

Language B: What's New?

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Icebreaker

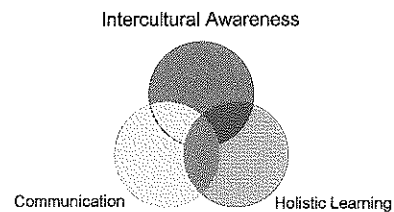
- Find someone who...



Presentation: Phase I

- Icebreaker
- Reflections Sheet
- MYP Fundamental Concepts (Activity)
(MYP: From Principles into Practice, p. 10)
- Language B (Guide, p. 11, 12)
 - Areas of Communication
 - Communicative Processes
 - Objectives and Assessment Criteria
(What's new?)

MYP Fundamental Concepts



Concepts: Definitions

- Communication: verbal & non-verbal **expression**/open, effective communication → international understanding
- Intercultural awareness: **multiple perspective thinking**/international-mindedness/engagement with & exploration of other cultures
- Holistic learning: **knowledge** as **interrelated whole** → development of whole person/study of & extension of whole person

Language B Areas of Communication

Interactional, Transactional Processes

- Oral communication
- Visual communication
 - Interplay of Image and Language
 - Examples (Guide, p. 12)
- Written communication
 - Reading and Writing
 - Examples (Guide, p. 12)

ICEBREAKER

Find someone who...

1. has a birthday in the same month as you: _____
 2. is younger than you: _____
 3. has lived in at least 3 continents: _____
 4. speaks three languages equally fluently: _____
 5. has been working with the MYP LONGER than you: _____
 6. has been working with the MYP LESS than you: _____
 7. can name the 3 MYP fundamental concepts: _____
 8. can name ALL 10 ATTRIBUTES of the learner profile: _____
-
9. can name TWO CHANGES in the 2012 Language B framework: _____
-
10. can name TWO KEY CONCEPTS introduced in the 2012
Language B framework: _____

REFLECTIONS: IB Networking Session - Language B

1. ONE aspect of the MYP language B programme with which I am comfortable: _____

2. What can my teaching gain from a deeper understanding of the new Language B guide? _____

3. What consequences do the 6 phases have on the current Language B programme at my school? _____

4. What can my teaching and the learning of my students gain from the new requirements (objectives and assessment criteria)? _____

5. What do I need to consider when preparing future visual interpretation tasks? _____

6. What do I need to bear in mind when planning for future units? _____

7. What are THREE most important ideas I will take away from this IB Networking session? _____

8. What are TWO most important ideas I would like to discuss with my colleagues at my school? _____

9. What is ONE thing I would like to find out more about? _____

Oral Communication: Examples of Experiences

- Role plays, interviews
- Oral presentations
- Discussions, debates
- Lectures, speeches
- Drama
- one speaker
- multiple, interacting speakers
- face-to-face/digital participation (oral exchange)

Visual Communication: Examples of Visual Text Types

- Symbols, signs
- Graphs, diagrams
- Leaflets, brochures
- Posters, ads
- Cartoons, comics
- Graphic novels
- Television programmes
- Films
- Music video clips
- Newspapers
- Magazines
- Websites
- Dramatic interpretations

Written Communication: Examples of Text Types

- Short stories, novels
- Biographies, autobiographies
- Diaries, letters
- Cartoons, graphic novels, poetry
- Song lyrics, drama
- Screenplays, ads
- Blogs, emails, websites, brochures
- Leaflets, editorials
- Interviews, magazine articles, reports
- Instructions
- Guidelines

4 Communicative Processes 4 Objectives 4 Sets of Criteria

- Oral Communication: Objective A
 - Visual Interpretation: Objective B
 - Simple visual text to visual text with spoken and/or written text
 - Reading Comprehension: Objective C
 - Writing: Objective D
- NEW!!!

Five Macro-Skills of Language

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Practice & develop all these skills in units!



NEW: Each Communicative Process through Continuum of Six Phases of Language Learning

- Language Objective A: Oral Communication via 6 Developmental Phases as does...
- Language Objective B: Visual Interpretation (NEW) as does...
- Language Objective C: Reading Comprehension as does...
- Language Objective D: Writing!!



Presentation, cont.

- Command Terms (Guide, p. 22) (Activity)
- Global Proficiency Table (Ibid, p. 9)
- Language B Aims (Ibid, p. 13)
- Discussion: What's new? (Activity)
 - Advantages?
 - Disadvantages?

Command Terms

Analyse	Construct Meaning	Evaluate	I den ti fy
Interpret	Recognize	Syn- thesize	Under- stand

Language B Global Proficiency Table

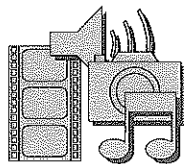
- Holistic statement of:
 - Emergent communicator
 - Capable communicator
 - Proficient communicator
 - All knowledge = Interrelated
 - Development of Whole Person: IB Learner Profile

Language B Aims: What's NEW?

- Develop student's communications skills necessary for study, work and LEISURE...
- Enable student to develop MULTILITERACY SKILLS...
- Foster CURIOSITY, inquiry and a lifelong interest and enjoyment in language learning.
- AIMS: HOLISTIC, ALL-ENCOMPASSING

Discussion: Advantages/Disadvantages

- Six Phases in each Language Continuum
- Four Communicative Processes
- Four Objectives: Alignment with Four Assessment Criteria (A, B, C, D)
- Objective B: Visual Interpretation



UN DESCANSO

Vamos a...



Command term	Answer	Definition
• analyse	A. assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
• construct meaning	B. break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusion.
• evaluate	C. combine different ideas in order to create new understanding.
• identify	D. comprehend the meaning or significance of something and explain it in a different way.
• interpret	E. create an understanding about something; infer and interpret facts, an opinion, an idea or an event that has been read, viewed, listened to.
• recognize	F. identify through patterns or features.
• synthesize	G. provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
• understand	H. use knowledge and understanding to recognize trends and draw conclusions from given information

Table 2: MYP language B 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 phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

IB Networking Session: Language B

CHANGES	ADVANTAGES	DISADVANTAGES
Phases in Continuums		
4 Processes		
Alignment: 4 Objectives & 4 Assessment Criteria		
Objective B: Visual Interpretation		

Activity 4.1

The Language B aims and objectives

In small groups, review the language B aims and look at the language B objectives. Using the table below, discuss which objective addresses each aim and in what way they do so.

Aims	Objectives
<ul style="list-style-type: none"> • develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range 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 and 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 own and other cultures, leading to involvement and action in own and other communities • foster curiosity, inquiry and a lifelong interest and enjoyment in language learning. 	A – Oral communication
	B – Visual interpretation
	C – Reading comprehension
	D – Writing

Presentation: Phase II

- Language B Aims and Objectives (Activity)
(TN Language B Seminar, p. 25)
Unit Planning: Group Work
Language B Continuums (Guide, p. 24-36)
Objective B: Visual Interpretation (Activity)
Grouping (Guide, p. 5, 88)

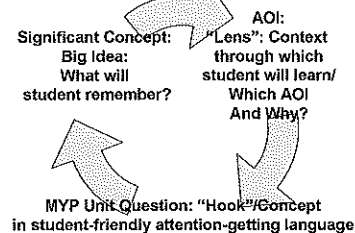
Language B Objectives

- Enable student to be **multiliterate** ("able to understand and use print-based and digital spoken, written and visual text...") through
 - Oral literacy (oracy)
 - Visual literacy (visuacy)
 - Written literacy (literacy)
- Objectives grouped into **three areas** of communication (oral, visual, written) AND
- Organized into **four** communicative **processes**
- Each objective developed through **continuum of six phases**

Activity

Language B Aims and Objectives

Unit Planning (See: Assessment Note to Follow)



Assessment: What's NEW? Alignment: Four Criteria and Four Language B Objectives

- What task will permit student to respond **personally** to unit question in the summative assessment?
- **Student Response:**
 - Respond in written or oral communication OR
 - Show understanding through comprehension of written, oral, or visual texts

Unit Planning in Groups

- Select TOPIC addressing "**leisure**" as stated in communication skills in AIMS (Guide, p. 13).
- Show planning stage one of your unit (**significant concept, AOI, unit question**) and ADD **assessment** component.
- Use given paper and markers.

Continuums: Maps of Sequence of Language Development Phases

- Uses: Diagnostic tool (planning/student placement in groups)
- Planning tool (unit plan)
- Formative assessment tool (planning and monitoring student progress)

Continuums provide:

- Specific **expectations** in each area of communication (4) and in each phase (6), stating **learning targets** to progress to next phase
- **Learning outcomes** (target reached), indicating actions, behaviors, and skills (evidence of knowledge, understanding or acquisition of skill from learning experience)
- Learning outcomes and expectations: **conceptually** and **linguistically appropriate** for that particular phase

Language B Continuums

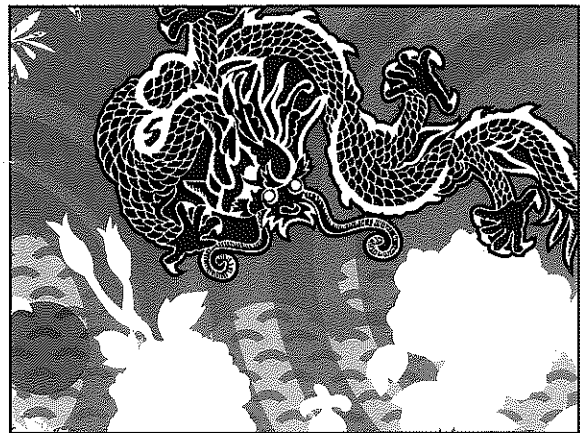
- 4 Continuums represent 3 Areas of Communication
 - Oral communication: listening & speaking
 - Visual communication: viewing and interpreting
 - Written communication: reading comprehension
 - Written communication: writing
- Progression through 6 Phases
 - Appropriate & effective communication in increasing range of social, cultural, & academic contexts AND
 - For increasing variety of audiences & purposes (Guide, p. 25)

Designing Objective B Task: Visual Interpretation

- Visual text & related oral or written text **connected** to **concept** and **context** of unit
- Oral or written text to accompany visual: **appropriate** & sufficiently **challenging difficulty** for Language B phase
- **Task material**: stimulating & rich enough to **provide opportunity to reach highest level** of achievement in the criteria
- Note: **Final assessment text** must be **previously unseen**

Visual Interpretation Activity

- Given visual, work in group and discuss personal perception of depicted material.
- Record group responses (recorder).



Grouping

- **Consider...** "reasonable differentiation and manageable combination of proficiencies in one class"
- **Unacceptable Practice:** Group students in > two phases (too great differences in language proficiency)
- Groupings:
 - **Beginner** students-Phases 1 & 2 class
 - **Intermediate** students-Phases 2 & 3 or 3 & 4 class
 - **Proficient** students-Phases 4 & 5 or 5 & 6 class

Summary

- Language B Guide: Changes
- Assessment and Other items of Importance
- Exit Slip: Reflections
- Closing Remarks

- GRACIAS.

Language B Changes

- 4 Criteria → 4 Continuums
- 6 Phases (Language Development)
- Visual Interpretation (Objective B)
- Listening: NOT a **discrete** item

Assessment: "Best-fit" Approach

- Permits selection of achievement **level** that **best describes** the assessed **work**
- Student doesn't have to achieve against ALL individual descriptor strands in band level to receive overall level in that band
 - **Strong** work: **higher** achievement level in band
 - **Weak** work: **lower** achievement level in band

Exit Slip

- 2 things I learned today
- _____
- _____
- 1 thing I plan to use in my classes
- _____
- Comments:
- _____
- _____

Closing

- Unpack the Guide and learn with your classes!
- Mil gracias.



EXIT SLIP

1. TWO Things I learned today:

2. ONE Thing I plan to use in my classes:

3. COMMENTS:

IB Networking Session: Language B

EXIT SLIP

1. TWO Things I learned today:

2. ONE Thing I plan to use in my classes:

3. COMMENTS:

IB Networking Session: Language B