



IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

Creating a challenging and motivating multilingual
environment in the heart of Paris

David Barton
Amber Blais
Hilary Larnen
Annie Dennis

THE HAGUE 24TH - 27TH OCTOBER



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David Barton
Anders Norrman
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*David Burton
Amber Hérisson
Hayley Larsen
Amélie Vennin*



David Burton

Amber Hérissou

Hayley Larsen

Amélie Vennin

innovate
educate
create

orow

innovate
educate
create

grow

to all

grow

goals

reality

Options

Will

goals

The school places importance on language learning, including mother tongue, host country language and other languages (III Standard A, Practice 7).



Teaching and learning promotes the diversity of mother tongue pupils, including those for students learning a language other than their mother tongue (III Standard A, Practice 7).

Collaborative planning and reflection recognizes that all students are responsible for language development of students (III Standard A, Practice 8).

Teaching and learning demonstrates that all teachers are responsible for language development of students (III Standard A, Practice 8).

The school values the language and expertise of the community in order to learn with the programme (III Standard A, Practice 9).

Assessment of the school aligns with the requirements of the programme (III Standard A, Practice 10).



The school values the language and expertise of the community in order to learn with the programme (III Standard A, Practice 9).

The IB multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of critical identity, intercultural awareness and global citizenship.

Each student should have the opportunity to maintain and develop their mother language.

As an international school aligned to IB, we are strongly committed to providing students with access to first and foreign language instruction that is relevant and meaningful to the language and culture of the students.

At IB, all teachers are language teachers as language transcends curriculum areas.

Language is always taught in context and in context. This means every language teacher is a language teacher, not just a language teacher.

We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate.

The school is committed to providing students with access to first and foreign language instruction that is relevant and meaningful to the language and culture of the students.

goals

At ISP we are committed to providing an inclusive and equitable learning environment. We aim to ensure access to the three IB programmes offered by the school for all students.



The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).

Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).

Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).

Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

create a challenging and
equal environment where the

of the community to enhance
the programmes (IB Standard

At ISP we strive to create a challenging and
motivating multilingual environment where the
language of instruction is English.

For ISP, multilingualism and the development of critical literacy are considered important factors in fostering international mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

At ISP, all teachers are language teachers as language transcends curriculum areas.

Language is always taught meaningfully and in context . These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types.

We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate.

The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.

As an international school situated in Paris, we are strongly committed to providing students with access to French language learning and utilising the host country and community for language and cultural experiences throughout the curriculum.

Each student should have the opportunity to maintain and develop their mother tongue(s).

INTERNATIONAL BACCALAUREATE ORGANIZATION
MIDDLE YEARS PROGRAMME

Second-language Acquisition
and Mother-tongue Development

A guide for schools



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Primary Years Programme, Middle Years Programme and Diploma Programme

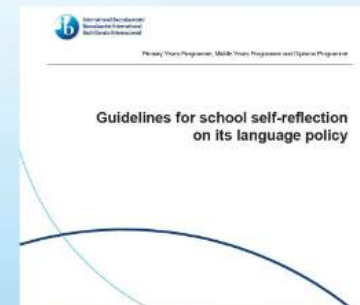
Language and learning in IB programmes



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Primary Years Programme, Middle Years Programme and Diploma Programme

Guidelines for developing a school language policy





International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Primary Years Programme, Middle Years Programme and Diploma Programme

Guidelines for school self-reflection on its language policy



Teaching the disciplines in the MYP: Nurturing big ideas and deep understanding



Teaching language A with deep understanding in mind

By Paola Uccelli with Veronica Boix Mansilla

Why should we help students understand language?

The ability to use language lies at the core of who we are as humans. Language offers a means of self-expression, of entering and understanding others' worlds and minds, of exploring meaningful questions that defy scientific answers, and of transcending the here and now so that we can reflect about the past and the future. In addition, highly relevant learning processes, such as reasoning with others, expressing one's knowledge and thoughts, and accessing knowledge and perspectives that lie beyond our personal experiences, are performed overwhelmingly through language in our society, inside and outside of school. Since ancient times, educators have known and used the power of language and literature to enable self-reflection, rhetorical abilities, intellectual growth, and exploration of essential questions about life, self and humanity. Whereas this pedagogical practice continues an ancient tradition, promoting in-depth understanding and mastery of linguistic expression, comprehension and interpretation is especially crucial nowadays. First, in an increasingly globalized world, where distinct cultures, identities and interests coexist in the same physical or virtual spaces, students need to learn how to interact successfully with different audiences and to process linguistic information from a variety of sources. Second, our current world is not only increasingly interconnected via language (for example, internet-based communication, texting), but has moved from an industrial economy into a new knowledge-based economy with accelerating language and literacy demands. Today, being able to access constantly changing information and new

How can we best teach new languages? Considering core principles in language B instruction

By Paola Uccelli, Maria Luisa Parra, and Veronica Boix Mansilla

Learning world languages enables us to have access to new communication systems and to gain a deeper understanding of other cultures, which can potentially serve as a basis for a more harmonious communication between communities, and even nations. Our present world is marked by unprecedented and increasing coexistence and interactions among speakers from different languages and cultures owing to migration and globalization. Given increasingly diverse local contexts and global networks, the International Baccalaureate (IB) recognizes the special urgency of developing more interculturally competent societies and thus the importance of a comprehensive approach to teaching foreign languages (language B). The IB seeks to prepare students to become advanced language users while simultaneously nurturing a genuine curiosity about, and a respectful insight into, the experiences, lifestyles, perspectives and accumulated knowledge of the communities where the languages are spoken. Within this comprehensive approach to language B, optimal instruction involves more than fostering technical proficiency in grammar and vocabulary; it includes promoting communication skills, understanding the new language as a rich source to scaffold learners' understanding, respect and appreciation of other cultures, as well as a source to promote students' reflective stance towards their own language and culture.

Over the last decades, several organizations have articulated extensive sets of foreign language goals accompanied by specific instructional recommendations to address each goal. Expert organizations and entities, such as the American Council on the Teaching of Foreign Languages (ACTFL) and the College Board, offer helpful resources and materials addressing curricular goals and instruction. In this chapter, we seek to move beyond previous reports by offering educators a concise explanation of how language works and how language learning takes place. Specifically, we focus on four big ideas or core principles shaping language B

to all

grow

goals

reality

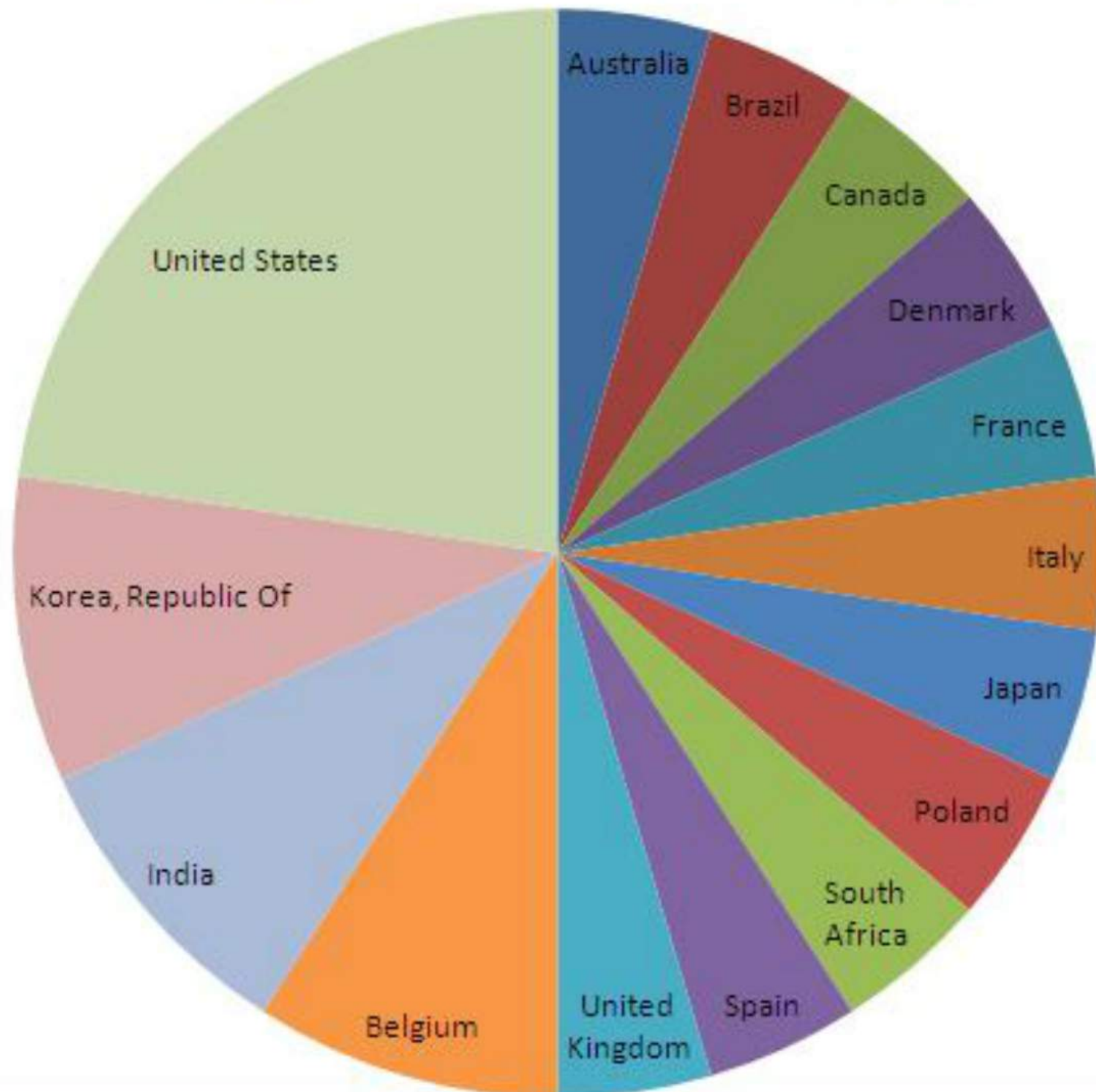
Options

Will

reality



Example- one Grade 4 class at ISP





to all

grow

goals

reality

Options

Will

to all

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goals

reality

Options

Will



Options





Example: Grade 5 French unit in PYP

Central ideas :

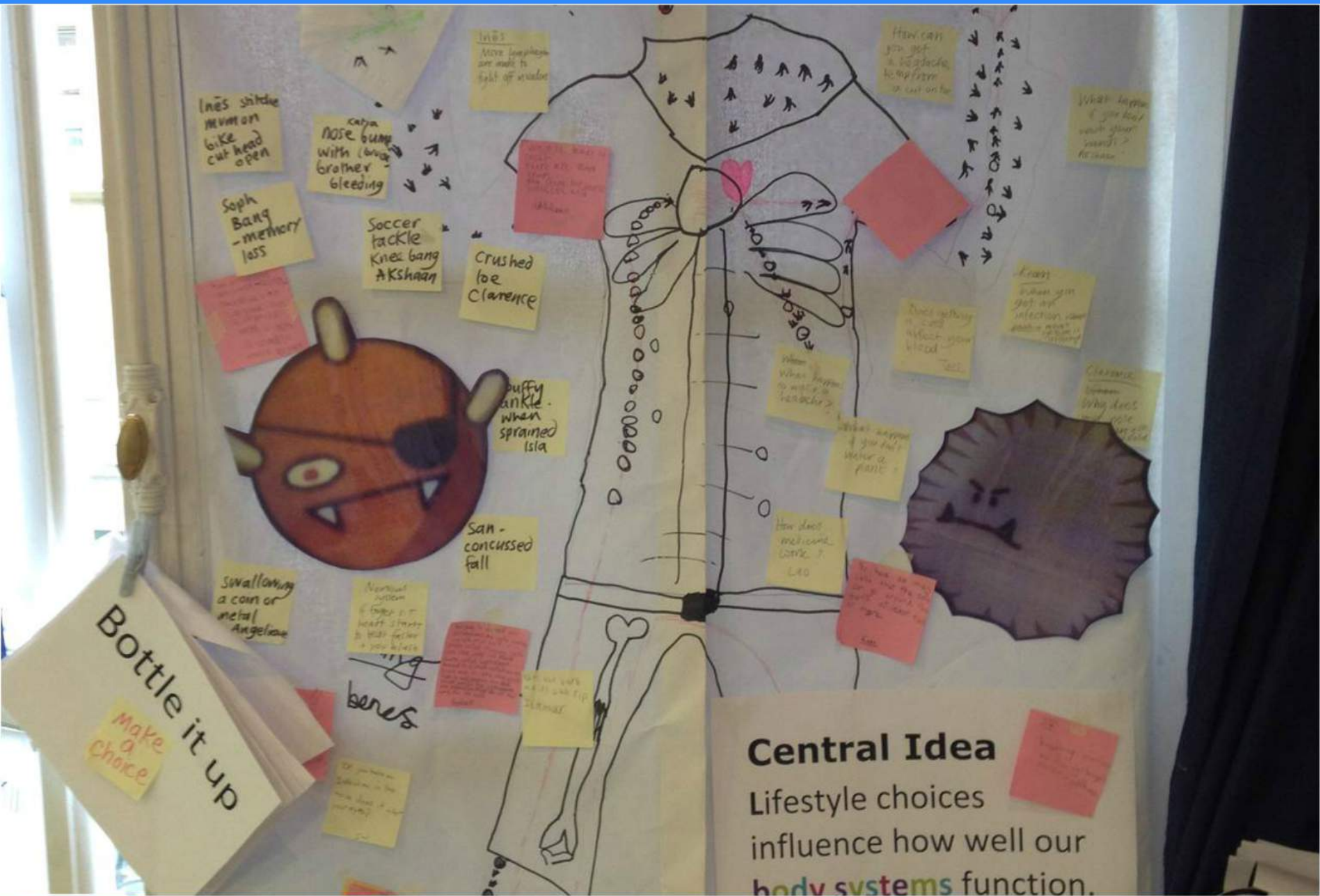
Grade:	1.	2.	3.	4.	5.	6.
Central Idea	Explorers Exploration can lead to discovery and can develop new understandings.	Beliefs and Values Our beliefs and values influence the way we interact with other people.	Arts in Action Over time, humans have taken action to express their feelings and cause change through the arts.	Forces Different types of forces affect the motion and position of an object or a person.	Exhibition To be determined by the students	Leaders The style and structure of leadership affects the way decisions are made.



Links in French class:

Journal FP. Explorer Literature eg. Jules Verne

- Explore French language
- Tintin: BD Objectif Lune
- Tintin's attributes
- French explorers in general: research and presentations



SAILING BOAT

A sailing ahead in wind power.
If there is no wind, the boat is
equipped with engine.

Masthead (tête de mât)

Spinnaker sail (spie)

Main sail (grand voile)

Mast (Mât)

Boom (baume)

Jib sail (foc)

Cockpit (cockpit)

Rudder (aileron)

Winch (winch)

Engine (moteur)

Keel (quille)



Name Carolina

Date _____



DESCRIPTIVE WRITING CHECKLIST

Use this checklist to help you plan and complete your descriptive writing. Your partner will check your completed work to make sure you have been successful.

checked by Audrey		Peer check	Teacher comment
You have included a title that is linked to your writing.	✓	✓	
You have an introduction sentence (opening statement) that tells what you will be writing about.	✓	✓	
You have included detailed sentences .	✓	✓	well done! You have done a very nice job describing this bedroom! It is very imaginative! 😊
You have used adjectives .	✓	✓	
You have a concluding sentence .	✓	✓	





















Groupes

Group 1



mars 5-14-41



Il a

Il a une

barbe marron

Il a une moustache
marron.

Il est chauve





- Wiki Home
 - Projects
 - Pages and Files
 - Membres
 - Changements récents
 - Administrer le wiki
- Search Wiki

ACCUEIL

NURSERY GRADE 1 GRADE 5

[modifier la navigation](#)

☆ Gr1- Vidéos

Modifier 0 30 ...



[Le voyage d'une goutte d'eau](#)

durée: 5 minutes

- 1) Je regarde et j'écoute la vidéo.
- 2) Je reconnais un mot ou une phrase.
- 3) Je clique sur "pause" II
- 4) Je répète le mot ou la phrase.



[MINUSCULE- coccinelle](#)

durée: 5 minutes.
durée du téléchargement: 2 minutes?

- 1) J'écoute mais je **ne** regarde **pas**.
- 2) Je devine les sons.
- 3) J'écoute **et** je regarde.



[LA HARPE DE VERRE](#)

durée: 7 minutes

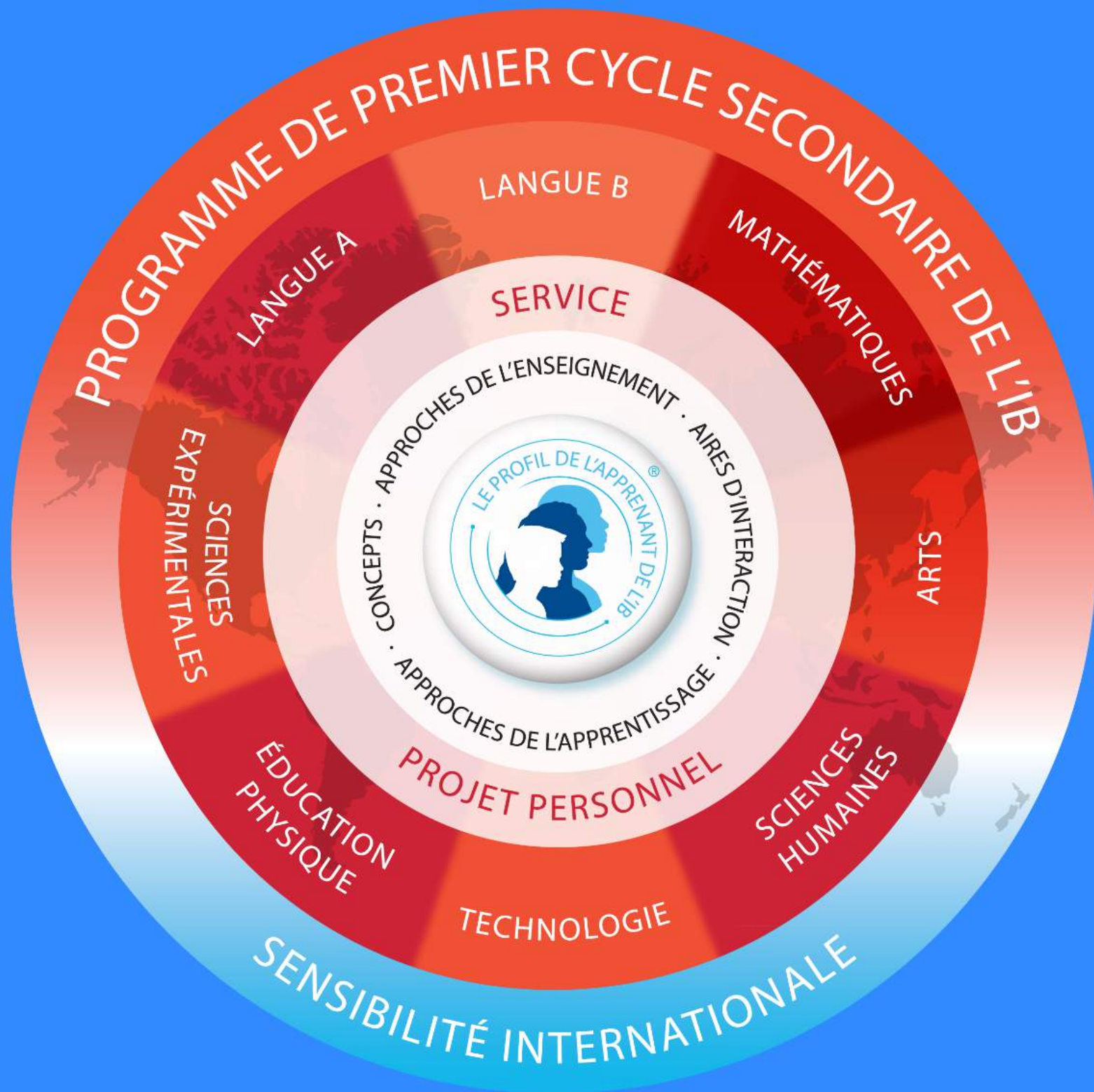
- 1) J'écoute.
- 2) Je réponds aux questions:
Quoi? Comment? Combien?



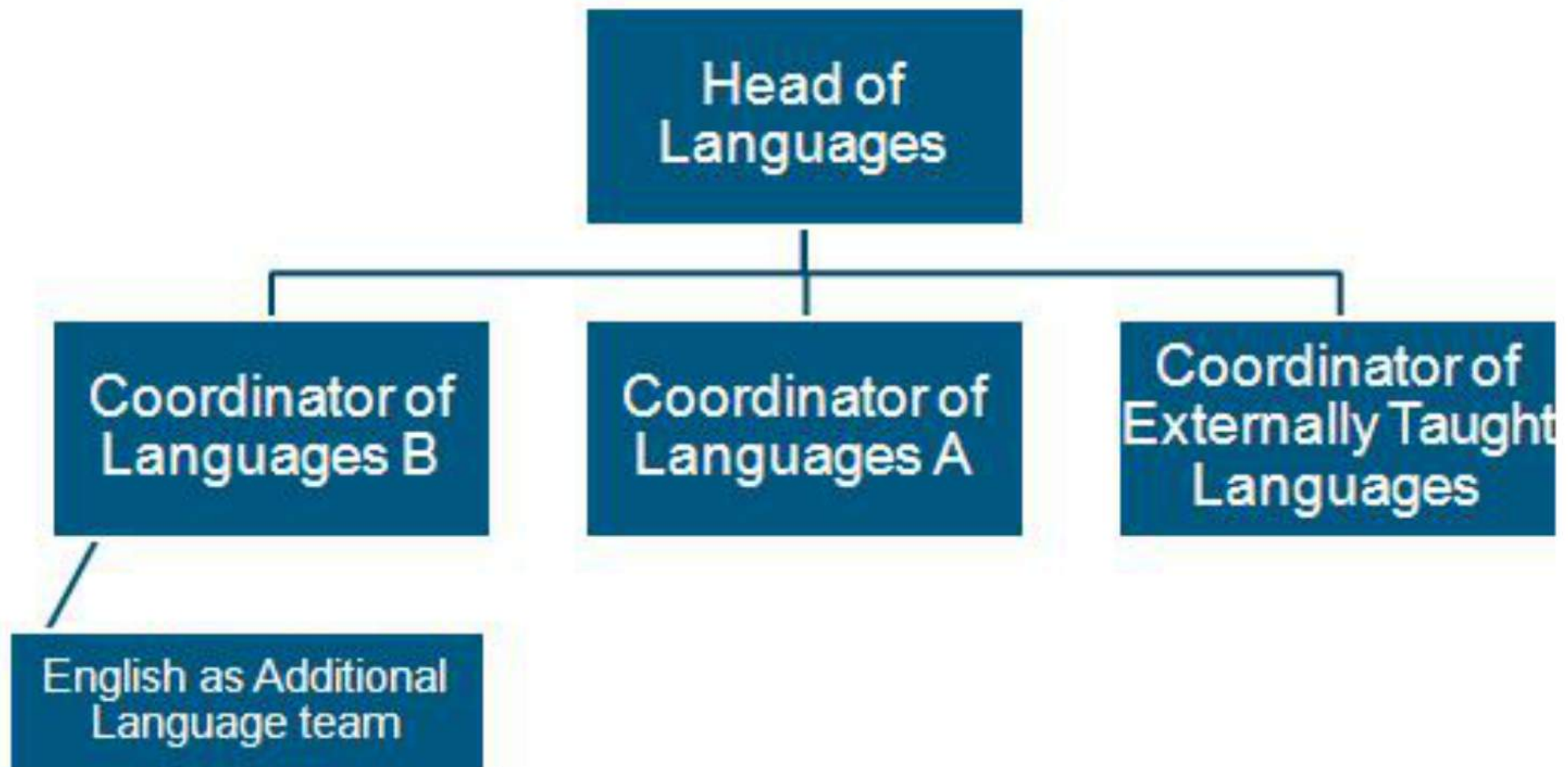




YouTube



The Language Team



The structure of Languages at secondary school

- English as the Language of Instruction
- French as the Host Country Language
- The Third Language Option Block

International School of Paris - Units - Windows Internet Explorer

MB https://isparis.managebac.com/classes/10186114/units

File Edit View Favorites Tools Help

Favorites MB International School of Paris - Units

Page Safety Tools

Christopher Brown Logout

Dashboard Profile IB Manager Classes Groups Help

Overview Units Tasks Messages Calendar Files Students

Units

Current Unit: Writers in Paris

Subject: English Year: Year 10 Start Date: W1 September Duration: 8 weeks

AOI Focus Environments:

Significant Concepts Place, space and time: exploring context and setting

MYP Unit Question How does the context of production affect our understanding of works of literature and art?

4 of 8 weeks

Whole-school Curriculum

Vertical Planner

Export to Excel

Print

Search by unit Search

Title	Draft
Writers in Paris	<input type="checkbox"/>
Stuff	<input type="checkbox"/>
Holes by Louis Sachar	<input type="checkbox"/>
Education in literature	<input type="checkbox"/>
Science fiction and the future of the planet	<input type="checkbox"/>

How are units shared?

Filter by Phase:

Schedule

Title	Phases	Duration	Significant Concepts	AOI	Unit Question
Writers in Paris by Christopher Brown	5	8 weeks	Place, space and time: exploring context and setting	Environments	How does the context of production affect our understanding of works of literature and art?
Stuff by Paul Churchill	⚠	2 weeks			

Done

Start Sent Items - Microsoft ... RE: PPT for Curriculum... Criteria and assessme... Microsoft PowerPoint - ... Lang B MYP Subject G... 12 B

Internet 125% International Schoo... EN 12:52

Language A

1) Basic language skills:

- Listening and speaking
- Reading and writing
- Viewing and presenting

2) Developmental continuum with conceptual understandings and learning outcomes

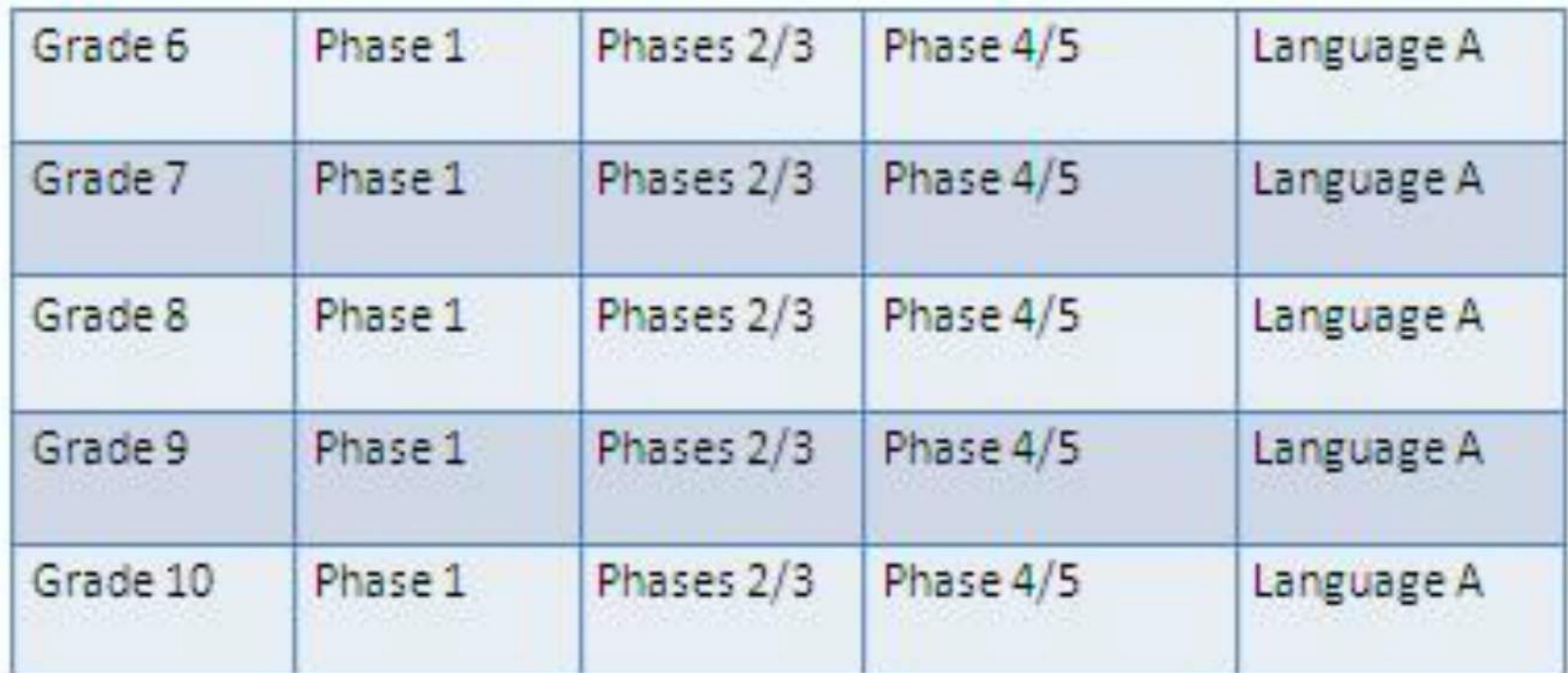
- PYP – Long term connections are integrated into the Units of Inquiry
- MYP – AOI (or Global contexts) are integrated into the Significant concepts
- DP – Global contexts are integrated into the Significant concepts



Language B

(English/French/Spanish/Mandarin)

- 3 hours of Language B per grade
- Grade 6 to 10



Grade 6	Phase 1	Phases 2/3	Phase 4/5	Language A
Grade 7	Phase 1	Phases 2/3	Phase 4/5	Language A
Grade 8	Phase 1	Phases 2/3	Phase 4/5	Language A
Grade 9	Phase 1	Phases 2/3	Phase 4/5	Language A
Grade 10	Phase 1	Phases 2/3	Phase 4/5	Language A



draggo.com/ISpeakEnglish

Find a link in this draggo

Search google



The basics

Tenses

Improving your English

Academic Writing

Collapse All

Cool vids (2)

Red Bull Cycle Tricks

Dumb Ways To Die

Word forms (7)

Prefixes and suffixes

Prefixes and suffixes

Root words

Root words game

Greek words

Calque game

Eponyms

Articles (9)

► Articles - Lesson 22, Part 1 - English Gramm...

► A, AN, THE - Articles in English - YouTube

English for Everybody - Online games. Big Game F...

Articles | LearnEnglish Kids |

Survival at School Language (11)

Classroom Language Video

School subjects | LearnEnglish Kids | British Co...

► English Vocabulary - Let's have a C...

► classroom commands - YouTube

Forum to speak about your school

Classroom Instructions Song

Common phrases to learn at school

Classroom Painting Game

Classroom vocab label game

Classroom vocab games

Classroom vocab game

Parts of Speech (7)

Noun Dunk

Arcademic Skill Builders - Word Invasion

Connectives (12)

BBC - Skillswise - Connectives

Make a compound sentence game

Is this a compound sentence game

Penalty shoot out - Interactive Connectives ESL ...

Time Connectives Game | What2Learn

Basic connectives (in middle of sentence)

Feed the fish

Spelling connectives

Wordsearch

Anagrams

Witch hunt

Easy - do the really hard level

Punctuation (11)

BBC - KS2 Bitesize English - Punctuation : Play

BBC - KS1 Bitesize

Languages in the MT Program 2013-2014

MYP

Arabic

Chinese

Danish

Dutch

Finnish

German

Hebrew

Hindi

Hungarian

Indonesian

Italian

Japanese

Korean

Malay

Portuguese

Russian

Swedish

DP

Arabic

Czech

Dutch

German

Hebrew

Lithuanian

Malay

Japanese

Korean

Norwegian

Portuguese

Swedish

Externally Taught Mother Tongue Languages

G6/7: 12 students, 8 languages

G8/9: 17 students, 9 languages

G10: 14 students, 9 languages

G11: 10 students, 8 languages

G12: 8 students, 7 languages

Curriculum and Assessment

CURRICULUM

- Inspired by home country curriculum
- Follows MYP guidelines with Areas of Interaction
- Workshops and one-on-one tutor training provided by the school

ASSESSMENT

- Language A Criteria
A: Content
B: Organization
C: Style and Language
- Variation of summative and formative tasks (oral/written, creative/analytical)

Filters : Timetable type [Teacher]

View By: ☒ Time ☐ Period

Zoom +

Monday

08:00 09:00 10:00 11:00 12:00 13:00 14:00 15:00 16:00

Timetable for DORNAN, Emma		09:45 - 10:45 - Mother Tongue A105c 8/9MTongue		11:00 - 12:00 - Mother Tongue A105c 6/7MT		13:00 - 14:00 - Regi B10 10Re	
Timetable for ISHIMURA, Kiyonori		09:45 - 10:45 - Japanese A C203 8/9JapAKIS					15:30 - 16:00 - Japanese C203 12JapAKIS
Timetable for ABDUL-AZIZ- CHOULETTE, Sharifah		09:45 - 10:45 - Malay A C303 - Science 8/9MalayA		11:00 - 12:00 - Malay A D001 6/7 MalayA			15:40 - 16:00 - Prim N203 PriM
Timetable for SHARMA, Rachna		09:45 - 10:45 - Hindi A D001 8/9HinARSH		11:00 - 12:00 - Hindi A A110 6/7 HinARSH			15:40 - 16:00 - Prim R104 K-5P
Timetable for SEO, Jeong Nam		09:45 - 10:45 - Korean A A010 8/9KorAJSE		11:00 - 12:00 - Korean A B/U02 6/7 KorAJSE			15:30 - 16:00 - Korean A A105a 12KorAJSE
Timetable for							

	108:00	109:00	110:00	111:00	112:00	113:00
na		09:45 - 10:45 - Mother Tongue A105c 8/9MTongue		11:00 - 12:00 - Mother Tongue A105c 6/7MT		13:00 - Regi B101 10Re
		09:45 - 10:45 - Japanese A C203 8/9JapAKIS				
		09:45 - 10:45 - Malay A C303 - Science 8/9MalayA		11:00 - 12:00 - Malay A D001 6/7MalayA		
		09:45 - 10:45 - Hindi A D001 8/9HinARSH		11:00 - 12:00 - Hindi A A110 6/7HinARSH		
		09:45 - 10:45 -		11:00 - 12:00 -		

French MYP enrichment courses

Grade 6-9 = 3 hours

Grade 10 = 5 hours over 2 weeks)

- **Initiation** - A beginners' course (3
- Oral fluency for everyday situations such as transactions and asking for information
- First-hand experience of French culture:
Local trips to shops, monuments and museums, guest speakers, excursions to a farm or to the theatre, hearing simplified French tales
- **Cultures et sociétés** (for Phases 5 and 6 and Language A students)
- Skills: speaking, history and culture





PROGRAMME DU DIPLOME

ÉTUDES EN LANGUE
ET LITTÉRATURE

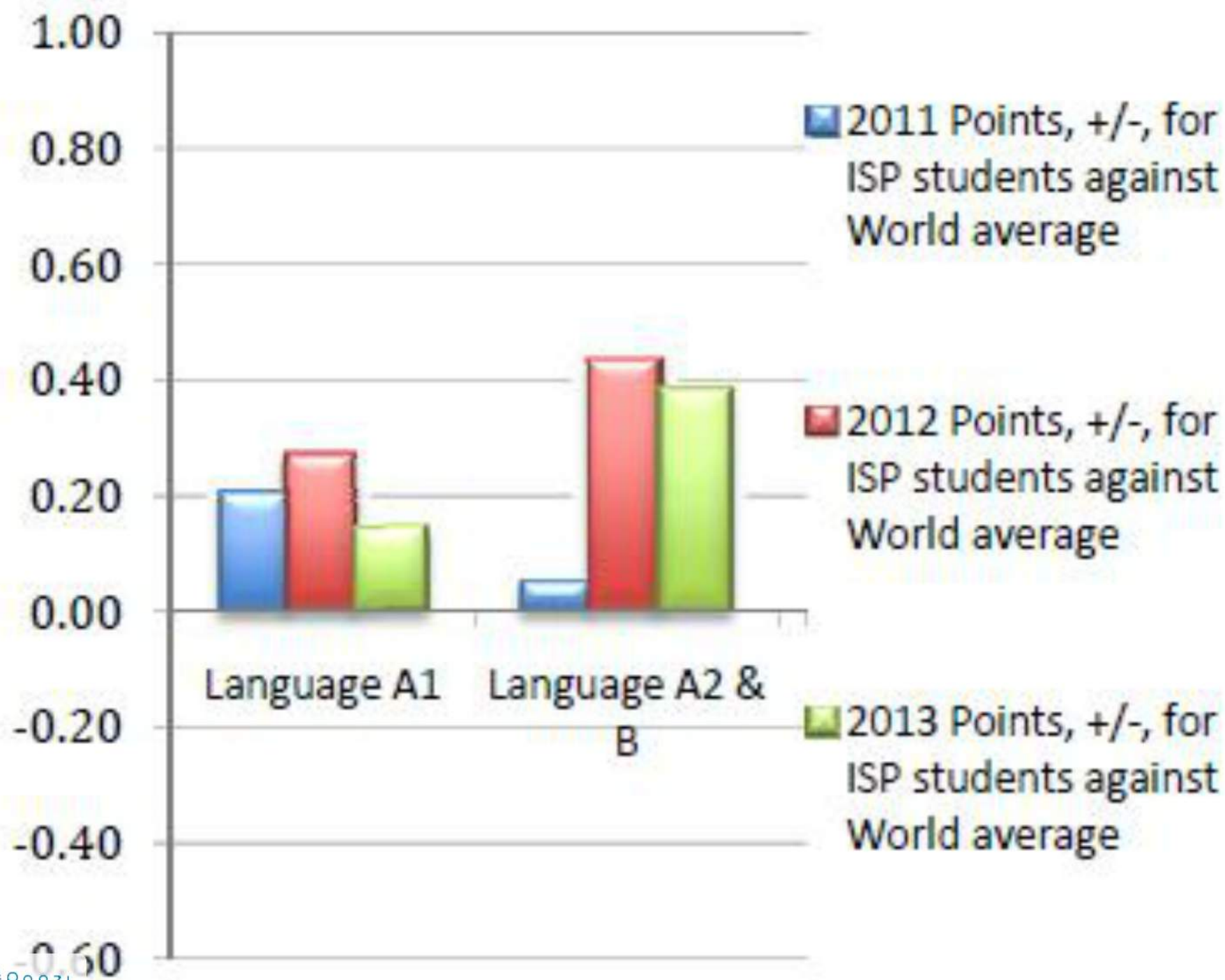
ACQUISITION
DE LANGUES

THÉORIE DE LA CONNAISSANCE

APPROCHES DE L'ENSEIGNEMENT

LE PROFIL DE L'APPRENTISSAGE[®]

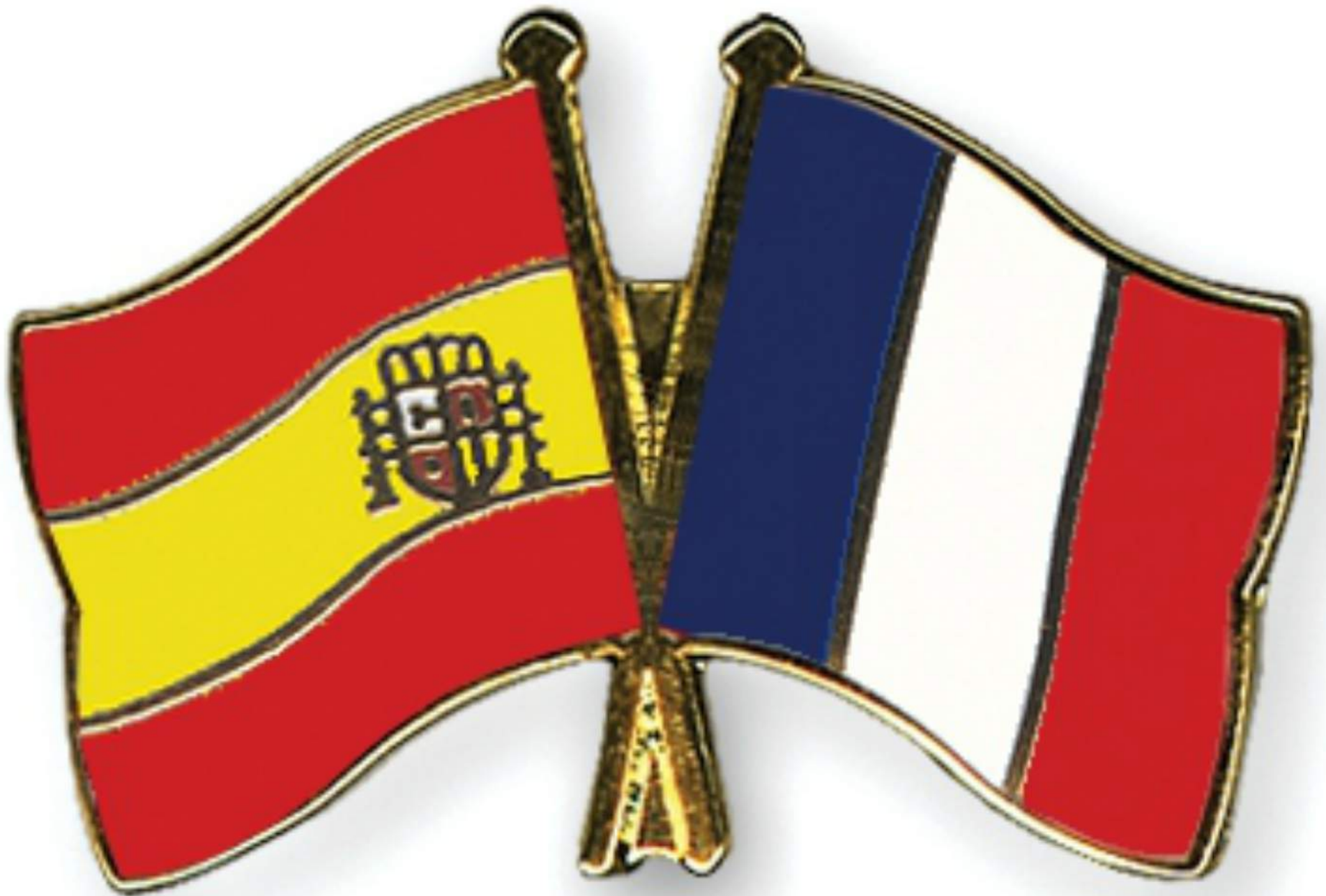
MÉMOIRE



APPROCHES DE L'APPRENTISSAGE

CRÉATIVITÉ, ACTION, SERVICE

ADTC



to all

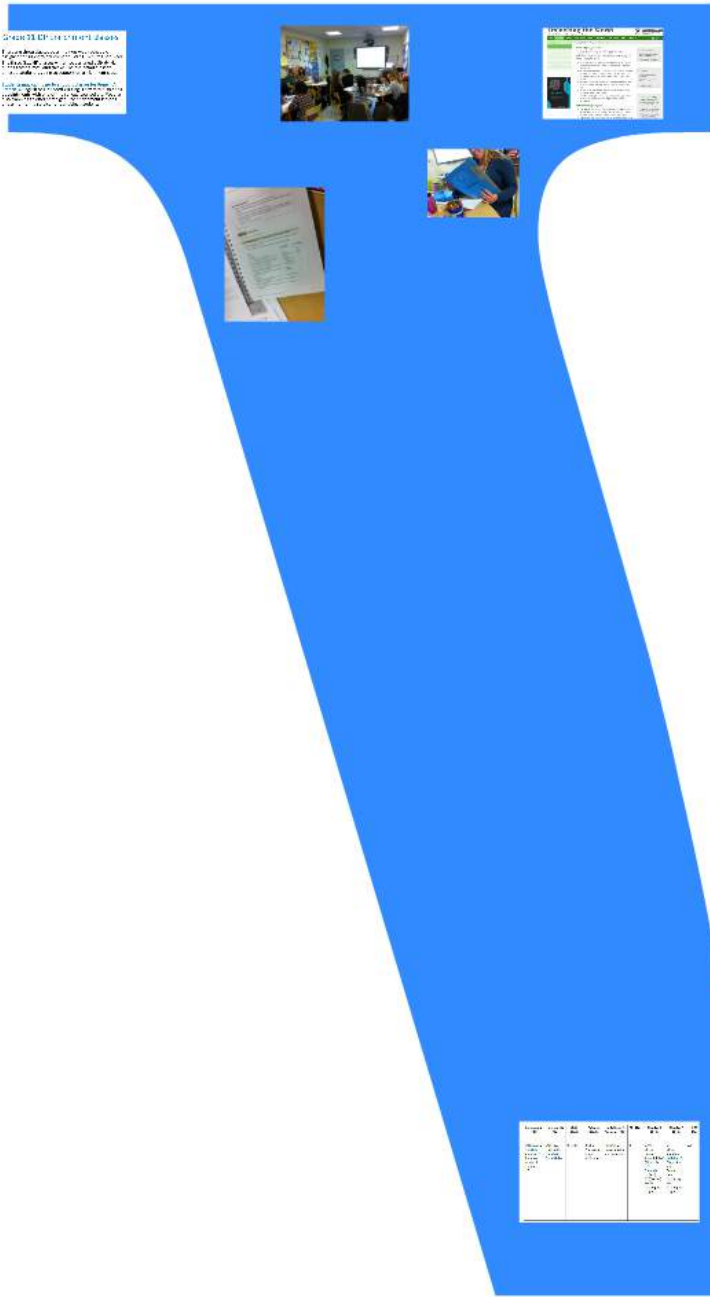
grow

goals

reality

Options

Will



Will

Will

Grade 11 DP Enrichment classes

- There are three classes over the two-week schedule assigned for support/enrichment – or 90 minutes per week.
- The three G11 HR classes will all be assigned a Study Hall during these times, and this will be the default lesson unless a student is going to support on enrichment class.
- **Students may opt to go to support classes for French A, French B,** English or Extended Writing. They may also book appointments with one of the college counsellors. We are also planning to offer some genuine enrichment lessons, and a mentoring service for our ablest students.

Language A (210)	Language B (210)	Maths (240)	Science (240)	Individuals & Societies (240)	PE (120)	Elective 1 (210)	Elective 2 (210)	PSE (90)
English A (x2) French A Japanese A Korean A Spanish A Hindi A MT	English A English B (x4) French A French B (x4)	All levels	Bio (x2) Physics (x2) <u>Chem</u> Int. Science	History (x2) Geography (x2) Int. Humanities	All	V Art Music Drama Spanish B (x2) Chinese B (x2) French B DT (RM) DT (Textiles) Media (LS / English support)	CT Media Statistics Initiation Fr Chemistry V Art Drama Geo or History ESS (LS / English support)	All

Unlocking the World

Quality Professional Development for Teachers



Government of South Australia
Department for Education and
Child Development

[Home](#) [Programs](#) [Hosting](#) [Tutor Training Venues](#) [Online Shop](#) [Tutor Support](#) [FAQs](#) [About Us](#)



Programs

Unlocking the World / Programs / How language works

How language works

Tutor Training Program

Teacher Development Course

Teacher Development Course
Outline

Accreditation

Contact us

How language works

How language works: Success in literacy and learning is a comprehensive and innovative professional development program for educators seeking to extend their understandings about language and literacy. The program aims to:

- make the workings of the language system explicit in constructing knowledge across all learning areas and in all facets of teaching and learning
- build understandings about the patterned ways meanings are made within and across genres so that educators are able to develop students' language resources to understand and produce those genres
- enable participants to understand and use the differences between spoken and written language, both as a teaching and a learning tool
- develop the ability to assess language explicitly and efficiently to support the learning of all students
- promote a teaching and learning cycle that provides opportunities for an explicit focus on language as part of a rich learning environment.

Tutor Training Program


- This program is an intensive five-day train-the-trainer professional development program for classroom teachers, particularly those with a knowledge and interest in literacy issues in education.
- Tutor training is delivered in host schools around the world to small


Upcoming Dates

→ 20 - 25 November, 2013, Shunyi District, Beijing, PR China

→ [view dates for all programs](#)

Brochures

 [How language works Tutor Program](#)

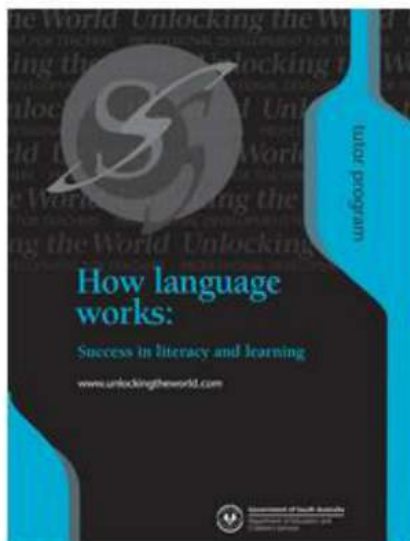
 [How language works Teacher Development Course](#)

→ [view all brochures](#)

Are you a trained **How language works** Tutor?

Why not think about running our new program,
Literacy for learning?

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Of course

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