

Statement of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 6 shows some possible statements of inquiry for MYP language acquisition units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Myths, legends and folk tales connect people across the world, using universal themes that express traditions, beliefs and values.	<ul style="list-style-type: none"> • Connections • Theme, point of view, empathy • Identities and relationships 	Myths, legends and folk tales unit
Poetry and song are forms of creative expression that reflect personal, social and cultural experiences over time.	<ul style="list-style-type: none"> • Creativity • Form, meaning, patterns • Personal and cultural expression 	Poetry and song unit
Persuasive texts, for example, in marketing and politics, use language intended to influence our behaviour and decisions.	<ul style="list-style-type: none"> • Communication • Bias, form, function • Personal and cultural expression 	Advertising or media unit
Language plays an important role in promoting sustainable and eco-friendly forms of tourism, and is the key to working collaboratively on efforts to reduce the negative effects of traditional tourism.	<ul style="list-style-type: none"> • Connections • Point of view, function, context, message • Globalization and sustainability 	Ecotourism unit
The language spoken in the street reflects the dynamic social environments in which people make themselves understood.	<ul style="list-style-type: none"> • Culture • Idiom, patterns, meaning • Orientation in space and time 	Language skills focus unit

*Table 6
Example statements of inquiry*

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 7 shows some possible inquiry questions for MYP language acquisition units.

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
<ul style="list-style-type: none"> • What are some elements common to myths, legends and folk tales? • What are the features of a successful advertisement? • What does this personal narrative communicate? • How much slang is there in my language, and how acceptable is its usage? 	<ul style="list-style-type: none"> • What can I learn from a myth? • How can we be persuaded? • How can I relate to this narrative? • How does street language evolve? 	<ul style="list-style-type: none"> • Are myths universally true? • How do advertisements influence our behavior and decisions? • To what extent can my personal narrative interest someone else? • What place does street language have in society?

Table 7

Examples of factual, conceptual and debatable questions

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

Category	Skill indicator
Thinking skills	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Practise empathy.• Use social media networks appropriately to build and develop relationships.
Communication skills	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Use appropriate strategies for organizing complex information.• Understand and use sensory learning preferences (learning styles).
Research skills	<ul style="list-style-type: none">• 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.

Table 8
Examples of language acquisition-specific skill indicators

Well-designed learning engagements and assessments provide rich opportunities for students to practice 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 9 lists some specific ATL skills that students can demonstrate through performances of understanding in language acquisition.

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

Table 9
Examples of language acquisition demonstrations of ATL skills