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OF THE AMERICAS 2013  
**NEW ORLEANS 18<sup>th</sup> - 21<sup>st</sup> JULY**



International Baccalaureate®  
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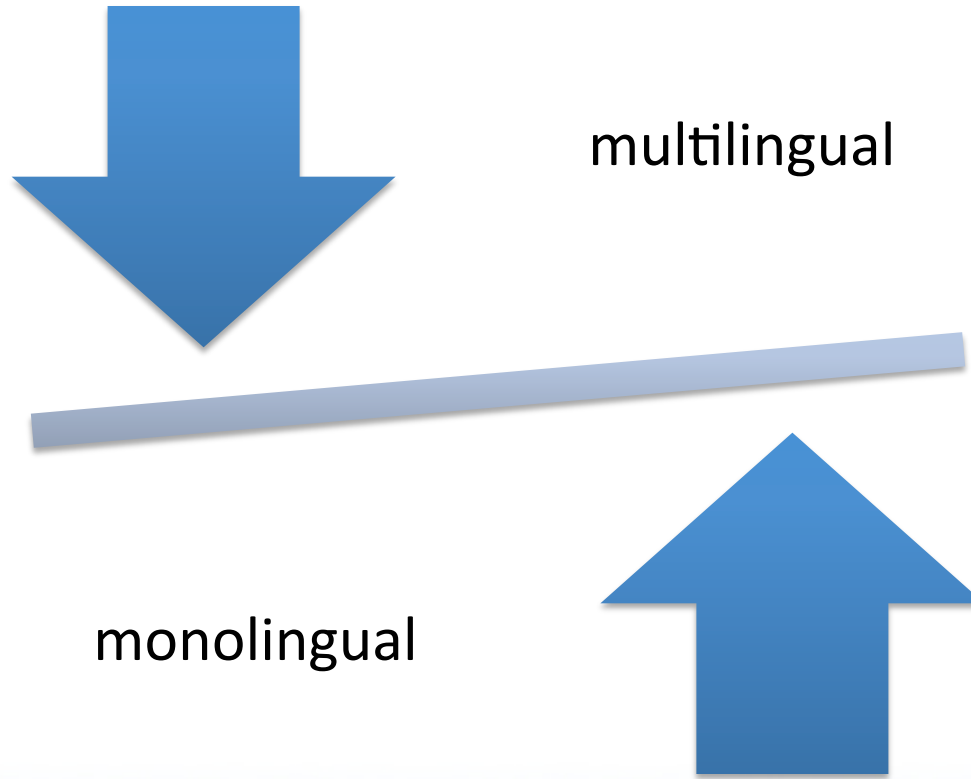
# How to build Foreign Language program through Primary Years Program

Su-Ling Huang

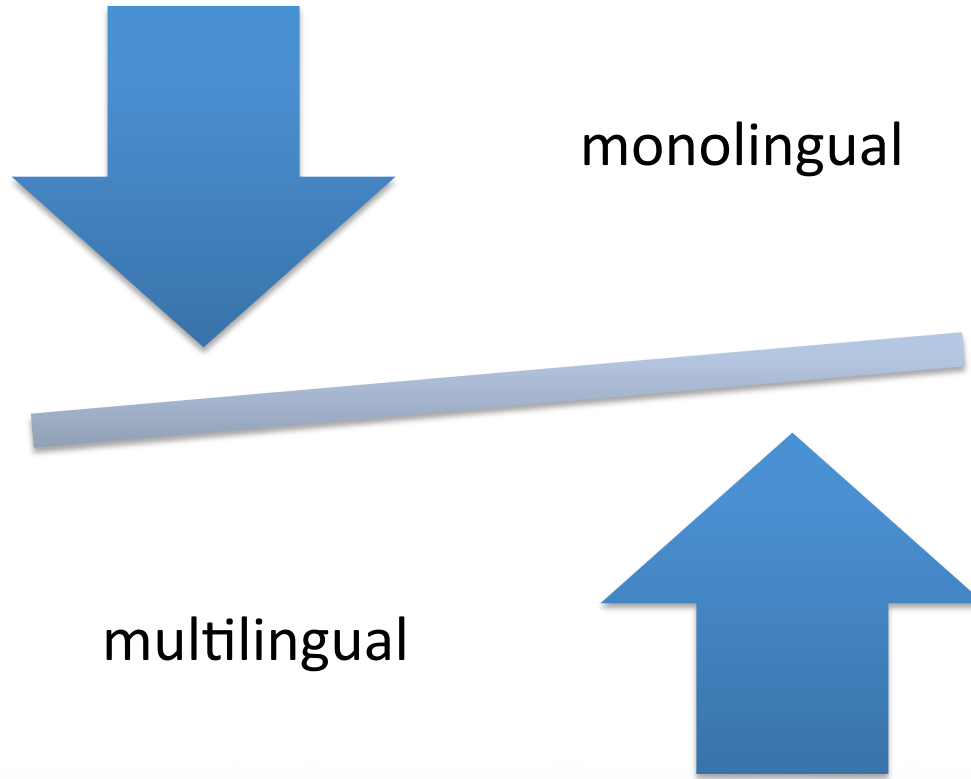
# Goal for the session

- Basic understanding for the integration between foreign language and units of inquiry

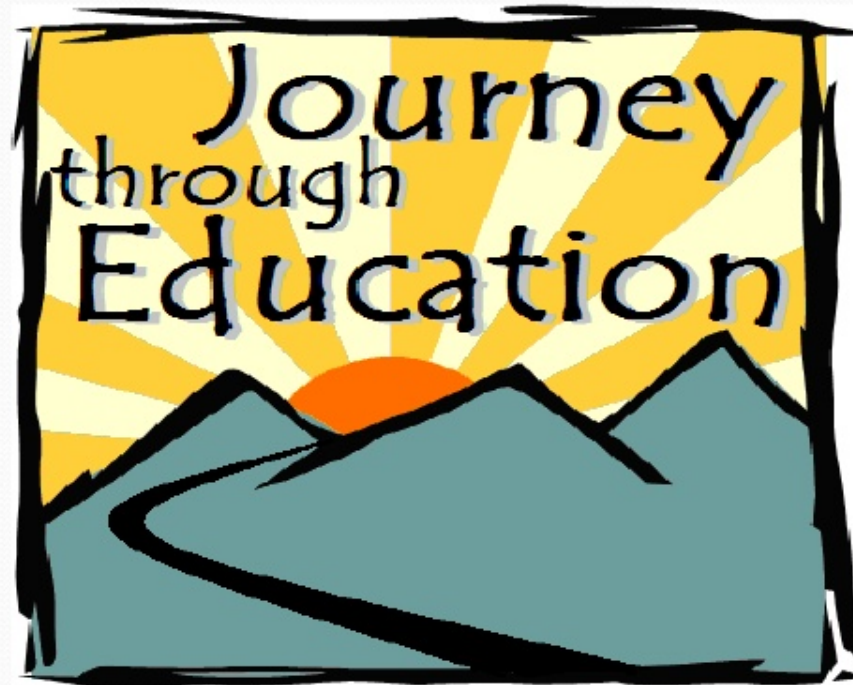
# 1945



# 2013



The PYP is the beginning of a lifelong  
journey

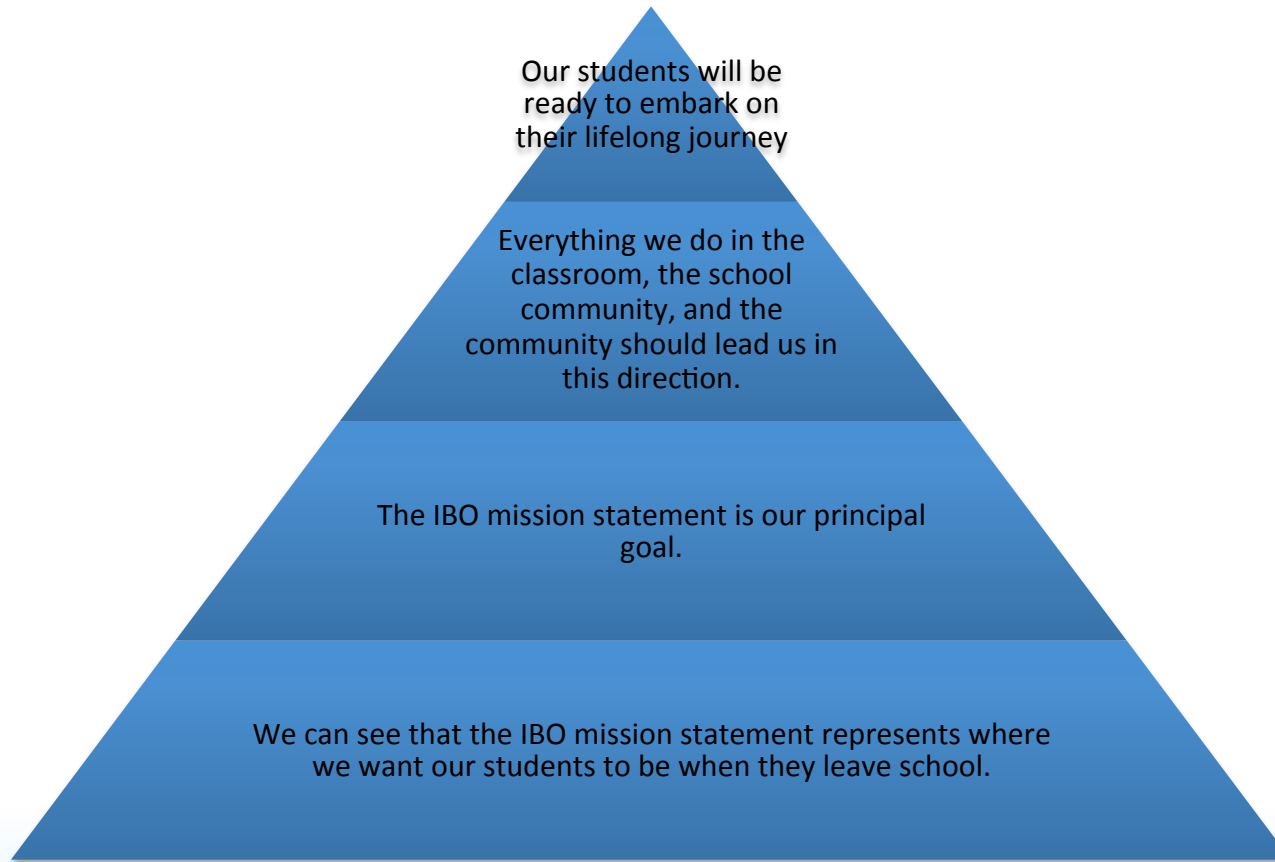


# IBO Mission Statement & The Learner Profile

- The International Baccalaureate Organization aims to develop **inquiring**, **knowledgeable** and **caring** young people who help to create a better and more peaceful world through **intercultural understanding** and **respect**.
- These programs encourage students across the world to become **active**, **compassionate** and lifelong learners who **understand** that other people, with their differences, can also be right.

([www.ibo.org](http://www.ibo.org))

# “ Life is a journey, not a destination ”-Steven Tyler





# Beliefs and values in language

- Language plays a vital role in the construction of meaning. (MTPYYPH p. 68)
- The need to communicate is instinctive. (MTPYYPH p.68)
- Acquisition of more than one language enriches personal development and helps facilitate international-mindedness. (MTPYYPH p.68)
- Additional-language teachers play a particularly important role in reinforcing, supporting and extending the classroom work. (MTPYYPH p.69)

# The Five Essential Elements

- Knowledge
- Concepts
- Skills
- Attitudes
- Action

## Key concepts in the PYP:

What do we want students to understand about language?

- Form
- Function
- Causation
- Change
- Connection
- Perspective
- Responsibility
- Reflection



# PYP Transdisciplinary Themes

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

# Who we are

- Nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships includes families, friends, communities, and cultures.
- Rights and responsibilities; what it means to be human.

# Where we are in place and time

- Orientation in place and time; personal histories; homes and journeys.
- The discoveries, explorations and migrations of humankind.
- The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

## How we express ourselves

- The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.
- The ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

## How the world works

- The interaction between the natural world (physical and biological) and human societies.
- The impact of scientific and technological advances on society and on the environment.
- The natural world and its laws.
- How human use their understanding of scientific principles.



# How we organize ourselves

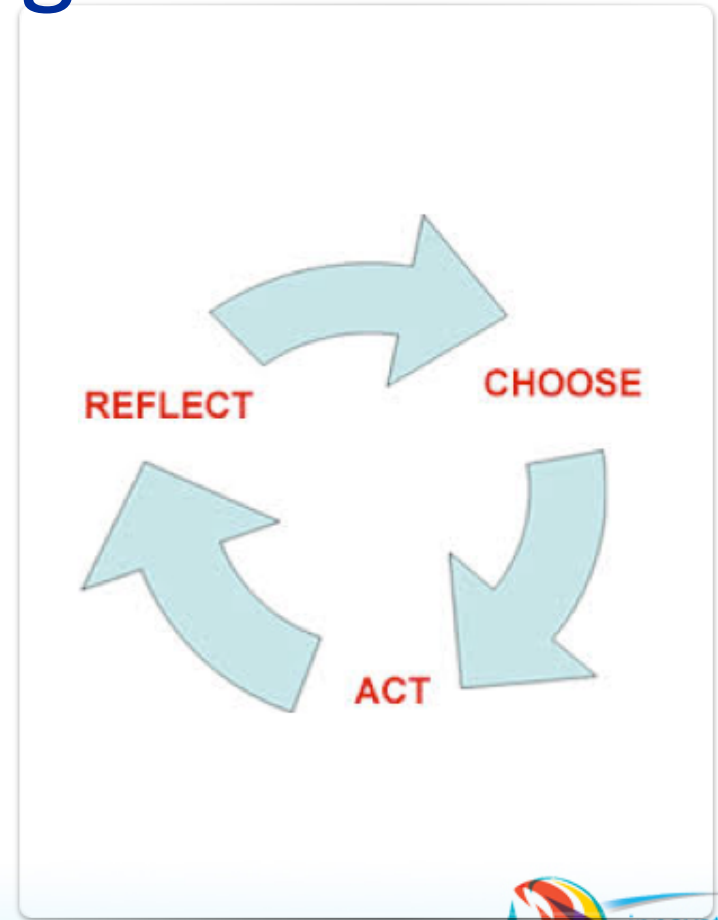
- The interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

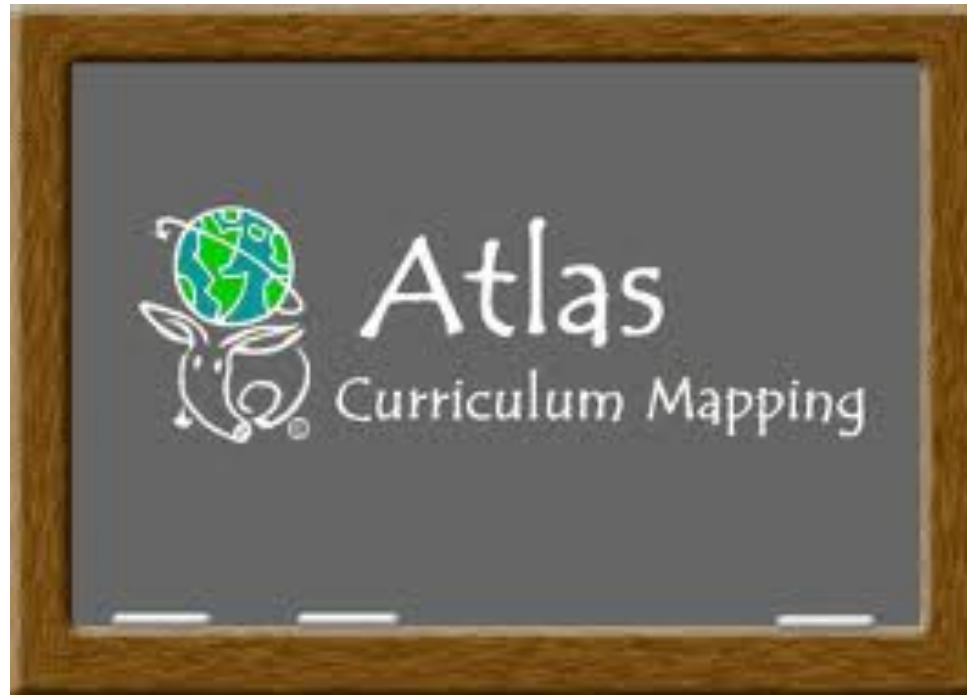
# Sharing the planet

- Communities and the relationships within and between them.
- Rights and responsibilities in the struggle to share finite resources with other people and with other living things.
- Access to equal opportunities; peace and conflict resolution.

# Planning

- Time
- Collaboration
- Risk-taking
- Authentic
- TL ( target language )
- Reflect - Change





- It is **not** a lesson plan
- It is an **ongoing** process

# Sharing the planet

- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
- **Central idea:** Conflict affects relationships, decisions and actions.
- **Subject Focus:** Social Studies, PSPE
- **Key concepts:** Causation, connection, reflection
- **Related Concepts:** Communication, rights, roles, progress
- **Skills:** Social skills, communicating skills

# Proficiency?

- Autonomy, spoken language, good accent, desire to understand and speak, enjoyment, the child who wants to find things out, the child who enjoys what he/she does, no fear of failure, a child who thinks about their own language etc. (Noubadji 1996 )
- The foreign language is to be used creatively for real communication, not just for drilling or translation...to use a language creatively, we must be able to operate a system of underlying rules, otherwise we would be parrots. (Johnston 1994)





Thank you for listening...