for learning language and bilingual input exceeds the limit. The consequence might be that they will speak later because they have more to process.
- Dual language programs provide less input in each language and this interferes with mastery of native language
- Students cannot master academic subjects that are taught in a second language

What Is Bilingual Education?

- Bilingual education has been practiced in many forms, in many countries, for thousands of years.
- Defined broadly, it can mean any use of two languages in school – by teachers or students or both – for a variety of social and pedagogical purposes.

Different Types of Bilingual Education Programs in the US

- English immersion
 - Transitional bilingual education (subtractive)
 - Two-way bilingual education (additive)
-
- *The distinction between types of programs are the goals they strive to achieve*

European CLIL/EMILE

- *CLIL: Content and Language Integrated Learning*
- *EMILE: Enseignement d'une matière intégrée à une langue étrangère*
- Basically any type of program where a second language is used to teach non-linguistic content matter (humanities/science/Technical education)**
- **EU goal of MT + 2 (European Commission, 2002)*
- ***Matches IB Bilingual Diploma Scenario*

Degrees of Fluency...

- Monolingual Education with some Foreign Language Course
- European CLIL/EMILE Model
- Bilingual Education (additive)

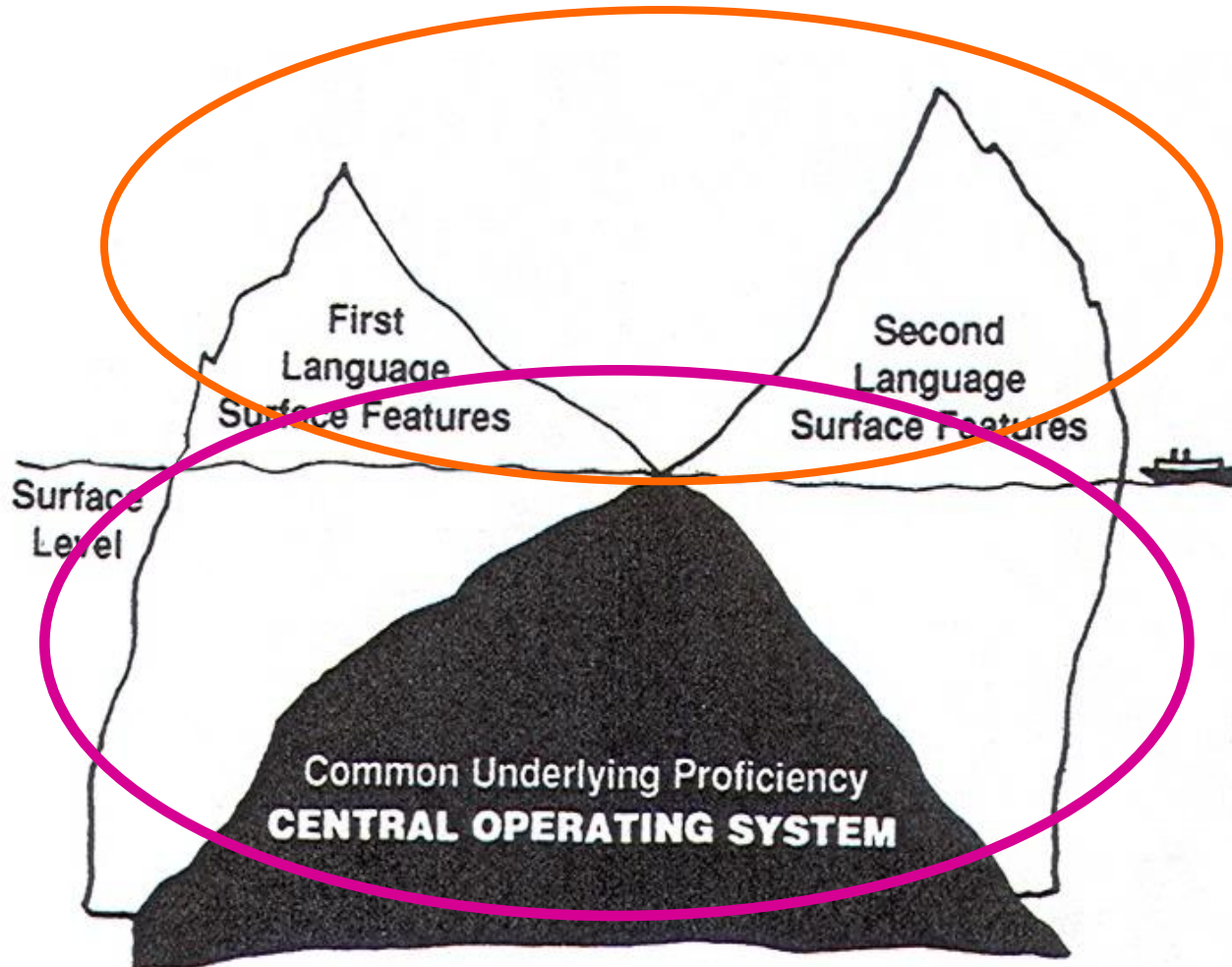
More than Foreign Language... Why?

- The vast majority of multilinguals learn their respective languages as a result of necessity
 - Caldas, 2006

HOW?

COMMON UNDERLYING PROFICIENCY

(from Cummins, 2000)



STUDENT OUTCOMES: L1 (Genesee study)

What is the effect of immersion on students' L1 development?

Tests:

Speaking, Listening, Reading, Writing

Immersion Students = Non-immersion students

STUDENT OUTCOMES: Academic (Genesee study)

What is the effect of immersion on academic achievement?

Tests:

Mathematics, Science, Other Subjects

Immersion Students = Non-immersion students

“Children in Dual Language schools significantly outperform students in any other bilingual programs.” - Thomas and Collier, 2003

STUDENT OUTCOMES: L2

What is the effect of immersion on L2 achievement?

Tests: Speaking, Listening, Reading, Writing

Comprehension Skills (Listening & Reading):

Immersion = Native speakers

Production Skills (Speaking & Writing):

Immersion < Native speakers



SUITABILITY FOR ALL STUDENTS?

Is immersion suitable for all students?

- (a) low SES
- (b) low ability
- (c) poor L1 skills

Immersion Students = Non-immersion students

Critical Components of Dual Language Programs

- High standards
- Developmentally-based
- Student-centered
- Integrated language and content instruction
- Reflective teaching
- Additive bilingualism
- Useful Assessment
- Parent involvement

Bottom Line

“In the twenty first century, we are aware of the linguistic complexity of the world in which monolingual schooling systems seem utterly inappropriate.”

...

“Just as bilingualism gives speakers choice, bilingual education gives school systems more choice, for there are many alternatives”

- Ofelia Garcia 2009

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