Language B: What's New?

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Spanish Teacher

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

- Intercultural Awareness
- Communication
- Holistic Learning

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 interconnected 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: __________________
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 thisIB 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
  NEW!!
- Reading Comprehension: Objective C
- Writing: Objective D

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

<table>
<thead>
<tr>
<th>Analyse</th>
<th>Construct</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>Recognize</td>
<td>Synthesize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand</td>
</tr>
</tbody>
</table>

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...
<table>
<thead>
<tr>
<th>Command term</th>
<th>Answer</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse</td>
<td>.......</td>
<td>A. assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.</td>
</tr>
<tr>
<td>construct meaning</td>
<td>.......</td>
<td>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.</td>
</tr>
<tr>
<td>evaluate</td>
<td>.......</td>
<td>C. combine different ideas in order to create new understanding.</td>
</tr>
<tr>
<td>identify</td>
<td>.......</td>
<td>D. comprehend the meaning or significance of something and explain it in a different way.</td>
</tr>
<tr>
<td>interpret</td>
<td>.......</td>
<td>E. create an understanding about something; infer and interpret facts, an opinion, an idea or an event that has been read, viewed, listened to.</td>
</tr>
<tr>
<td>recognize</td>
<td>.......</td>
<td>F. identify through patterns or features.</td>
</tr>
<tr>
<td>synthesize</td>
<td>.......</td>
<td>G. provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.</td>
</tr>
<tr>
<td>understand</td>
<td>.......</td>
<td>H. use knowledge and understanding to recognize trends and draw conclusions from given information.</td>
</tr>
<tr>
<td>Phase 1</td>
<td>Phase 2</td>
<td>Phase 3</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Problem Communicator</td>
<td>Problem Communicator</td>
<td>Problem Communicator</td>
</tr>
<tr>
<td>Competent Communicator</td>
<td>Competent Communicator</td>
<td>Competent Communicator</td>
</tr>
</tbody>
</table>

Table 2: Stages of Language Development Table
<table>
<thead>
<tr>
<th>CHANGES</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phases in Continuums</td>
<td></td>
<td></td>
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<tr>
<td>4 Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment: 4 Objectives &amp; 4 Assessment Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective B: Visual Interpretation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>A -- Oral communication</td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>B -- Visual interpretation</td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>C -- Reading comprehension</td>
</tr>
<tr>
<td>• offer insight into the cultural characteristics of the communities where the language is spoken</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>D -- Writing</td>
</tr>
<tr>
<td>• foster curiosity, inquiry and a lifelong interest and enjoyment in language learning.</td>
<td></td>
</tr>
</tbody>
</table>
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 (visucy)
  - 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. 26)

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