IB

THE CULTURE of LEARNING MADRID

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International Baccalaureate®
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The IB MYP languages continuum

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definition, development and discussion

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Languages A and B

The continuum of IB education

	PYP	MYP	IBCC	DP
Language learning	Support for mother-tongue development	Support for mother-tongue development/language and literature	Support for mother-tongue development: school supported, self-taught language A courses (optional)	Support for mother-tongue development: school supported, self-taught language A courses
	School's additional language (from age 7)	Acquisition of another language (in each year of the programme)	Language development as a component of the IBCC core	Acquisition of another language (in each year of the programme)

2 subject groups in the MYP

Language and literature

- The study of literary and non-literary texts in the specific language
- The language may be the student's mother tongue or the language in which they are most proficient (second or third language) or the language of instruction of the school
- Further development of understanding, use and appreciation of the language
- Assumes competent linguistic, analytical and communicative skills to be able to access literature
- Further development of critical literacy as reflected in the ability to express an independent, informed response to literary and non-literary text
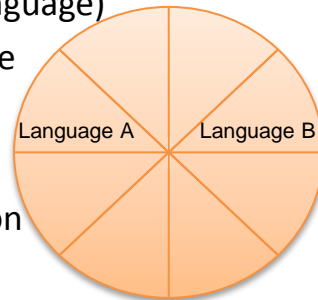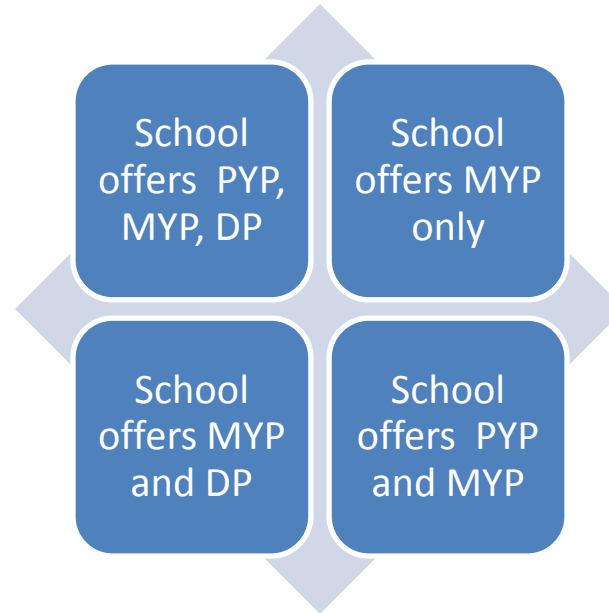
Language acquisition

- Begin learning an additional language
- Develop proficiency in an additional language (in the later phases students are given the opportunity to do this through engaging with literary text, in addition to non-literary text)
- Develop proficiency in their second language (most commonly where this language is also the language of instruction of the school)
- Develop linguistic, analytical and communicative skills
- Development of critical literacy (the extent of which is dependent on the phase)

Language A   Language B

Some terms used

- Mother tongue
- Language of instruction
- Additional language
- Second language
- Target language, target culture
- Host language, host culture
- Heritage language
- Revival language
- Non-sampled language course
- IB-approved language course

Conversation corners…..

Move to the corner of the room that describes your school

| School offers PYP, MYP, DP | School offers MYP only |
| School offers MYP and DP | School offers PYP and MYP |

- **Which language courses does your school offer?**
- **Is your understanding of the various terms the same?**
- **How does your school define the different courses?**
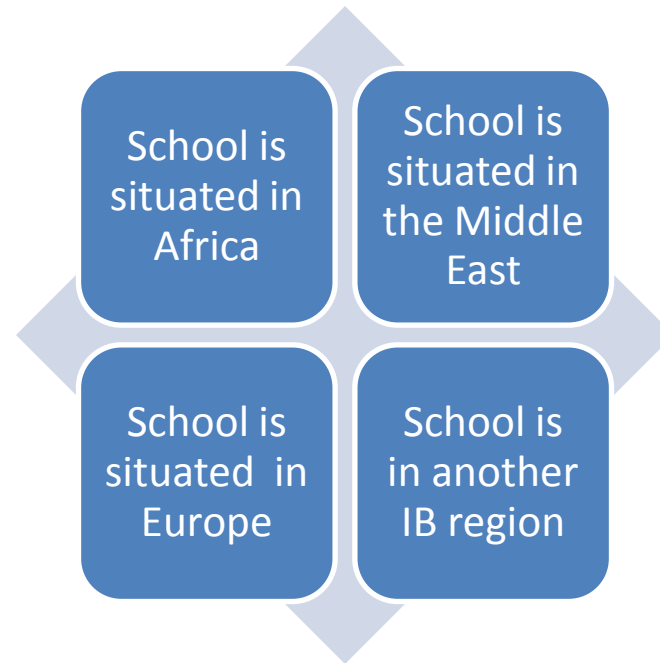- **Who decides which students will take the various courses offered?**

The language tapestry

- How many languages are being studied in MYP schools around the world ?

- What is the most studied language A in MYP schools?

- What is the most studied language B in MYP schools?

- What would be the language of instruction in most MYP schools?

- What category of schools are MYP schools ?

7 MYP portraits – please email me if you would like a copy of these.

Conversation corners…..

Move to the corner of the room that describes your school

School is situated in Africa	School is situated in the Middle East
School is situated in Europe	School is in another IB region

- **What is the language of instruction of the school?**
- **Are a significant number of students accessing the curriculum in their second or third language?**
- **What programmes / support does the school provide for students' language characteristics and needs?**

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB.

Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others.

To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, forms of expression and ways of knowing.

IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. The goal of understanding the world's rich cultural heritage invites the IB community to explore human commonality, diversity, personal identity and interconnection.

MYP: from Principles into practice draft 2014 page 46)

How are we going in our goal to achieve this?

Language matters and current developments

1. Sustained language learning requirement
2. Grouping in phases
3. Avoiding the gap: PYP-MYP -DP
4. Language development and literacy across the curriculum

Language development and literacy across the curriculum

What are schools doing at the moment?
i) Language strategies across the curriculum
ii) Push-in / pull-out
iii) Dual language
iv) Language B as additional language and second language framework
v) Second language framework