Middle Years Programme

Language acquisition guide (for use from September 2020/January 2021)

First eAssessment May 2023/November 2023

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Purpose of this guide

This guide is for use from September 2020 or January 2021 depending on the start of the school year

This document provides the framework for teaching and learning in language acquisition in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice*, which includes:

i. general information about the programme
ii. the MYP unit planner, with guidance for developing the curriculum that is relevant for all subject groups
iii. detailed information about approaches to learning
iv. advice that supports access and inclusion (including accommodations for students with learning support requirements)
v. a statement on academic integrity.

In MYP publications, requirements appear in a text box like this one.

Additional resources

Teacher support material (TSM) is available in the programme resource centre (resources.ibo.org). The TSM for language acquisition contains support for developing the written, taught and assessed curriculum. It provides examples of good practice, including subject-group overviews, assessment tasks and markschemes, as well as student work with teacher comments.

An optional process of externally-moderated assessment can lead to **IB MYP course results** for language acquisition, which is explained in the eAssessment section of this guide, and these results can contribute to the awarding of an **IB MYP certificate**. More information is available in the annual publication Middle Years Programme *Assessment procedures*.

A range of publications that support the MYP are available at the IB store at store.ibo.org.

Acknowledgments

The IB gratefully acknowledges the generous contributions of IB World Schools and a global community of educators who collaborate in the development of the Middle Years Programme.

MYP programme model

Figure 1

Middle Years Programme model

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement —essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- holistically addresses students' intellectual, social, emotional and physical **well-being**
- provides students with opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**

- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

Nature of language acquisition

> Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.
>
> Savignon (1983)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

> All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect.
>
> What is an IB education? (2013, updated 2017)

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- are valued as central to developing critical thinking, and are considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities
- are integral to exploring and sustaining personal development and cultural identity, and provide an intellectual framework to support conceptual development
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

To assist in achieving these broader goals, this guide provides both teachers and students with clear aims and objectives for MYP language acquisition, as well as details of internal assessment requirements.

Language acquisition across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3 to 19. MYP language acquisition builds on experiences in language learning that students have gained during their primary years. In IB World Schools offering the PYP, all students have the opportunity to learn more than one language from at least the age of seven. In the MYP, students learn a minimum of two languages and are encouraged to learn more. Knowledge, conceptual understanding and skills will have been developed in the PYP through transdisciplinary units of inquiry or independent language inquiry. The six skill areas in PYP language—listening, speaking, reading, writing, viewing and presenting—are further developed through the MYP years. Students wishing to continue on to the DP or CP will be grounded in at least one additional language, and will have developed an inquiring, reflective approach to language learning.

The DP offers a comprehensive range of language courses in two groups.

- Studies in language and literature (group 1)
- Language acquisition (group 2)

DP students may study

- one course in the subject group studies in language and literature (group 1) and one course in language acquisition (group 2).

  or

- two courses in the subject group studies in language and literature (group 1).

The courses in the MYP language acquisition subject group and the DP language acquisition subject group share some common aims, namely to:

- encourage students to gain competence in an additional language with the long-term goal of multilingualism
- enable students to develop lifelong learning skills
- encourage students to develop an awareness and understanding of the perspectives of people from other cultures.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered. Students beginning their MYP studies may have exited from any of the five phases of PYP language or may have no prior knowledge or experience of the language to be studied in the MYP.

The pathways to study language beyond MYP language acquisition are multiple. For example, phases 4, 5 and 6 allow for a smooth transition from MYP language acquisition courses to DP language acquisition courses (group 2) and studies in language and literature courses (group 1). It is recommended that MYP language acquisition courses are planned with consideration of the students' possible pathways to the DP, CP or further study if they are not attending an IB continuum school.

The MYP framework for the language acquisition subject group is designed to reflect the concepts and skills that make up the presumed knowledge for the DP language acquisition courses and CP language development. MYP students continuing on to the DP will have developed not only an inquiring and reflective approach to language learning but also multiliteracy skills that they will be able to apply and extend in their DP language courses.

In all four IB programmes, language learning is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development.

The knowledge, skills and attitudes that students develop in language acquisition courses provide a meaningful foundation for these further studies and the world of work in global economies and international business.

For a comprehensive outline of the continuum of language and learning within the four IB programmes, as well as a common pedagogy for language and learning, please see *Language and learning in IB programmes*.

Table 1 shows possible IB continuum pathways from MYP through to DP or CP studies in language.

Note: This is an indication only—it is up to schools to decide the minimum requirements for progression from MYP to DP language acquisition courses and CP language development.

Table 1

Possible IB continuum pathways

<table>
<tr><th>Start of MYP 1</th><th colspan="2">MYP</th><th>DP</th><th>CP</th></tr>
<tr><td rowspan="6">Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement.
Refer to the written and taught curriculum requirements section in this guide.</td><td rowspan="2">Emergent</td><td>Phase 1</td><td>Ab initio</td><td rowspan="6">If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left.
If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.</td></tr>
<tr><td>Phase 2</td><td>Ab initio (in rare cases)
Language B SL</td></tr>
<tr><td rowspan="2">Capable</td><td>Phase 3</td><td>Language B SL</td></tr>
<tr><td>Phase 4</td><td>Language B SL/HL</td></tr>
<tr><td rowspan="2">Proficient</td><td>Phase 5</td><td>Language B SL /HL
Language A: literature SL
Language A: language and literature SL
Literature and performance SL</td></tr>
<tr><td>Phase 6</td><td>Language A: literature SL/HL
Language A: language and literature SL/HL
Literature and performance SL</td></tr>
</table>

Where possible, it is recommended that the student has at least one semester in MYP language and literature before starting the DP courses listed in Table 1.

MYP students in this language acquisition phase 6 could prepare and register for the IB MYP bilingual certificate by taking two language and literature on-screen examinations.

A student who achieves phase 6 early in the MYP (year 1–3) could progress to a language and literature course in the same language in year 4 and 5. In this case, the students would be eligible for an IB MYP bilingual certificate by taking two on-screen examinations in language and literature.

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student's multi-literacy skills, conceptual and inter-cultural understandings may be developed through the learning experience.

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Objectives

In the context of the language acquisition subject-group framework, to be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. Meaning in text is constructed and presented in linguistic mode but also in visual, auditory, gestural and spatial mode (Evans et al. 2008a: 2). These various modes must all be understood in combination with each other and are increasingly combined and integrated to construct meaning. The current generation of students are required to integrate a variety of literacy skills and to have an awareness of increasingly complex and diverse linguistic and cultural contexts in which to communicate and negotiate meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written and visual text but also an understanding of the interplay of these various modes in a text. This implies having critical thinking skills to locate, evaluate, and use diverse sources of information, digital as well as printed, to construct and integrate meaningful representations of a particular issue, topic, or situation.

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

"Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication." (Lanning 2013: 19). They are designed to enable students to become multiliterate by developing their oral literacy (oracy), visual literacy (visuacy) and written literacy (literacy).

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes. They are as follows.

A Listening

B Reading

C Speaking

D Writing

In order to meet these objectives, teachers will need to concentrate on each of the macro skills of language: listening, speaking, reading, writing, viewing and interpreting. These skills are very much interactive and interrelated, though in some instances, teachers may wish to deal with them as discrete skills.

The objectives for the three levels of the language acquisition subject group are provided in this guide and their use is mandatory. When planning units of work, the objectives specific to the proficiency level should be referenced.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The strands are subsets of each whole objective and must be considered when planning, teaching, assessing and reporting on the student's language development and communicative competence. These aspects focus on purpose, context, language control, accuracy and fluency.

All strands in each objective should be addressed through the units planned for each phase of the course, at **a conceptually and linguistically appropriate level for the student**. All strands of the unit's objectives should also be addressed in the task(s) that are part of that unit.

The assessment rubrics are informed by the phases and are organized in three levels to assist teachers with planning, teaching and assessing. The levels are emergent, capable and proficient.

The objectives for each proficiency level relate directly to the assessment criteria for the corresponding proficiency level and are found in the "Assessed curriculum" section of this guide.

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in **each year** of the MYP.

A Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine themself in another's situation, or gain new perspectives and develop empathy, based on what they have understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **demonstrate** understanding of explicit and implicit spoken information in multimodal texts
  - What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit)
- **demonstrate** understanding of conventions
  - What language conventions can be heard? For example, form of address, greetings.
  - What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.
- **demonstrate** understanding of relationships between the various components of the multimodal texts
  - What are the relationships between the various components of the multimodal texts? Do they share the same context?

B Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine themself in another's situation, gain new perspectives and develop empathy, based on what they have understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **demonstrate** understanding of explicit and implicit written information in multimodal texts
  - What is the content?
  - What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)
- **demonstrate** understanding of conventions
  - What is the text type?

- What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
- What is the communicative purpose of the text?
- Who is the intended audience?
- What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.

- **demonstrate** understanding of relationships between the various components of the multimodal texts
  - Do they share the same context?

C Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, with the support of **spoken, written and visual texts in the target language** (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **use** spoken language to communicate and interact with others
  - What is the role of the student/speaker?
  - What is the context?
  - Who is the audience?
  - What is the purpose of the interaction?
  - What is the message?
- **demonstrate** accuracy and fluency in speaking
  - How accurately is the language used?
  - To what extent is the conversation language intelligible?
- **communicate** clearly and effectively
  - How well does the student communicate information?
  - How accurately and fluently are the relevant information and ideas communicated?

D Writing

This objective relates to the correct and appropriate use of the **written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **use** written language to communicate with others
  - What is the role of the student/writer?
  - Who is the audience?
  - What is the purpose of the written text?

- What is the message?

- **demonstrate** accurate use of language conventions
  - How accurately is the language used?
  - To what extent is the language comprehensible?
- **organize** information in writing
  - Does the student use an appropriate format?
  - To what extent are the cohesive devices used in the organization of the text?
- **communicate** information with a sense of audience and purpose.
  - How are the relevant information and ideas communicated?
  - How well does the student communicate such that the text makes sense to the reader?

Teaching and learning with multimodal texts

Multimodality implies that a message or composition consists of multiple modes, for example a cartoon film integrates visual, auditory, gestural and spatial modes at once. Navigating multimodal texts requires readers to attend to the grammars of visual design, in addition to the structures, typography, and graphic elements associated with written language. The texts we use, for example books are multimodal when we take the visual and design elements into account (New London Group, 1996/2000). Manuscripts and picture books are examples of hybrid texts that bring together visual art and written words. Multimodality is all around us; in our conversations, in the television programmes we watch, on the internet, and even in the books we read (Siegel 2012).

Rapid changes in technology and the growing diversity of populations have generated an increase in the development of multiliteracies and multimodal texts. This means that students and teachers have access to an expanding and ever-changing variety of texts at school and in other sociocultural contexts. This proliferation of texts has the potential to engage students and teachers in new and interesting ways that go beyond simple access to texts. This necessitates having a common understanding about texts as well as a common language for teachers and students to engage with multimodal texts.

Example:

> Reconceptualising reading and writing to use the terms consuming and producing rather than reading and writing when discussing interactions with text.
>
> Bull and Anstey (2019)

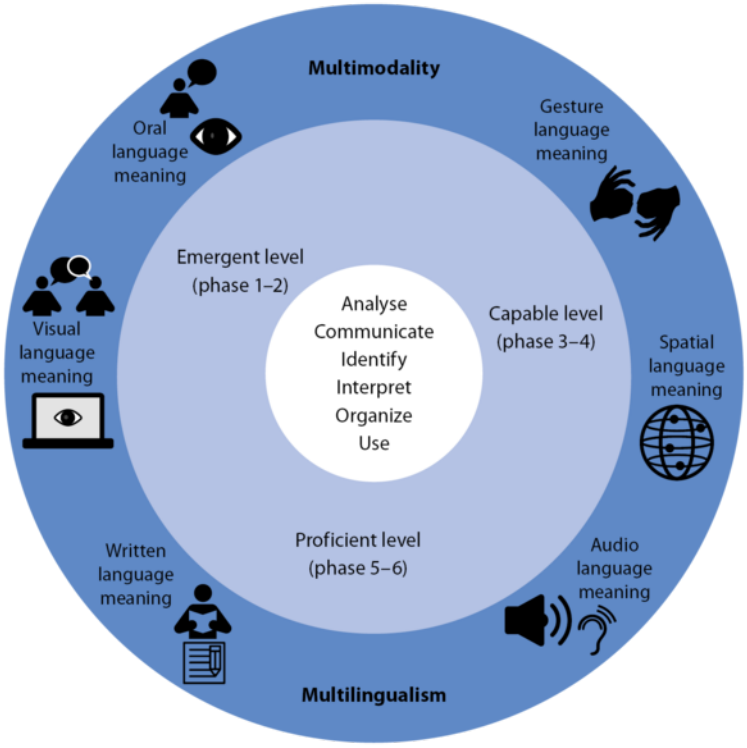
Unlike time-based modes of representation, for example written texts, space-based modes of representation such as visual/images, "spring" on the viewer or "reader" as one piece while time-based modes of representation unfold successively to the reader as illustrated by this example.

> The implicit question posed by representation in speech and writing: What happened and in what order?
>
> The implicit question posed by representation in image: What are the salient features of the world presented in the image and in what relation do they stand to each other?
>
> Kress (2012)

Language acquisition teachers are encouraged to collaboratively inquire into these fundamental understandings, to help them determine the purpose of a particular text before they use it for teaching and learning. This inquiry process can also be enhanced by asking key questions for engaging with the multimodal texts that can be used in discussions between teachers, teachers with the students and by the students themselves. This use of dialogic talk enhances the teaching and learning with multiliteracies and multimodality.

Figure 2

Multiliteracies and multimodality



Listening

- Movies
- Podcasts
- Radio broadcasts
- Television programmes
- Music videos
- Talk shows
- Debates
- Recorded theatre
- Performances
- Lectures
- Demonstrations
- Sports play-by-play
- Announcements
- Weather forecasts
- Vlogs (video blogs)

Reading

- Signs
- Magazines
- Newspapers
- Schedules
- Menus
- Labels
- Email
- Internet sites
- Poetry
- Instructions
- Maps
- Recipes
- Text messages
- Blog posts

Speaking

Texts used to produce a speaking task include modes such as visual and spatial modes. For example, a short written text (caption) with image(s)/visual(s)/ picture(s).

Writing

Texts produced in the writing task have other modes such as visual and spatial modes. For example, a written text with images or a written text with some spatial arrangement.

Planning a progression of learning

Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases represent a developmental continuum of **additional** language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Language acquisition objectives for the levels

See the section that follows this table for evidence of progression.

Table 2

Language acquisition objectives for emergent, capable and proficient levels

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i.	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections between a wide variety of simple authentic texts	analyse connections between a wide variety of simple and some complex authentic texts	analyse connections between a wide variety of complex authentic texts
Objective B: Reading			
i.	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections between a wide variety of simple authentic texts	analyse connections between a wide variety of simple and some complex authentic texts	analyse connections between a wide variety of complex authentic texts
Objective C: Speaking			

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate all or almost all the required information clearly and effectively	communicate all or almost all the required information clearly and effectively	communicate all or almost all the required information clearly and effectively
Objective D: Writing			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.	communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Progression through the levels

As students progress through the three levels and six phases, they are expected to develop their ability to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

As students develop their language understanding, increasing cognitive and skills demands are also set. These are expressed as command terms. Table 3 illustrates this progression of additional language learning in the MYP.

Table 3

Progression of additional language learning

Aspects of the objectives	Emergent level	Capable level	Proficient level
Situations (context)	A range of interpersonal and cultural contexts relating to oneself and	A range of interpersonal and cultural contexts, including a range of unfamiliar situations	A wide range of interpersonal and cultural contexts, including topics of personal,

Aspects of the objectives	Emergent level	Capable level	Proficient level
	others, and one's immediate environment		academic and global significance
Language use:			
i) vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary
ii) grammatical structures	Use a wide range of grammatical structures generally accurately	Use a wide range of grammatical structures generally accurately	Use a wide range of grammatical structures generally accurately
Multimodal texts:			
Texts	A wide variety of simple authentic multimodal texts	A wide variety of simple and some complex authentic multimodal texts	A wide variety of complex authentic multimodal texts
Modes	Distinct simple modes. For example, image and caption or visual that matches oral language	Distinct simple and some complex modes	Distinct complex modes. Such as, each mode used in the distinct text has to be understood on its own followed by a synthesis of the meaning of the entire text.
Multimodal meaning making	• Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing	• Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing	• Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing • Evaluating
Interaction	Basic unrehearsed exchanges	Authentic/spontaneous interaction	Authentic/spontaneous interaction
Communication (ease of communication)	Comprehensible—errors may still occur Increasing accuracy—occasional errors Accurate and fluent with few errors		
Command terms in the assessment criteria	• Analyse • Communicate • Identify • Interpret • Organize • Use See full list of other command terms for MYP language acquisition. Sub-skills of these command terms also need to be considered during teaching and learning.		

Interdisciplinary learning

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic study and for life in an increasingly interconnected world.

Interdisciplinary teaching and learning is grounded in individual subjects, but extends disciplinary understanding in ways that are:

- **integrative**—bringing together concepts, skills, or modes of communication from two or more subject groups, disciplines or established areas of expertise to develop new perspectives or understandings
- **purposeful**—connecting disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.

Interdisciplinary learning can and should take place within subjects, and the MYP concepts and global contexts provide the tools for this transfer to take place (though it may not be the central focus). Interdisciplinary units are another opportunity for this, where developing new conceptual understandings using knowledge from multiple disciplines is the central focus of the unit.

Within Interdisciplinary units, the MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines. *Interdisciplinary teaching and learning in the MYP* contains more information, including a detailed process for planning these units, as well as criteria to assesses interdisciplinary understanding.

MYP schools are responsible for engaging students in at least one collaboratively-planned interdisciplinary unit for each year of the programme integrating disciplines either within or across subject groups.

Language acquisition offers many opportunities for interdisciplinary teaching and learning within subject units, or as more purposeful interdisciplinary units. Possible interdisciplinary units in this subject group could include inquiries into:

- visual and performing art forms from the culture of the language being studied (arts)
- interactive multimedia products that can be used to communicate linguistic concepts (design)
- sports and games from the culture of the language being studied (physical and health education)
- the interpretation of concepts such as time, place and space in the cultural context of the language being studied (individuals and societies).
- making choices to become entrepreneurs in the context of the language being studied (individuals and societies, economics)
- wellbeing factors that affect life satisfaction in the culture of the language being studied (physical and health education)

Authentic interdisciplinary learning often requires critical reflection and detailed collaborative planning. However, teachers and students can also make interdisciplinary connections through spontaneous learning experiences and conversations.

All MYP teachers are responsible for developing meaningful ongoing opportunities for interdisciplinary teaching and learning, both within their disciplines and in the context of interdisciplinary units.

MYP projects

The MYP community project (for students in years 3 or 4) and MYP personal project (for students in year 5) aim to encourage and enable sustained inquiry that generates new insights and deeper understanding. In these culminating experiences, students develop confidence as principled, lifelong learners. They grow in their ability to consider their own learning, communicate effectively and take pride in their accomplishments.

Courses in language acquisition help students to develop key approaches to learning (ATL) that lead to success and enjoyment in the MYP projects. In language acquisition, students have important opportunities to practise ATL skills, especially communication skills.

Language acquisition offers many opportunities for learning through action. Language acquisition could inspire community projects and personal projects that have as their goal:

- to develop a series of language lessons for a self-taught language course for the target language being studied by the student
- to create an awareness campaign on an issue of personal, local or global significance and to conduct and communicate the campaign in multiple languages, including the target language being studied by the student
- to write a storybook and initiate a buddy-reading programme in the target language with younger learners in the school community
- to create a recipe book that represents the cultural heritage of the target language being studied by the student.

For further information please refer to the *Personal project guide* and the *Community project guide*, which can be found in the programme resource centre under MYP resources.

Requirements

MYP language acquisition is a compulsory component of the MYP in every year of the programme.

It is a requirement that schools provide language learning in at least two languages for each year of the MYP.

Students **must** be able to study at least:

- one additional language (or a second language from the language and literature subject group) in each year of the MYP
- the same additional language in each year of the MYP or achieve a satisfactory proficiency in phase 4 in order to transfer to another language. (It is up to each individual school to determine the grade deemed as satisfactory for the transfer to be approved.)

The IB strongly recommends that, wherever possible, students should work towards being multilingual by:

- achieving the objectives for language and literature in both languages
- maintaining and developing their mother tongue by studying it as one of the language options.

Schools must allocate the teaching hours necessary to meet the requirements of MYP language acquisition.

The MYP requires at least **50 hours** of teaching time for each subject group in each year of the programme.

In practice, more time is often necessary to meet subject-group aims and objectives and to provide for the sustained, concurrent teaching that enables interdisciplinary study.

For students pursuing IB MYP course results that can contribute to the awarding of the IB MYP certificate, language acquisition courses should include at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5).

Considering the objectives and standards expected for each phase in MYP language acquisition, more hours than the minimum figure per year are recommended, though this may vary depending on school location, student background and whether the additional language studied is also the language of instruction of the school. (If the language studied is not the language of instruction, schools may need to consider allocating more time.) Schools must ensure that students are given sufficient time and **continuous** instruction to allow them the opportunity to meet the objectives for language acquisition.

The language acquisition course should provide a linguistic and academic challenge for students in order to give them the best possible educational experience. Students should be given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through the phases over the course of the MYP.

Where there are students for whom the school's language of instruction and the language studied in the language acquisition course are additional languages, schools should provide an effective strategy to support language development. Please see the document *Learning in a language other than mother tongue in IB programmes* for further information.

In order to establish a course structure and implement the language acquisition subject-group courses in the school, teachers should use their discretion when determining placement, progression and pathways for their students.

"Languages carousel" courses

The IB encourages schools to counsel students about their choices for language acquisition courses **before** the start of the MYP. Examples of good practice include:

- giving students a placement test to determine in which phase they will continue with language acquisition from a previous educational experience
- organizing an "Introduction to the MYP" orientation as part of the enrolment process that includes information about language acquisition courses
- setting up a "languages carousel" in the final year of primary education, during which students can experience a brief introduction to each language acquisition course offered in the MYP.

If local circumstances require, schools may offer introductory MYP language acquisition courses. If necessary, the course(s) can be structured as a "languages carousel", under the following conditions.

- The introductory course(s) can only be offered in MYP year 1.
- The introductory course(s) must in total meet the minimum number of hours required for the subject group (50 hours).
- Each language in the carousel must have an equal number of teaching hours, and all languages ideally will be taught concurrently.
- All introductory language courses must conclude before students choose their language acquisition course for the remainder of the MYP.

After the introductory courses are completed, students must choose one of the languages from the carousel and continue with that language throughout the programme, or until they demonstrate a satisfactory proficiency in phase 4 and begin the study of another language.

Planning the language acquisition curriculum

Integrating knowledge, understanding and skills in language acquisition

IB World Schools are responsible for developing and structuring MYP language acquisition courses that provide opportunities for students to meet the aims and objectives of the programme. Each school's circumstances, including local and national curriculum requirements, determine the organization of language acquisition within the school.

MYP standards and practices require schools to facilitate and promote collaborative planning for the purpose of curriculum development and review.

When planning units of work to address the objectives in MYP language acquisition, teachers will need to detail what students will **know** (factual knowledge such as grammar rules, topic-specific vocabulary, cultural facts and artifacts) and what students will **understand** (conceptual knowledge such as the principles and big ideas arising from the subject matter studied or the features and processes of language) in order to **communicate** in the target language. The concepts become the building blocks students need to transfer and apply their knowledge and understanding to a variety of contexts, and to communicate this knowledge and understanding in familiar and unfamiliar situations.

The purposes and targets for learning language engage students in various productive, receptive and interactive processes of oral, visual and written communication. These processes are often carried out as interactional and transactional processes simultaneously rather than as discrete skills. The student is receiving, constructing, creating and sharing meaning, using language to relate to others, to relate their experiences to others, as well as to communicate a message. Although teachers may plan and teach the specific skills separately and explicitly (as organized in the objectives), students will demonstrate their understanding by applying and using various language processes in combination with each other, and in a range of authentic situations, such as:

- requesting and providing information
- giving and receiving ideas and opinions
- creating and sharing a suggestion, a solution or a story
- understanding and responding to a message or an idea
- listening to, and discussing, a problem
- viewing and interpreting an idea or issue presented.

In order to meet the language acquisition subject-group objectives, teachers will need to concentrate on each of the macro skills of language, listening, speaking, reading and writing; and to ensure that units planned provide ample opportunities for students to practise and develop all these skills.

Placement

Placement is informed by knowledge of the student's language profile. Schools should create a language portrait template that students and their families can complete when they join the MYP. This will help language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student. Schools could also design a placement test to determine the phase and/or the language courses the student will follow at the school. The language portrait could be the first document collected and collated in a language portfolio.

The **MYP language acquisition global proficiency table** (Table 4 in this section), the progression of competencies table and the assessment criteria rubrics are useful tools to help group students in their appropriate language courses, that is determining placement and establishing language learning progressions.

Phases

Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers will need to decide the most suitable phase in which to place individual students or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students.

It is at the school's discretion how to group students into the six phases. However, it is **essential to consider first and foremost a reasonable differentiation and manageable combination of proficiencies in one class**. The school should take into account the demands on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all. Teachers should take note of the following recommendations.

- Students should be grouped in no more than two consecutive phases in one class together.
- Students with no prior knowledge of the additional language they wish to study in the MYP should start in phase 1.
- Students should spend time in the phase 5 or 6 language acquisition classroom to develop some of the foundation skills needed in the language and literature course.
- Phase 6 will not be the typical exit level for most students.

For example:

- beginner- or emergent-level students of the language could be grouped in a phase 1 and 2 class together
- intermediate- or capable-level students of the language could be grouped in a phase 2 and 3 class together or a phase 3 and 4 class together
- proficient students could be grouped in a phase 4 and 5 class together or a phase 5 and 6 class together.

Schools could also decide to offer only phases 2, 4 and 6, or only phases 1, 3 and 5. This will depend on:

- whether the school has a three-, four- or five-year programme, and
- whether the students are beginners in the additional language when they start the MYP.

Teachers may find it helpful to place students in an earlier phase as a transitional step before grouping them in two broader consecutive phases.

- For example, a number of students follow phase 1 objectives and learning experiences grouped in the class with phases 2 and 3. After a period of time within the school term or semester, the phase 1 students merge with the phase 2 and 3 group.
- It is possible for a student to exit the programme from any phase based on individual progress and achievement throughout each school year.
- In most cases, students exiting from phase 4 will have had the equivalent of at least four years of additional language learning.
- The three assessment levels—emergent, capable and proficient—should be used to assess students.
- Schools can also develop rubrics which should be informed by the MYP global proficiency table and the specific objectives for the three assessment levels.

Schools should choose the phase that offers the student:

- an academically-challenging course
- the most opportunities to achieve in the subject
- the most suitable pathways for further study.

Progression

Once students are grouped in phases, teachers will need to plan and articulate the course vertically to ensure units of work will enable students to:

- realize the aims of learning the target language
- reach the objectives for the proficiency level
- achieve the proficiency levels that match the students' abilities at the point of exit from the MYP.

Table 3: Progression of additional language learning and Table 4: MYP language acquisition global proficiency will help teachers with this planning and mapping. Teachers should also consider the vertical mapping created by the school, as well as considerations from other areas of the curriculum.

Learning experiences that have been formatively or summatively assessed provide crucial evidence of students' progress and achievement.

Pathways

When structuring and planning the course, teachers should keep in mind:

- the options for language learning in the DP, the CP or other further education
- the school's minimum requirements for progression from school year to school year
- possible progression to MYP language and literature
- MYP certification requirements.

The **phases**, **MYP language acquisition global proficiency table** and **assessment criteria rubrics** are all important tools when considering these points.

MYP language acquisition global proficiency table

The purpose of the MYP language acquisition global proficiency table (see Table 4) is to provide teachers with statements indicating the competencies expected of students in each phase of the MYP language acquisition subject group. The table provides six holistic statements describing a student's achievement against the course objectives towards being an emergent communicator, a capable communicator and a proficient communicator. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student **should be able to do by the end of the phase**.

The MYP language acquisition global proficiency table is both a reference and a tool. It states the language acquired in a broad sense and can help teachers:

- to determine the possible language acquisition course groupings for each year of the MYP
- to identify in which phase a student or a group of students should commence their MYP language acquisition course
- to identify a realistic exit phase for a student or a group of students by the final year of the MYP (whether the school is offering a three-, four- or five-year programme), taking into consideration each school's unique context and structure
- to interpret and report on students' achievements in their language acquisition course:
    - at the end of a phase or MYP year
    - on completion of the MYP
    - when transferring to or from another school or programme.

When devising the MYP language acquisition global proficiency table, the following international standards were used as reference points.

- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.
- American Council on the Teaching of Foreign Languages. 2011. *Standards for Foreign Language Learning in the 21st Century*.

Table 4

MYP language acquisition global proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	**Phase 2**	**Phase 3**	**Phase 4**	**Phase 5**	**Phase 6**
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in recognizable formats.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in recognizable formats.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (facts and/or opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.
They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	**Phase 2**	**Phase 3**	**Phase 4**	**Phase 5**	**Phase 6**
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and in some social topics in a very limited range of familiar interpersonal situations.	They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in range of familiar and some unfamiliar situations in interpersonal and cultural contexts.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.
They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.

Teaching and learning through inquiry

Inquiry, in the broadest sense, is the process that is used to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. In all IB programmes, inquiry develops curiosity and promotes critical and creative thinking.

The MYP structures inquiry in language acquisition by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning** skills.

Students will be able to interact and transact in the target language when they have a command of the grammar and vocabulary specific to a topic or situation, and an understanding of how language works in context. Conceptual, factual and procedural knowledge are all essential to the process of acquiring language.

Conceptual understanding

A *concept* is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of language acquisition.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the language acquisition subject group (intradisciplinary learning)
- other subject groups (interdisciplinary learning).

Table 5 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of language acquisition are **communication**, **connections**, **creativity** and **culture**.

Table 5

MYP key concepts

Aesthetics	Change	**Communication**	Communities
Connections	**Creativity**	**Culture**	Development
Form	Global interactions	Identity	Logic

Perspective	Relationships	Systems	Time, place and space

These key concepts provide a framework for language acquisition, informing units of work and helping to organize teaching and learning.

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

Through the exploration of language and the process of learning language, we exchange, express and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas.

Linguistic and literary connections exist across time, cultures and across oral, visual and written texts. This concept is central to the study of language and allows for the exploration of language, applying knowledge of, and about, the language, and relationships between text, creator and audience.

Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

Creativity is nurtured through the process of learning language as this process involves us in divergent thinking, applying ideas, taking risks and expressing ourselves in order to relate to, and interact with, the world.

Culture

Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.

Other key concepts can also be important in language acquisition, including **identity**, **perspective**, **form**, **time, place and space**.

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Table 6 lists related concepts for the study of language acquisition. Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

Table 6

Related concepts in language acquisition

Phases 1–2		
Audience	Function	Pronunciation

Phases 1–2		
Context	Meaning	Purpose
Conventions	Message	Structure
Form	Patterns	Word choice
Phases 3–4		
Audience	Function	Point of view
Context	Idiom	Purpose
Conventions	Meaning	Structure
Empathy	Message	Word choice
Phases 5–6		
Argument	Empathy	Purpose
Audience	Idiom	Stylistic choices
Bias	Inference	Theme
Context	Point of view	Voice

The appendix contains a glossary of these related concepts for language acquisition.

Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP language acquisition can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers must identify one of these global contexts for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

Many inquiries into language acquisition concepts naturally focus on personal and cultural expression, and identities and relationships. Teachers are encouraged to design their courses to offer students opportunities to explore other MYP global contexts in relation to the aims and objectives of the subject group.

Statement of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 7 shows some possible statements of inquiry for MYP language acquisition units.

Table 7

Example statements of inquiry

Statement of inquiry	Key concept Related concepts Global context and exploration*	Possible project/study
Successful communication requires use of the correct grammatical form and well-organized texts	• Communication • Form, structure For emergent level, statements of inquiry do not require a global context.	Friends around us and the world Suggested level: emergent
The commonality and diversity of cultural conventions impacts the way messages are (mis)understood	• Culture • Conventions, message • Globalization and sustainability: commonality and diversity, interconnection	Dress code, etiquette, gestures Suggested level: capable
Creative use of language and careful word choice can improve audience engagement for effective communication of ideas beliefs and values	• Communication • Audience, word choice • Personal and cultural expression: the ways in which we express ideas, beliefs and values	Sustainability Suggested level: capable
Connecting to audience through use of analysis and argument can help change perspectives on an issue	• Connection • Purpose, point of view, audience • Personal and cultural expression: analysis and argument	Climate action Suggested level: proficient
Themes connect people across cultures and eras	• Connections • Theme • Orientation in space and time: peoples	The writing process Cultural connections among texts Suggested level: capable/ proficient
Conventions used in virtual environments can hinder or facilitate communication of a message	• Communication • Message • Scientific and technical innovation: virtual environments	Impact of social media in society Suggested level: capable

*Use of a global context (and exploration) is not mandated for language acquisition phase 1 or phase 2 unit planners. If the use of a global context is appropriate and effective, it is encouraged.

Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 8 shows some possible inquiry questions for MYP language acquisition units.

Table 8

Examples of factual, conceptual and debatable questions

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
• What is culture? • What types of structures are used in communication? • What is creativity? • What are types of stylistic choices? • What are types of systems?	• How can we determine our audience? • Why do people have conversations? • How do we express empathy? • How do we identify theme? • How can we communicate different messages?	• Can ways of life change how a message is communicated? • Can we make meaning without language structures? • Does moral reasoning require an argument? • Is it always important to find connections among people and things? • Should we participate in different systems to communicate our point of view?

Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject-group aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 9 suggests some of the indicators that can be important in language acquisition.

Table 9

Examples of language acquisition-specific skill indicators

Category	Skill indicator
Thinking skills	• Interpret data • Use brainstorming and visual diagrams to generate new ideas and inquiries • Create original works and ideas; use existing works and ideas in new ways
Social skills	• Practise empathy • Use social media networks appropriately to build and develop relationships
Communication skills	• Use a range of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Read a variety of sources for information and for pleasure
Self-management skills	• Use appropriate strategies for organizing complex information

Category	Skill indicator
	• Understand and use sensory learning preferences (learning styles)
Research skills	• Use memory techniques to develop long-term memory • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject-group objectives.

Table 10 lists some specific ATL skills that students can demonstrate through performances of understanding in language acquisition.

Table 10

Examples of language acquisition demonstrations of ATL skills

Approaches to learning
Communication (communication): Read critically and for comprehension.
Thinking (creative thinking): Create original works and ideas.

Subject-specific guidance

The languages offered by the school for study in this subject group may be modern languages, sign language or classical languages. For teaching and learning and assessment of classical language or sign language, use the guides for these MYP language courses.

The language acquisition course should:

- engage a student in the study of many aspects of the language and culture of a community
- develop students' language; specifically, their reading, writing, listening, speaking and critical literacy skills
- provide a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential
- offer a study of a wide range of text types, writing styles and techniques. In the proficient level, text types should be literary and non-literary.
    - Literary texts can be visual, written or spoken, contemporary or traditional; they should use language in aesthetic, imaginative and engaging ways—to entertain, to evoke empathy, to express cultural identity and to reflect on ideas and issues.
    - Non-literary texts can be visual, written or spoken, contemporary or traditional; they should use language in precise and accurate ways to inform, to transact, to report on ideas, events and issues, to explain, analyse, argue, persuade and express an opinion. A non-literary text can be, for example, an advertisement; an opinion column; an extract from an essay; an electronic text (such as social networking sites, blogs); a brochure (such as a public information leaflet); an extract from a memoir, diary or other autobiographical text.

Designing formative and summative assessment tasks

In addition to the learning experiences suggested in the continuums, formative and summative tasks should provide students and teachers with feedback on development of the specific skills objectives and concepts in language acquisition. Table 11 gives suggested task types and guidelines for designing assessment tasks to assess progress and achievement of the four objectives in language acquisition.

Table 11

Suggested task types and guidelines for designing assessment tasks

Task type	Objective	Emergent level Phase 1–2	Capable level Phase 3–4	Proficient level Phase 5–6
Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.	To assess objective A: listening	For eAssessment, all questions and answers must be in the target language. For school-based summative assessment, questions and answers may be	All questions and answers must be in the target language.	All questions and answers must be in the target language.

Task type	Objective	Emergent level Phase 1–2	Capable level Phase 3–4	Proficient level Phase 5–6
		in mother tongue, language of instruction or the target language. Students should be supported to use the target language as they progress in the emergent phase.		
		Length of listening text should be 5 minutes	Length of listening text should be 7 minutes	Length of listening text should be 10 minutes
Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.	To assess objective B: reading	Use the suggested reading comprehension task length suggested in Table 12. For eAssessment, all questions and answers must be in the target language. For school-based summative assessment, questions and answers may be in mother tongue, language of instruction or the target language. Students should be supported to use the target language as they progress in the emergent phase.	Use the suggested reading comprehension task length suggested in Table 12. All questions and answers must be in the target language.	Use the suggested reading comprehension task length suggested in Table 12. All questions and answers must be in the target language.
Texts used to produce the interactive speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/ visual(s)/picture(s).	To assess objective C: speaking	2–3 minutes	3–4 minutes	4–5 minutes

Task type	Objective	Emergent level Phase 1–2	Capable level Phase 3–4	Proficient level Phase 5–6
The number of minutes indicates expected student speaking time.				
Texts produced in the writing task should have other modes other than the written mode such as visual and spatial modes. Examples: a written text with images, a written text with some spatial arrangement.	To assess objective D: writing	Use the suggested writing task length suggested in Table 13.	Use the suggested writing task length suggested in Table 13.	Use the suggested writing task length suggested in Table 13.

Character and non-Roman alphabetical languages

These notes provide specific guidance for teachers of character and non-Roman alphabetical languages being studied in the language acquisition subject group. While it is not possible to provide a complete list of all languages in these two categories that are available for study in the MYP, languages currently studied by MYP students that fall into these categories include, but are not limited to, the following.

• Arabic	• Korean
• Chinese	• Khmer
• Hebrew	• Russian
• Hindi	• Thai
• Japanese	• Urdu

All languages in the language acquisition subject group share the same aims, broad objectives and assessment criteria. The information in this section must be used in conjunction with the framework for teaching and learning in language acquisition, as well as all the requirements set for the language acquisition subject group, as outlined in this guide. The modifications made do not constitute an exemption from any requirements or guidelines set for Roman alphabetical languages.

The following specific features of character and non-Roman languages have been identified as a rationale for the modifications. Teachers of these languages may choose to apply these modifications, as appropriate or necessary, depending on the context in which these languages are learned.

- The language has a writing system that is alphabetical but non-Roman and therefore requires students to learn to read and write a new alphabet.
- The language has a writing system that uses symbols for consonants and vowels (syllabic) or uses symbols for concepts or ideas (ideographic) and therefore requires students to learn to read and write a new script and may involve different reading processes.
- The language is tonal: different tones distinguish different meanings. Accuracy of tone to distinguish meaning requires more specific attention and a longer amount of time to master.

Modifications

Students may need more time to become proficient in character and non-Roman languages, particularly if the student's first language is a Roman alphabetical language. Teachers are able to make the following modifications to the objectives and assessment criteria.

Criterion B: Reading

In the strand referring to understanding and responding to written texts, the use of a transliteration/ Romanization guide, such as the Chinese "Pinyin" system, is supported up to and in the early stages of the capable level, and for Japanese Romaji, in the early emergent level only.

The number of characters students are expected to read and comprehend has been modified. Please refer to Table 12 in this section.

Criterion C: Speaking

In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Criterion D: Writing

The number of characters students are expected to write has been modified. Please refer to Table 13 in this section.

Equivalency tables

Table 12

MYP language acquisition word–character equivalency suggested for length of reading comprehension texts

Phase	Roman alphabetical languages and Arabic (words)	Chinese language (characters)	Korean language (characters)	Japanese language (characters)	Non-Roman alphabetical languages (words)
1	200–300	150–250	200–300	100–200	80–240
2	400–500	250–400	400–500	200–350	240–400
3	600–700	400–600	550–600	350–500	400–560
4	800–900	600–700	650–750	600–700	560–720
5	900–1,000	700–850	800–900	700–800	720–800
6	1,300–1,500	850–1,000	950–1,000	800–1,000	800–900

Table 13

MYP language acquisition word–character equivalency suggested for length of writing tasks

Phase	Roman alphabetical languages and Arabic (words)	Chinese language (characters)	Korean language (characters)	Japanese language (characters)	Non-Roman alphabetical languages (words)
1	100–150	50–100	130–200	100–200	60–120
2	100–150	100–150	130–200	200–250	80–140
3	200–250	200–250	270–330	250–300	100–160
4	200–250	250–350	270–330	300–400	160–220
5	300–400	350–400	400–530	400–600	220–280
6	300–400	400–500	400–530	600–800	280–400

Resources

The choice of resources within a school should reflect the languages and the range of ages and abilities within that school. Schools also need to ensure that there is:

- an adequate range and number of resources for teachers, as well as students
- a good choice of supplementary materials and "graded readers" in the target language
- a variety of teaching materials from the country/countries where the target language is spoken for use in the additional language classroom.

The school library has an essential role to play in providing these, and other, resources. As well as providing up-to-date and appropriate resources for both teachers and students, the school library should provide opportunities for students to access material to support subject-specific and interdisciplinary units of work, and to develop information literacy skills. The library is key in providing world literature, information in different languages, and in providing rich opportunities for students to develop and communicate their understanding in multimodal and multimedia ways. Information and communication technology (ICT) should be used, when appropriate, as an important means of expanding students' knowledge of the world in which they live, gaining access to a broader range of language resources and as a new channel for developing skills. All teachers have the responsibility to teach students to use electronic media critically so that students are aware of the uses and limitations of the data.

Teachers may wish to include the use of one or more of the following ICT applications in their language acquisition course.

• Assistive/adaptive technology	• Language learning software/CDs
• CD-ROMs for research	• Podcasts/MP3s/audio files
• Computer algebra systems	• Presentations (PowerPoint®, Prezi®)
• Databases and spreadsheets	• Programming languages
• Dynamic geometry software	• Simulations and virtual re-enactments
• Games as learning tools/facilitators	• Subject content-specific software
• Graphic display calculators (GDCs)	• Use of computer-aided design (CAD)
• Graphic organizers	• Video and video editing
• Graph plotter software	• Videoconferencing
• Internet search engines to source materials	• Word processing or desktop publishing

Alignment of objectives and criteria

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP language acquisition has a corresponding strand in the assessment criteria for this subject group. Figure 3 illustrates this alignment and the increasingly complex demands for student performance at higher achievement levels.

Figure 3

Language acquisition objectives and criteria alignment

Criterion D: Writing

At the end of the emergent level, students should be able to:

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student does notreach a standard described by any of the descriptors below.
1–2	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a partially-recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and some complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Assessment criteria overview

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject-group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for emergent, capable and proficient levels of MYP language acquisition. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

Language acquisition assessment criteria

Emergent level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts iii.**interprets** connections between simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections between simple authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.

Examples: a written text with images, a web page with written text and images

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts. iii.**interprets** connections between simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections between simple authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the emergent level, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in comprehensible manner iv.communicate all or almost all the required information clearly and effectively.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii.uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** of the relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes, such as visual and spatial modes, should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.presents **some information** in a **partially-recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and some complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Capable level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections between simple and some complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**analyses** conventions in simple and some complex authentic texts iii.**analyses** connections between simple and some complex authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to: i.identify explicit and implicit information (facts and/or opinions, and supporting details) ii.analyse conventions iii.analyse connections.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections between simple and some complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**analyses** conventions in simple and some complex authentic texts iii.**analyses** connections between simple and some complex authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the capable level, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in a comprehensible manner iv.during interaction, communicate all or almost all the required information clearly and effectively.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:

At the end of the capable level, students should be able to: **i.use a wide range of vocabulary** **ii.use a wide range of grammatical structures generally accurately** **iii.use clear pronunciation and intonation in a comprehensible manner** **iv.during interaction, communicate all or almost all the required information clearly and effectively.**	
	i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the capable level, students should be able to: **i.use a wide range of vocabulary** **ii.use a wide range of grammatical structures generally accurately** **iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices** **iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.**	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using **a range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Proficient level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in complex authentic texts ii.**interprets** conventions in complex authentic texts iii.**interprets** connections between complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in complex authentic texts ii.**analyses** conventions in complex authentic texts iii.**analyses** connections between complex authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written multimodal texts and be able to: i.identify explicit and implicit information (facts and/or opinions, and supporting details) ii.analyse conventions iii.analyse connections.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in complex authentic texts ii.**interprets** conventions in complex authentic texts iii.**interprets** connections between complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in complex authentic texts ii.**analyses** conventions in complex authentic texts iii.**analyses** connections between complex authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the proficient level, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in a comprehensible manner iv.during interaction, communicate all or almost all the required information clearly and effectively.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary

At the end of the proficient level, students should be able to: **i.use a wide range of vocabulary** **ii.use a wide range of grammatical structures generally accurately** **iii.use clear pronunciation and intonation in a comprehensible manner** **iv.during interaction, communicate all or almost all the required information clearly and effectively.**	
	ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses clear pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the proficient level, students should be able to: **i.use a wide range of vocabulary** **ii.use a wide range of grammatical structures generally accurately** **iii.organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices** **iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.**	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

MYP eAssessment

Students seeking **IB MYP course results** for MYP language acquisition complete an on-screen examination in addition to an internally-assessed, externally-moderated speaking examination to demonstrate their achievement of subject-group objectives. Successful results can contribute to students' attainment of the **IB MYP certificate**.

Optional eAssessment in language acquisition is offered in a limited range of languages. Please see the Middles Years Programme *Assessment procedures* for a list of languages available. This verification of learning assures accurate and consistently applied standards.

The assessments are offered at three levels, emergent, capable and proficient.

Language acquisition topic list

For the purpose of external assessment, the MYP identifies a range of subject-specific topics that constitute one of the variables that authors consider when they create on-screen examinations. These topics are at a lower level of specification than the formal syllabus of a similar subject in the IB Diploma Programme and they leave considerable leeway for schools to develop their own written curriculum according to MYP requirements.

These topics define the examinable subject matter for MYP on-screen examinations. In their local development of the MYP curriculum, schools are not limited to these topics. **This list does not constitute an exclusive IB-approved curriculum for MYP years 4–5.**

Identity and culture

- Self, family, friends
- Free time and leisure
- Food and drink and health
- Festivals and celebrations

Education and the world of work

- School life
- Future plans
- Jobs

The world we live in

- The weather
- The environment
- Global issues

Local area, travel and tourism

- House and home
- Local area
- Holidays
- Culture and communities

Technology and the media

- Mobile technology
- Social media

Language acquisition examination blueprint

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

As part of an ethical assessment model, these assessment blueprints ensure consistency and transparency, and they guarantee a balanced approach in measuring students' achievement with respect to MYP objectives. MYP on-screen examination blueprints document the close connection of large-scale assessment with subject-group objectives, classroom learning engagements and the programme's rigorous internal assessment requirements.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

Overview

The following table illustrates how a language acquisition assessment will be structured.

On-screen examination **Tasks and recommended timings**	Criteria			Task totals
	A	B	D	
Task 1 (approx. 35mins)	24			24
Task 2 (approx. 35mins)		24		24
Task 3 (approx. 35mins)			24	24
Total (1 hour 45 mins)	**24**	**24**	**24**	**72 marks**

Individual speaking assessment **Tasks and recommended timings**	Criteria	Task total
	C	
Speaking examination	**24**	**24 marks**
Total (15–17mins, including prep time)	**24**	**24 marks**

On-screen examination

The on-screen examination contains three tasks as described below.

Task 1

This task assesses students' comprehension of an audio-visual text in the target language. It is made up of a series of short response questions and assesses all strands of criterion A: Listening. All responses for all levels must be in the target language. A markscheme specific to the examination will be used to assess task 1.

Task 2

This task assesses students' comprehension of a written-visual text in the target language. It is made up of a series of short response questions and assesses all strands of criterion B: Reading. All responses for all levels must be in the target language. A markscheme specific to the examination will be used to assess task 2.

Task 3

This task assesses students' ability to produce written text to communicate messages and/or information in the target language. It is made up of two written prompts linked to the prescribed global context for the

session. The students choose one task to complete. The task is assessed using the external marking criteria below.

External marking criteria—written tasks

Vocabulary

To what extent does the candidate use a wide range of vocabulary?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic.
3-4	The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task.
5-6	The candidate uses a range of vocabulary. Vocabulary is appropriate for the task
7-8	The candidate uses a wide range of vocabulary. Vocabulary is appropriate for the task, and effective.

Grammar

To what extent does the candidate use grammatical structures accurately?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of grammatical structures with many errors which often hinder communication.
3-4	The candidate uses a basic range of grammatical structures with some errors which often hinder communication.
5-6	The candidate uses a range of grammatical structures with a few errors which do not hinder communication.
7-8	The candidate uses a wide range of grammatical structures generally accurately.

Organization

To what extent does the candidate organize information effectively and coherently?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate organizes some information in a recognizable format using some basic cohesive devices.
2	The candidate organizes information in a recognizable format using a range of basic cohesive devices.
3	The candidate organizes information in an appropriate format using simple and some complex cohesive devices.
4	The candidate organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.

Communication

To what extent does the candidate communicate information with a sense of audience and purpose?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate communicates limited relevant information with little sense of audience and purpose to suit the context.
2	The candidate communicates some relevant information with some sense of audience and purpose to suit the context.
3	The candidate communicates most relevant information with a sense of audience and purpose to suit the context.
4	The candidate communicates almost all the required information with a clear sense of audience and purpose to suit the context.

Sources

A variety of sources will feature in each assessment and will include:

- non-literary and literary (proficient level) written texts
- multimedia texts
- static images
- moving images.

Tools

Most questions will be answered using a standard text tool set. Some responses may include, but are not limited to, the following:

- multiple choice
- gap fill
- true/false (with or without justification)
- drag and drop
- short answer.

Internal assessment

Purpose of internal assessment

Internal assessment constitutes 25% of language acquisition eAssessment. It takes the form of an individual speaking assessment and enables students to demonstrate the application of their linguistic skills and knowledge in an authentic setting. Students are required to make an individual presentation in response to a stimulus, before engaging in one-to-one discussion with the teacher on the topic of the stimulus.

Guidance and authenticity

When carrying out the individual speaking assessment, students may not bring into the preparation room any additional resources such as computers, mobile phones, class notes, dictionaries (either online or paper), and so on. Schools must provide students with a piece of paper on which to make brief working notes during the 10 minutes of preparation time. These notes are the only resource that may be brought into the interview room and are to be used for reference only. They are not to be read aloud and must be retained by the teacher at the end of the interview.

It is the responsibility of the teacher to ensure that students are familiar with:

- the linguistic requirements of the individual speaking assessment
- the procedures for the conduct of the examination
- the assessment criteria.

It is essential that language acquisition students do not have prior knowledge of the stimulus to be presented. The presentation must be wholly the work of the student and it must not be written out in full and read aloud. Authenticity may be checked by scrutiny of the notes (if any) used by the student, as well as through the follow-up questions in the interactive discussion.

Group work

Group work cannot be submitted to the IB for MYP language acquisition eAssessment. However, group work, as one aspect of a wide range of approaches to teaching and learning, may well be incorporated as one type of **formative** assessment used throughout the course.

Requirements and recommendations

The internal assessment is to be conducted entirely in the target language. The assessment must not be rehearsed as this would not reflect the student's true ability to interact in the target language; however, the procedures and characteristics of the individual speaking assessment can, and should, be practised during lessons, as should the development of verbal interaction between student and teacher.

Each student's individual speaking assessment must be audio recorded and the files must be of high quality. Each recording is to be retained according to the procedures set out in MYP *Assessment procedures*. Samples of the internal assessment selected for moderation **must be submitted in the form of an audio file only**.

Using marking criteria for internal assessment

For the individual speaking assessment, marking criteria have been created based on criterion C of the MYP Language Acquisition assessment criteria. Each marking criterion has descriptors describing specific achievement, together with the appropriate mark. The descriptors concentrate on positive achievement, although for the lower levels failure to reach certain minimum requirements may be included in the description.

Teachers must mark the individual speaking assessment using the **marking criteria** presented in this section of the guide.

- The aim is to find, for each element of the marking criteria, the descriptor that describes the student's performance most accurately.
- When assessing a student's work, teachers should read the descriptors for each criterion until they reach a descriptor that most appropriately describes the standard of the work being assessed.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but rather should concentrate on identifying the descriptor that best matches the student's work for each assessment criterion.
- The highest descriptors do not imply a faultless performance; they should be achievable by a language acquisition student. Teachers should not hesitate to use the extremes of the mark range if they are appropriate descriptions of the work being assessed.
- A student who is awarded a high mark in one criterion will not necessarily reach high levels in all other criteria. Similarly, a student who is awarded a low mark for one criterion will also not necessarily receive low marks for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- Teachers are expected to make the internal assessment marking criteria available to students and ensure that they understand them.

Internal assessment details

- Individual speaking assessment
- Duration: 15–17 minutes, including 10 minutes of preparation time
- Weighting: 25%

The individual speaking assessment is based on the language acquisition topic list. The aim of this assessment is to measure the student's ability to understand and produce communication in the target language, and to use it for successful interaction.

The task assesses the degree to which students are able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas
- identify, organize and present ideas on a range of topics
- understand, analyse and reflect within the context of presentation and conversation.

The language acquisition individual speaking assessment is divided into two parts, preceded by a timed period of supervised preparation. The timings of each section for each level are as listed below.

Table 14

Timings for the MYP language acquisition interactive speaking task

	Emergent	Capable	Proficient
Supervised preparation time The student is shown a multimodal stimulus relating to a topic or theme from the course. The stimulus must be labelled in the target language with the topic or theme to which it relates. During this time, the student is allowed to make brief working notes.	10 minutes	10 minutes	10 minutes
Presentation The student describes the multimodal stimulus and relates it to the relevant target language culture(s).	1 minute	1½ minutes	2 minutes
Interactive discussion The student engages with the teacher on the topic or theme of the stimulus.	2 minutes	2½ minutes	3 minutes
Time for student speaking	**3 minutes**	**4 minutes**	**5 minutes**
Total time of recording	**5 minutes max**	**6 minutes max**	**7 minutes max**

Preparation

The teacher creates a range of multimodal stimuli linked to the five MYP language acquisition topics studied during the course and labels each one in the target language. For the purposes of the individual speaking assessment, a stimulus may be an image, a poster, an illustration, an advertisement or a short written message, for example a caption or quote. Any language that naturally appears on the image should be minimal and must be in the target language. It must not provide vocabulary and structures that would give a student an unfair advantage.

An effective multimodal stimulus is one that:

- is clearly relevant to one of the five topics in the course
- is culturally relevant to the target language

- offers opportunities for students to demonstrate their international-mindedness
- offers sufficient information for students to describe a scene or situation
- allows the student to offer a personal interpretation
- enables the teacher to lead the student in a wider conversation
- is relevant and of interest to the student's age group.

The students must not see the stimulus prior to the examination.

The same five stimuli can be used for up to ten students sitting the examination. If there are more than ten students sitting the examination, two multimodal stimuli from each topic must be prepared.

The following table provides an example of how the teacher may choose to distribute the multimodal stimuli to ensure that each student receives two stimuli, each relating to a different topic. Teachers may wish to have two copies of each stimulus available in the event that examination site arrangements require a student to be in the "supervised preparation" phase at the same time as a different student is sitting parts 1–3 of the examination.

Up to 10 students 5 stimuli total (1 from each topic)		**Up to 20 students 10 stimuli total (2 from each topic)**		**Up to 30 students 10 stimuli total (2 from each topic)**		**Up to 40 students 10 stimuli total (2 from each topic)**	
Student	**Multi-modal stimulus**	**Student**	**Multi-modal stimulus**	**Student**	**Multi-modal stimulus**	**Student**	**Multi-modal stimulus**
1	A1 + B1	11	A2 + B2	21	A1 + B2	31	A2 + B1
2	A1 + C1	12	A2 + C2	22	A1 + C2	32	A2 + C1
3	A1 + D1	13	A2 + D2	23	A1 + D2	33	A2 + D1
etc	etc	etc	etc	etc	etc	etc	etc

The letters above indicate the topic of the multimodal stimuli. For example, A1 would represent the first multimodal stimulus relating to one of the topics (for example, "identity and culture") and A2 would represent the second multimodal stimulus relating to that same theme ("identity and culture"). Following this pattern, B1 would represent the first multimodal stimulus relating to a different topic (for example, "education and the world of work") and B2 would represent the second multimodal stimulus from that same theme ("education and the world of work").

In the event that more than 40 students are sitting the examination, the teacher will be allowed to re-sort these same ten multimodal stimuli into new pairings, but must ensure that the stimuli used in each pair do not relate to the same topic.

Conduct of the individual speaking assessment

The timing of the 10-minute preparation period begins when the student is presented with a copy of the stimulus. During this preparation time, the student may write brief working notes. These notes may be used for reference only and must not be read aloud as a prepared speech.

During the preparation time, the student must be supervised. The student may not have access to course materials, class notes, dictionaries (in any form), computers, mobile phones or other IT equipment. The stimulus and any notes that have been made in the 10 minutes of preparation time for the individual speaking assessment are to be collected and retained by the teacher.

Presentation

As schools are required to keep coursework submissions anonymous, students are asked to avoid using their names or any other identifying information in their presentations. During the presentation, the student should:

- provide a brief description of the multimodal stimulus
- relate the stimulus to the relevant topic or theme from the course.

The presentation must be spontaneous and relate specifically to the content of the multimodal stimulus provided; pre-learned presentations on generic aspects of the stimulus provided will not score high marks.

In order to reassure students and help them focus on the requirements of the individual speaking assessment, the teacher should signal the change between the respective parts through the use of an appropriate phrase.

During the presentation the teacher should avoid interrupting the student, unless it is clear that guidance is needed. Following the allocated time for the presentation, if the student has not drawn the presentation to a close, the teacher is expected to interrupt and make the transition to the second part of the speaking assessment, using a phrase such as: "I'm sorry to interrupt, but we need to move on now". This exact phrase does not need to be used, but it is good practice for teachers to prepare their students before the day of the examination so that a necessary interruption in order to adhere to timings does not unduly disturb the student.

Interactive discussion

Following the student's presentation, the teacher initiates a discussion by asking questions about the topic or theme represented by the multimodal stimulus. These questions should:

- seek clarification or extension of observations made by the student in the presentation
- invite the student to respond to ideas presented by both the multimodal stimulus and the teacher
- encourage connections and comparisons with the student's other cultural experiences
- provide the student with opportunities to demonstrate their understanding and appreciation of the topic or theme
- encourage the student to engage in authentic conversation to the best of their ability.

This section of the individual speaking assessment should follow the prescribed timings in *Table 14* above and should offer the student the opportunity to demonstrate the ability to engage in authentic discussion on a topic. The teacher should ask open-ended questions in order to offer the student the opportunity for authentic engagement, thus allowing an assessment of the student's interactive skills.

Administration of the individual speaking assessment

The timings for the individual speaking assessment for language acquisition are shown in *Table 14* above for each level. Examiners will be instructed to stop listening after the total time permitted.

The individual speaking assessment must be scheduled during the final year of the course.

- Students must be given adequate notice of when the individual speaking assessment is to take place.
- It may take place in or out of the classroom, but care should be taken to ensure that students are not disturbed by external distractions such as school bells and announcements, people entering the room, or any audible or visual distractions from outside the room.
- Students must not take mobile phones and other IT equipment into the examination room.
- Audio recordings of the individual speaking assessment will be required for external moderation. However, the samples selected for moderation will not be identified until the teacher's marks are entered into IBIS; therefore, it is vital that all students are recorded and that the recordings are of a high quality.
- Under no circumstances should a recording be stopped or modified in any way.
- Timings for the individual speaking assessment are approximate but should be adhered to as much as possible without disturbing the student. It is imperative that the two sections are adequately addressed.
- The teacher is encouraged to interact with the student to facilitate an authentic discussion but must avoid dominating the exchange.

The teacher's role in conducting and assessing the individual speaking assessment

It is the teacher's responsibility to:

- be aware that the purpose of the individual speaking assessment is to assess the student's ability to produce, understand and interact using spoken language
- ensure that the correct number and range of multimodal stimuli are prepared for the individual speaking assessment and that an accurate record is kept of the allocation
- have a very clear understanding of the format of the individual speaking assessment as well as the marking criteria for the individual speaking assessment
- ensure that the questions asked are adapted to the student's ability and are designed to give the student every opportunity to show the extent of their language skills
- rephrase a question or statement if a student is having difficulty understanding, in order to support the student and maintain the flow of the conversation
- avoid correcting the student or dominating the conversation
- ensure that students are allowed sufficient time to respond to questions.

Internal assessment marking criteria—presentation and interactive discussion

Vocabulary

To what extent does the candidate use a wide range of vocabulary?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic.
3-4	The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task.
5-6	The candidate uses a range of vocabulary. Vocabulary is appropriate for the task
7-8	The candidate uses a wide range of vocabulary. Vocabulary is appropriate for the task, and effective.

Grammar

To what extent does the candidate use grammatical structures accurately?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of grammatical structures which often hinder communication.
3-4	The candidate uses a basic range of grammatical structures which sometimes hinder communication.
5-6	The candidate uses a range of grammatical structures which do not hinder communication.
7-8	The candidate uses a wide range of grammatical structures generally accurately.

Pronunciation and intonation

To what extent do pronunciation and intonation affect communication?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate's use of pronunciation and intonation often hinder comprehension.
2	The candidate's use of pronunciation and intonation sometimes hinder comprehension.
3	The candidate's use of pronunciation and intonation rarely hinder comprehension.
4	The candidate's use of clear pronunciation and intonation make communication easy to comprehend.

Communication and organization

To what extent does the candidate communicate information in the presentation and interactive discussion?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate communicates limited relevant information. Ideas are not organized and hinder communication.
2	The candidate communicates some relevant information. There is limited organization of ideas.
3	The candidate communicates most relevant information. Ideas are organized and clear.
4	The candidate communicates all relevant information. Ideas are organized clearly and effectively, enhancing communication.

Language acquisition subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between tasks and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Emergent

Grade	Descriptor
7	Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates critical and creative thinking to understand and

Grade	Descriptor
	construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to understand and construct language. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work using a range of language. Communicates good understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to understand and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.
4	Produces good-quality work using range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a variety of texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to understand and construct language. Transfers some knowledge and applies some skills in familiar classroom situations but requires support in unfamiliar situations.
3	Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to understand and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to understand and construct language. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to understand and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Capable

Grade	Descriptor
7	Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates sophisticated critical and creative thinking to interpret and construct language. Frequently transfers knowledge and applies skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to interpret and construct language. Transfers knowledge and applies skills, often with independence and accuracy in a variety of familiar and unfamiliar classroom and real-world situations.

Grade	Descriptor
5	Produces generally high-quality work using a range of language. Communicates good understanding of linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to interpret and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.
4	Produces good-quality work using a range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a range of written, spoken and visual texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to interpret and construct language. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to interpret and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to interpret and construct language. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to interpret and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Proficient

Grade	Descriptor
7	Produces high-quality, frequently innovative work using rich and varied language. Communicates comprehensive, nuanced understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of literary and non-literary texts. Consistently demonstrates sophisticated critical and creative thinking to analyse and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work using rich and varied language. Communicates extensive understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of literary and non-literary texts. Demonstrates critical and creative thinking, frequently with sophistication, to analyse and construct language. Transfers knowledge and applies skills often with independence and accuracy in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work using some rich and varied language. Communicates good understanding of linguistic concepts and contexts through the effective use of language in response to a variety of literary and non-literary texts. Demonstrates critical and creative thinking, sometimes with sophistication, to analyse and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.

Grade	Descriptor
4	Produces good-quality work using a range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a range of literary and non-literary texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to analyse and construct language. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to analyse and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to analyse and construct language. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to analyse and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Related concepts in language acquisition

Related concept	Definition
Argument	Argument refers to the coherent backdrop of reasoned text that may or may not involve disagreement, debate or persuasion.
Audience	Audience refers to whomever a text or performance is aimed at: the reader, the listener, the viewer.
Bias	Bias refers to a conscious distortion or exaggeration, which usually expresses prejudice or partiality.
Context	The social, historical, cultural and workplace settings in which a text or work is produced.
Conventions	Conventions are the characteristics of a literary or non-literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary or linguistic conventions, and writers use these conventions, along with other features, in order to achieve particular artistic ends.
Empathy	Empathy refers to an attitude of understanding, an emotional identification with a person, character, argument or situation.
Form	Form refers to the linguistic structure communication may take. Form is grammatical, lexical and phonological.
Function	Function refers to the purpose and/or use of communication.
Idiom	Idiom is unique to each language. It refers to a manner of speaking or to specific expressions whose meaning differs from the meaning of its individual components.
Inference	Information in a text that goes beyond what is first understood or apparent, to identify what may be thought, expressed or considered correct. It is the layer of text that is often referred to as "between the lines".
Meaning	Meaning refers to what is communicated, by intention or by implication, using any range of human expression. It is sometimes referred to as "message". Meaning includes "layers of meaning", nuance, denotation, connotation, inference, subtext.
Message	A communication in writing, speech, verbal or non-verbal language. The message can also be an underlying theme or idea.
Patterns	Patterns refers to use of language and style, which can be functional, decorative or social. They reflect the unique characteristics of a language.
Point of view	The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.
Pronunciation	Pronunciation refers to the way in which words or a language is spoken. It is certainly not necessary to have native speaker level of pronunciation. Accent is part of one's identity and their culture and there is no need to lose it entirely. The real key to having good pronunciation is having a "comfortable intelligibility". This

Related concept	Definition
	means that the person or people listening to you are able to understand what you are saying with minimal strain.
Purpose	The purpose for communicating can be, for example, to entertain, to recount, to socialize, to inquire, to inform, to persuade, to explain, to instruct. In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message.
Structure	Structure refers to the organization, pattern and elements of text, in any format. It promotes comprehension and effectiveness of communication. For example, this may involve an introduction, development and conclusion (as in some types of formal essay).
Stylistic choices	A creator makes choices about what they are going to describe and how to describe it in order to create effect. It is an umbrella term covering literary and non-literary features: linguistic devices (for example, rhetorical, syntax, repetition); literary devices (for example, symbolism, metaphor, simile); visual devices (for example, colour, texture, symbolism, foregrounding).
Theme	Theme refers to a dominant subject, thread or idea that is conveyed through a text form.
Voice	This concept relates to both a reader's experience of a work of literature and a writer's style when producing text. Voice is the characteristic speech and thought patterns of a narrator; a persona, which conveys their attitude, personality, and character.

Language acquisition glossary

Term	Definition
Accuracy	Accuracy, appropriateness and effect in writing refers to use of transitional devices, tenses, word use and word order, accents, register and spelling. Accuracy, appropriateness and effect in speaking refers to use of transitional devices, tenses, word use and word order, register, pronunciation and intonation.
Affordance	What different semiotic resources allow the communicator to do; what they make possible in terms of meaning. The differences between affordances of different modes are significant.
Aspects of style	The use of literary devices such as register, tone, alliteration, onomatopoeia, exaggeration, genre, metaphor, simile, and so on.
Cohesive devices	The grammatical and/or lexical items that give coherence to the text as a whole, as well as punctuation and paragraphing.
Communication	**Oral communication** encompasses all aspects of **listening** and **speaking**. Oral skills are essential for language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. Oral communication enables students to construct meaning through the process of articulating thoughts and internalizing meaning from speech in a variety of ways. Role plays, interviews, oral presentations, discussions, debates, lectures, speeches and drama are all examples of learning experiences in which students may engage in order to develop their oral communication skills both as speakers and listeners. Some oral communication tasks will involve a single, main speaker whereas other oral communication tasks will involve multiple, interacting speakers. Speakers may be face-to-face or digital participants in oral exchange. **Visual communication** encompasses all aspects of **viewing** and **interpreting** text and multimedia in a variety of situations and for a range of purposes and audiences. Visual texts are constructed to convey meaning and engage viewers in accessing information and interpreting thoughts, ideas and feelings. They allow students to understand the interplay of image and language to convey cultural facts, ideas, values and attitudes. Visual texts may be paper, electronic or live, observable forms of communication constructed to present information. Learning to interpret this information and to understand and use different media develops invaluable skills. Symbols and signs, graphs, tables, diagrams, leaflets, brochures, posters, advertisements, cartoons, comics, graphic novels, television programmes, films, music video clips, newspapers, magazines, websites and dramatic interpretations are all examples of visual text types with which students may engage in order to develop their visual interpretation skills. **Written communication** encompasses all aspects of **reading** and **writing**. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects. The ability to read and comprehend fiction and non-fiction is essential for the process of inquiry. Students need to be able to identify, synthesize and apply

Term	Definition
	useful and relevant information from written text. When students engage or interact with the text, they make connections, reflect on feelings and actions, imagine themselves in another's situation, gain perspectives and develop empathy. Writing is a way of expressing ourselves. It allows us to develop, organize and communicate thoughts, feelings, ideas, opinions and information. Fiction and non-fiction in a variety of genres, for example, short stories, novels, biographies, autobiographies, diaries, letters, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, brochures, leaflets, editorials, interviews, magazine articles, reports, instructions and guidelines, are all examples of text types with which students may engage in order to develop their written communication skills both as readers and writers. **Note:** the examples above do not constitute a definitive list, and teachers may wish to incorporate other text types into classroom practice.
Connecting	Criterion A and B in this guide refers to "connections" in terms of connecting texts. This refers to recognising the relationships between texts and between texts and our own lives. Also see "connections" in this guide's key concepts.
Constructing meaning	Constructing meaning refers to creating an understanding about something; interpreting facts, an opinion, an idea or an event that has been read, viewed, listened to. The next step is to interact or engage with the text; this is when students relate the event or idea or experiences to their own experiences, ideas, opinions. It is hoped that students can empathize as a result of the understandings and insights gained.
Context	The constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded (Council of Europe 2001). Interpersonal and cultural contexts are embedded in all communication between two or more people. The cultural contexts are the learned behaviours and rules that frame these interactions. In the early phases, the simple interpersonal and cultural contexts may include ways of greeting and forms of address, gestures, eye contact, body language and personal space considerations. In the later phases, they may include negotiating, solving problems, agreeing and disagreeing.
Continuum	A tool to identify and map a student's language development. A diagnostic tool to assist teachers in planning language learning experiences for students, and for monitoring and assessing their language development. Recognizing that learners enter the programme at different ages and with varying levels and domains of language experience, a sequence of development phases enables the teacher to identify current levels and plan learning experiences leading on to subsequent phases.
Critical literacy	The ability to question, challenge and evaluate the meanings and purposes of texts. The skills to compose, respond to, analyse and evaluate written, spoken, visual and multimedia texts from various perspectives. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as culture, gender and ethnicity.
Critical stance	A perspective or point of view taken by a reader or viewer. It involves the reader or viewer questioning the position presented in a text and developing their own ideas in response to the text.

Term	Definition
Critical thinking	Specific cognitive skills, such as analysing and interpreting, used to consider ideas, arguments and points of view, and to reach a conclusion.
Digital text	Text read or viewed by electronic means.
Format	This is the text type. Examples of written formats are: magazine, letter, book, brochure, newspaper, chart, journal, email, text message. Examples of spoken text types are: performance, speech, radio report, TV programme, screencast. Examples of visual text types are: poster, magazine, website, postcard, brochure, gesture, sign, diagram, graph, film.
Genre	Genre refers to a style, category or type of literature that can be further categorized into fiction and nonfiction.
Graded readers	Fiction and non-fiction books that have been written specifically for language learners with scaffolded or modified plot, vocabulary, grammar and visual text to support the written text.
Grammar	The set of rules governing how words and their component parts combine to form sentences. In MYP language acquisition, this encompasses word order, sentence structure, parts of speech, morphology, phonetics, as applicable to the language.
Grammars of visual design	Visual language has no formal syntax or semantics, but contains: – visual objects, for example, points, lines, volume, surfaces – structures, for example, formal, informal – activities, for example, repetition, movement, subordination, frequency, rhythm – relations, for example, balance, position, dominance, background, foreground.
Infer	To go beyond information in a text to identify what may be thought, expressed or considered correct.
Language	Language refers to vocabulary and grammatical structures. It is assumed that as students move through the phases, they will use language that demonstrates increasing levels of sophistication and complexity.
Language conventions	Language conventions refer to the structures and features of a variety of texts and includes spelling, grammar and punctuation, sentence structure, paragraphing and format, and referencing style. In writing, format can be further defined to include purpose, sense of audience, text type (essay, short story, letter), structure and organization of the text.
Language of instruction	This is the language in which the majority of a school's curriculum is delivered. A school can have more than one language of instruction.
Literary and non-literary texts	In the MYP language subject groups, literary texts can include, but are not limited to, biographies, autobiographies, diaries and journals, poetry, song lyrics, fairy tales, fables and myths, prose (short stories and novels, including abridged and modified versions), cartoons, plays, graphic novels, screenplays. They can also include fiction and non-fiction genres such as letters, speeches, oral traditions, essays, drama, travelogues. Non-literary texts can include, but are not limited to, newspaper and magazine articles, advertisements, blogs, emails, websites, brochures, leaflets, editorials, interviews, reports, instructions, guidelines and other texts of an informational nature.
Literature	The definition of literature varies between different cultures and languages. In most cultures, literature includes poetry, prose (short stories and novels), mythology and

Term	Definition
	drama. Additionally, in some cultures, literature also includes autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film and television programmes, such as drama series. In MYP language acquisition, literature can include all of the above, and schools need to determine what constitutes literature within the context of their language course(s).
Medium	A substance through which meaning is realized and through which it becomes available to the users' modes of delivery. Mediums incorporate semiotic, sociocultural and technological practices. Mediums include video, image, text, audio, for example, film, newspaper, billboard, radio, television, theatre, classroom.
Mode	A socially-produced, cultural resource which humans can draw on to make meaning material so that they can communicate with others. It is the medium used to communicate a message: – in written mode—on paper or in electronic format – in spoken mode—live or in electronic format – in visual mode—in electronic format, live or printed. Examples: – colour – image – layout (for example, modular versus linear) – writing.
Mother tongue	The term "mother tongue" is used in the research literature in various ways. It may denote the language learned first and/or the language identified with as a "native" speaker; the language known best; the language used most. For the purpose of the MYP, "mother tongue" includes all of those meanings, and describes the language that the student uses at home and/or outside the classroom environment. Those students whose mother tongue is not the language of instruction may study their mother tongue as their second language option. This course of study supports students to develop their mother tongue, sustain cognitive and academic development and maintain their cultural identity.
Multilingualism	A term used to describe complex, rich, dynamic language portraits that include a range of abilities/proficiencies in more than one language.
Multiliteracies	Engaging with text in multimodal ways to construct meaning. Multiliteracies provide a bridge between the real-life texts of the community and school texts, and encourage a real-world, interdisciplinary approach to learning through the use of disciplined knowledge. Using a multiliteracies approach enables students to understand, use and critically evaluate the multimodal texts of the current generation. These complex texts incorporate elements of linguistic, visual, spatial, audio and gestural design.
Multimodal text	A text in which meaning is constructed and presented/represented in multiple ways, for example, written and/or visual text (such as in a cartoon, website, TV programme, graphic novel, advertisement, poster, music video, magazine). A film is multimodal text that combines visual mode, gestural mode in form of action, and sound in form of speech and music. Also referred to as multimodal ensemble due to these discrete modes that are brought together as a complete whole. These modes are also interrelated.

Term	Definition
Multimodality	Multimodality is an interdisciplinary approach that understands communication and representation to be more than about language. Multimodal texts combine different modes. While often one mode will predominate, more frequently, several modes combine to communicate a message or argument.
Oracy	The ability to speak, and to understand, spoken language.
Oratory technique	A combination of pronunciation, intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture and eye contact (as applicable to the language being studied).
Phase	A stage of language learning development as indicated by a standard or proficiency reached. Phases 1 to 6 on the language learning continuum do not directly correspond to the years of study in the MYP or to the age of students in the programme.
Print-based text	Text read or viewed by paper means.
Proficient	Able to use a discrete skill successfully, in context, according to established criteria.
Pronunciation	Clarity of articulation, not accent.
Recognize	Identify through patterns or features.
Register	The use of tone, pace, volume, pitch, inflection, fluency/fluidity, vocabulary, grammar and sentence structure that give the correct degree of formality appropriate for the specific context and audience. In some languages there will be more levels of register than just "formal" and "informal".
Sense of audience	Sense of audience is linked to register. This refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.
Sign	A term used to refer to a unit of meaning in any mode. A sign combines what is meant (the signified) with the material form given to that meaning (signifier) Examples: – words (written) – words (spoken) – gestures – images – musical notes and phrases. For example, an ambulance might mean danger, help, urgency, sickness …
Situation	Situation refers to the context in which the communication takes place or the purpose of the communication; it may refer to the linguistic, social or cultural time and place. Everyday situations include classroom routines and activities, family life and home routines. Familiar situations include topics of more personal concern or interest; students will have the knowledge, the language and the experience to communicate more confidently about these personal world-type topics, which may be ideas or issues. Unfamiliar situations include contexts beyond the scope explored through the unit; students may have more limited knowledge and experience of these contexts, which will require language learned to be applied to a new situation or idea. The language required may also be more abstract. This may include global challenges and more globally significant ideas.

Term	Definition
	Rehearsed and unrehearsed refers to structured or practised models or frameworks, for example, a dialogue or role-play format. In any interaction, the student is expected to speak with spontaneity. Social situations may be in the classroom, the playground, the home, participating in a drama, a role play or dialogue, an interview, a celebration. Academic situations may include listening, note taking, participating in a lecture, a presentation, a discussion, a debate, making a speech, conducting a survey or interview, giving an oral response to literature or giving a report or review of a book read or a film viewed, participating in group work and projects. This list is not exhaustive but serves to help teachers when planning learning experiences and assessment tasks.
Semiotic resource(s)	More general term than "language" used to cover anything available in a particular culture for making meaning. Similar to "mode" Examples: – certain colours – types of image – types of layout (for example, modular versus linear) – different kinds of writing (for example, genre).
The spatial mode	This is the space-based mode of representation. It refers to the arrangement of elements in space. It involves the organization of items and the physical closeness between people and objects. A good example of the spatial mode might be the different ways in which chairs and desks are arranged in a classroom or the arrangement of images and text on a web page.
Style	Style refers to the manner in which the author of the text has used language to suit their purpose or intention. This can include the author's use of vocabulary, grammar, register, syntactical elements and literary devices.
Target language	The language being studied.
Text	A visual, oral or written construct. For the purposes of MYP language acquisition, a text may be written, viewed or spoken, and may or may not include graphic or pictorial information. Text types can be informational or literary, for example, speeches, letters, cartoons, advertisements, news reports, magazine and newspaper articles, short and long prose, and so on.
Text conventions	Text conventions are common structural features found in informational texts. Students should be made aware of the usual structure and general format employed in a given text type and how texts can meet, bend or break these conventions. Example: the most visible feature of a text is the format in terms of layout and physical organization of the text.
Time-based modes of representation	Time-based modes of representation have a sequence through which the events unfold successively to the reader or viewer, for example, written texts, speech and dance.
Transitional devices	Structures, systems or words used to connect and organize ideas, with the effect of guiding the reader through a text. What is considered as appropriate structure or convention will be dependent on the language.
Understand	Comprehend the meaning or significance of something and explain it in a different way.

Term	Definition
Viewed	Able to be seen, shown or looked at for display, scrutiny or critical consideration.
Visual context	The purpose(s) for and situation(s) in which the text has been created or is read. For example, the social and cultural features and factors of the text. Where and why is it viewed and interpreted? What factors influence the understanding and interpretation of the visual text in combination with the spoken and/or written text? Does the visual text communicate a message, add meaning or explanation, or offer a perspective on a topic?
Visual convention	The structures, features, layout and design elements of visual text. It can include the use of colour, texture, line, shape and form, symbolism, sound effects and music, body language, special effects, costume, camera angles and movement.
Visual literacy	For the purposes of MYP language acquisition, visual literacy is not limited to modern mass media and new technologies. It can refer as much to reading signs and symbols as graphic novels. Visual literacy is the ability to evaluate, apply or create conceptual visual representations, and to understand the knowledge that is communicated by the visual.
Visual text	Any text that includes an image or a series of static or moving images, for example, a sign, symbol, poster, brochure, CD or book cover, newspaper article with pictures, website, film, TV programme, PowerPoint® presentation. In MYP language acquisition, visual text is viewed together with oral and/or written text to interpret, analyse and evaluate information, ideas, opinions, emotions and attitudes presented.
World literature	In the MYP, this refers to literature from different parts of the world, cross-cultural works and/or works in translation.

MYP command terms for language acquisition

The table below illustrates some of the most commonly-used command terms in MYP language acquisition.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts, relationships and interpret information to reach conclusions.)
***Communicate**	To give messages or information to others through speech, writing, body movements or signals. When assessing criterion C, this refers to giving messages or information to others through speech. *"To be able to communicate" is an overarching aim in language acquisition.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Find	Obtain an answer showing relevant stages in the working.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Organize	Put ideas and information into a proper or systematic order; give structure to a text.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice
On-screen examinations in language acquisition will draw from the full list of MYP command terms that is available in *MYP: From principles into practice.*	

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Annotated bibliography

To read more about the references that informed the review of this guide, see Appendix A of the IB *Research report—Alignment and coherence of language acquisition development in the International Baccalaureate (IB) Middle Years Programme (MYP)*.

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Corrections for April 2023

Throughout the publication

Alignment of language with other IB documentation.

In line with the IB's diversity, equity and inclusion statement, the terms "he or she", "his or her" and "himself or herself" have been replaced with "they", "their" and "themself", respectively, including in the MYP eAssessment section.

Corrections for November 2022

The IB is aware that it is not possible for some schools at present to implement language courses in a continuous way throughout the year. This requirement has been lifted to allow for more flexibility for language acquisition courses.

Written and taught curriculum

"Requirements"

The word "sustained" has been removed from the second paragraph, so it reads "It is a requirement that schools provide language learning in at least two languages for each year of the MYP."

The phrase "sustained across the entire year" has been removed from the first requirement so it reads "one additional language (or a second language from the language and literature subject group) in each year of the MYP".

"Teaching and learning through inquiry"

The word "sustained" has been removed from the second paragraph, so it reads "The MYP structures inquiry in language acquisition by developing conceptual understanding in global contexts."