

# Language acquisition guide

For use from September 2014/January 2015



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## **Middle Years Programme Language acquisition guide**

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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 2014 or January 2015, 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* (May 2014), which includes:

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

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

## Additional resources

Teacher support materials (TSMs) are available in the programme resource centre (<https://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.

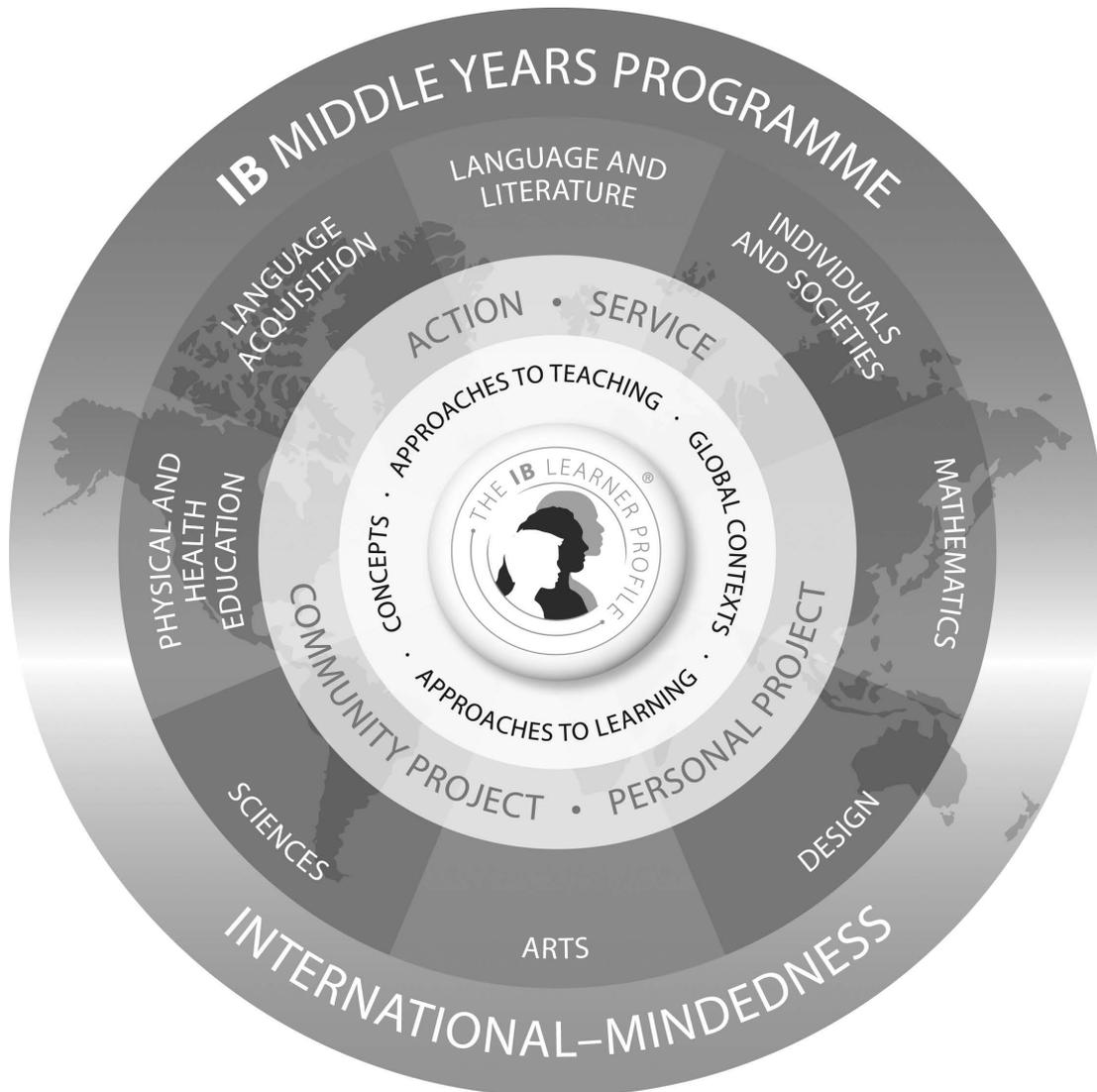
An optional process of externally moderated assessment can lead to **IB MYP course results** for language acquisition, and these results can contribute to the awarding of an **IB MYP certificate**. More information is available in the annual publication *Middle Years Programme Assessment procedures*.

A range of publications that support the MYP are available at the IB store (<http://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.

## 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:

- addresses holistically 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.

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:

- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national and global communities
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips 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 early 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 7. In the MYP, students learn at least 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 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.

- Group 1—studies in language and literature
- Group 2—language acquisition

Students may study one group 1 and one group 2 subject, or two group 1 subjects. The MYP language acquisition subject group and the DP group 2 courses 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.

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 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 further study are multiple; for example, phases 4, 5 and 6 allow for a smooth transition from MYP language acquisition courses to DP group 2 courses—and, for a number of students, to group 1 courses. The MYP framework for the language acquisition subject group reflects the concepts and skills of the presumed knowledge for these DP courses.

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.

MYP language acquisition courses should be planned with consideration of the students' possible pathways to the DP and further study. In IB World Schools that also offer the DP and/or the CP, the courses should

provide clear pathways to the specific language courses on offer. By the end of the MYP language acquisition course, students should be empowered for success in further formal study of languages. 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* (updated August 2012).

Table 1 shows possible IB continuum pathways from MYP through to DP 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 courses.

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

**Table 1**  
*Possible IB continuum pathways*

## 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 may be changed by 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 own and other cultures, leading to involvement and action in 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 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.

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.

The objectives of MYP language acquisition encompass 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 the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing. They are as follows.

- A Comprehending spoken and visual text
- B Comprehending written and visual text
- C Communicating in response to spoken and/or written and/or visual text
- D Using language in spoken and/or written form

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 six phases 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 phase 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 and accuracy.

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 that phase**. All strands of the unit's objectives should also be addressed in the task(s) that are part of that unit.

The objectives for each phase relate directly to the assessment criteria for the corresponding phase 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 Comprehending spoken and visual text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images 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 himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

## B Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text 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 and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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

- read for specific purposes and respond to show understanding
- interpret visual text that is presented with written text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

## C Communicating in response to spoken and/or written and/or visual text

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**, and responding to **spoken, written and visual text in the target language**.

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

- interact and communicate in various situations
- express thoughts, feelings, ideas, opinions and information in spoken and written form
- speak and write for specific purposes.

## D Using language in spoken and/or written form

This objective relates to the correct and appropriate use of the **spoken and 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, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

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

- organize thoughts, feelings, ideas, opinions and information in spoken and written form
- develop accuracy when speaking and writing in the target language.

## Planning a progression of learning

Teaching and learning in the language acquisition subject group is organized into 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.

### Phase-specific language acquisition objectives

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 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:	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:
<b>Objective A: Comprehending spoken and visual text</b>						
i.	identify basic facts, messages, main ideas and supporting details in everyday situations	show understanding of messages, main ideas and supporting details in familiar situations	show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations	evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
ii.	recognize basic conventions	recognize basic conventions	understand conventions	interpret conventions	analyse conventions	interpret the author's choice of style, format and ideas to suit an intended audience and purpose

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
iii.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
<b>Objective B : Comprehending written and visual text</b>						
i.	identify basic facts, messages, main ideas and supporting details	identify basic facts, main ideas and supporting details, and draw conclusions	show understanding of information, main ideas and supporting details, and draw conclusions	construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	analyse and draw conclusions from information, main ideas and supporting details	evaluate and draw conclusions from information, main ideas and supporting details
ii.	recognize basic aspects of format and style, and author's purpose for writing	recognize basic conventions including aspects of format and style, and author's purpose for writing	understand basic conventions including aspects of format and style, and author's purpose for writing	interpret basic conventions including aspects of format and style, and author's purpose for writing	analyse basic conventions including aspects of format and style, and author's purpose for writing	interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>Objective C: Communicating in response to spoken and/or written and/or visual text</b>						
i.	respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations	respond appropriately to spoken and/or written and/or visual text in a wide range of social and academic situations
ii.	interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
iii.	use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations	express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv.	communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.	communicate with a sense of register, purpose and style.
<b>Objective D: Using language in spoken and/or written form</b>						
i.	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	write or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
ii.	organize basic information and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas into a structured text; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices
iii.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.

## Progression along the continuum

For the purpose of planning, teaching and assessment, the language acquisition skills are also mapped on continuums to show clearly the expectations for each phase. Learning targets have been set for each phase, and underneath the expectations are examples of what constitutes evidence to indicate the student is ready to progress to the next phase of learning.

As students progress through the six phases, they are expected to develop the competencies 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 variety 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 understanding, increasing cognitive and skills demands are also set. These are expressed as command terms. Table 2 illustrates this progression along the additional language learning continuum.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
In a limited range of everyday situations	In a limited range of familiar situations	In familiar and some unfamiliar situations	In familiar and unfamiliar situations	In social situations and some academic situations	In social and academic situations
Some aspects of register	Some aspects of register	Appropriate register	Appropriate register	Appropriate register	Appropriate register
A very limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A wide range of interpersonal and cultural contexts

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Use basic vocabulary	Use basic language	Use language accurately	Use language accurately	Use language accurately and effectively	Use oratory technique
Simple short texts	Simple texts	A limited range of texts	A range of texts	A range of texts	A wide range of texts
Interact in simple and rehearsed exchanges	Interact in basic rehearsed and some unrehearsed exchanges	Interact in rehearsed and unrehearsed exchanges	Engage actively	Engage actively	Engage actively
Understand and respond	Understand and respond	Understand and respond	Interpret and respond	Analyse and respond	Evaluate and respond
Identify and recognize	Recognize and understand	Understand	Construct meaning/interpret	Construct meaning/analyse	Evaluate

**Table 2**  
*Progression along the additional language learning continuum*

## Interdisciplinary learning

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

- **integrative**—bringing together concepts, methods, or modes of communication from two or more subject groups, disciplines or established areas of expertise to develop new perspectives
- **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 teaching and learning builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic (inter)disciplinary study and for life in an increasingly interconnected world.

The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines. *Fostering interdisciplinary teaching and learning in the MYP* (2014) contains more information, including a detailed process for planning and recording interdisciplinary units.

MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit for each year of the programme.

Language acquisition offers many opportunities for interdisciplinary teaching and learning. 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).

Interdisciplinary learning can take place through large- and small-scale learning engagements. 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 subject group teachers are responsible for developing meaningful ongoing opportunities for interdisciplinary teaching and learning.

## 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 within a global context 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. Being able to read for comprehension, and critically, are essential aspects of language acquisition.

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.

## Requirements

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

It is a requirement that schools provide sustained 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) sustained across the entire year 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* (April 2008) 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, writing and viewing—and to ensure that units planned provide ample opportunities for students to practise and develop all these skills.

## Phases

Teaching and learning in the language acquisition subject group is organized in 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.
- In most cases, students exiting from phase 4 will have had the equivalent of at least four years of additional language learning.
- 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 students of the language could be grouped in a phase 1 and 2 class together
- intermediate 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. 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.

## 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 **language acquisition continuums** and the **MYP language acquisition global proficiency table** (in this section) are two useful tools for grouping students in their appropriate language courses.

## 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 phase
- achieve the proficiency levels required by the phase at the point of exit from the MYP.

The **language acquisition continuums** 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 assessed using the **language acquisition continuums**, and performances of understanding that have been summatively assessed using the **assessment criteria rubrics** (in the "Assessed curriculum" section), provide crucial evidence of students' progress and achievement.

## Pathways

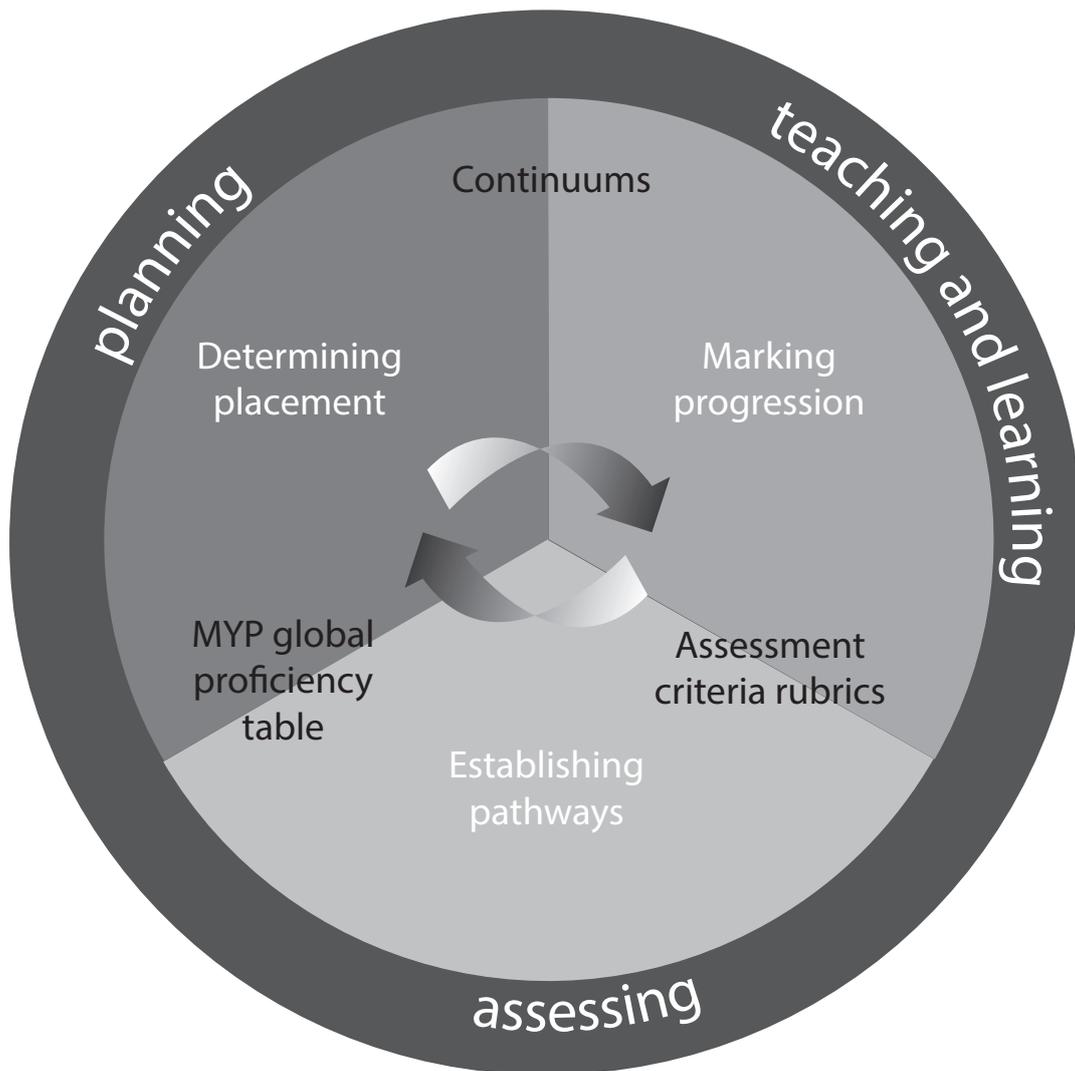
When structuring and planning the course, teachers should keep in mind:

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

## Tools to assist in planning the language acquisition curriculum

The language acquisition continuums, the MYP language acquisition global proficiency table and the assessment criteria rubrics are essential tools for teachers to use when determining placement, marking progression and establishing language learning pathways for their students. The diagram below illustrates at what point in the process of planning, teaching and learning, and assessment these decisions will be made, and the tools that will be most helpful for teachers to use.



**Figure 2**

*Tools to assist in planning the language acquisition curriculum*

## MYP language acquisition global proficiency table

The purpose of the MYP language acquisition global proficiency table (see Table 3 below) 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*.

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 in 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 and are able to adapt aspects of format, register and style of language.	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.	

**Table 3**  
MYP language acquisition global proficiency table

## Language acquisition continuums

The IB recognizes that students in IB World Schools have rich, complex and diverse language profiles. They come to the MYP with a range and variety of language learning experiences. Students may:

- already have knowledge of another language and skills for language learning that they bring to the classroom
- have studied the additional language in their PYP or other primary curriculum and wish to continue studying the same language
- have studied an additional language in their PYP or other primary curriculum but wish to commence the study of another additional language
- be learning in the MYP in a country where the target language is the host language but not the first language of the student
- be learning in the MYP where the medium of instruction at school is the second or third language of the student
- have no previous experience of learning another language prior to starting in the MYP
- have lived in a country where the target language was spoken prior to joining the MYP
- have started in the MYP in a later year (MYP year 2, 3 or 4) and be commencing a new language or continuing with another language studied previously
- have an identified learning support requirement and require special consideration for their language learning.

## Continuums as a tool for planning and monitoring progress

Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process.

*MYP: From principles into practice (May 2014)*

Continuums are useful as:

- a diagnostic tool, to assist teachers in planning language learning experiences and in placement of students in groups
- a formative assessment tool, to monitor and assess students' language progress
- a planning tool, to refer to when designing a unit of work.

The continuums make explicit the specific expectations in each area of communication in each phase. They state the learning targets that can be set for the students to support them to progress to the next phase. The expectations take into account the limited content, context and proficiency in the target language in the earlier phases. Learning outcomes and learning experiences should be **conceptually and linguistically appropriate for that phase**.

The "evidence" list is not exhaustive, nor is it a prescribed list of operations to be performed and assessed. They should be used as indicators or examples of suitable evidence to guide planning of teaching strategies

and learning experiences in the unit, and through which the appropriate concepts and content will be taught. They are indicators of the types of actions, behaviours and skills students will demonstrate as evidence of the knowledge, understanding or skill acquired from the learning experiences.

The developmental phases do not reflect progressions organized by age or year of the MYP. For the reasons listed previously, a student in MYP year 5 may be studying the target language in phase 1 or in phase 6. The overall expectation is a generic statement that encapsulates the expected learning in a broad, holistic sense. This is given in each of the continuum tables that follow in this section.

The three areas of communication (oral, visual and written) are represented by four continuums.

- Listening and speaking
- Viewing and interpreting
- Reading comprehension
- Writing

Oral communication (listening and speaking) is represented on one continuum to emphasize the interactive and reciprocal aspect of this objective, while still allowing for the tracking of listening as a distinct receptive skill.

Visual interpretation is represented on one continuum to acknowledge the close connection between understanding the meaning in visual text and interpreting that meaning to convey ideas or opinions in oral or written form. The focus for this objective is to construct meaning from visual text that is presented with spoken and/or written text.

Students' learning experiences in reading comprehension and writing will involve them in analysing text, engaging with ideas and opinions in the text, structuring their ideas, responding to—and sharing—ideas and opinions, whether orally or in written form, as well as reading for enjoyment in the target language. These two complex skills are represented on separate continuums to facilitate planning and teaching the specific strategies and techniques, as well as comprehensively tracking the development of these two skills.

## Listening and speaking continuum

Phase	One	Two	Three
<b>Specific expectations for the end of the phase</b>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to simple, short spoken texts</li> <li>communicate information in a limited range of everyday situations</li> <li>request and provide information in a limited range of everyday situations</li> <li>use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>use some aspects of register in formal and informal oral communication</li> <li>use basic vocabulary accurately</li> <li>interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to simple spoken texts</li> <li>communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>request and provide information in a limited range of familiar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>use some aspects of register in formal and informal oral communication</li> <li>use basic language accurately</li> <li>interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to a limited range of spoken texts</li> <li>communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations</li> <li>request and provide information in familiar and some unfamiliar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>use language accurately</li> <li>interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>
<b>Evidence</b>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows classroom directions and routines</li> <li>understands basic phrases and expressions and uses them to interact</li> <li>participates in a dialogue about an everyday situation using a model</li> <li>uses gestures, actions, body language and/or words to communicate</li> <li>recognizes some signs and symbols</li> <li>names familiar objects, people and uses words for classroom, school and home routines</li> <li>uses appropriate forms of address, gestures and greetings</li> <li>makes simple statements to describe family members, everyday routines</li> <li>makes a simple presentation with the help of visual aids and a model.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows classroom routines and two-step instructions</li> <li>participates in a dialogue/role play about a familiar situation, without the use of a model</li> <li>listens and shows understanding of the meaning of a song or a simple story told</li> <li>expresses feelings and opinions</li> <li>describes personal experiences and exchanges ideas about topics of personal interest and everyday life</li> <li>understands phrases and expressions for familiar situations and uses them to interact</li> <li>makes a presentation with the help of a model or questions and can answer some simple questions posed by the audience.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows multi-step directions</li> <li>listens and speaks in small-group and whole-class interactions and short talks</li> <li>interacts in pair work, information gap and role-play activities</li> <li>picks out main points in a story, song, or short informational text told</li> <li>retells a story or event shared</li> <li>uses vocabulary for a specific situation or purpose (an invitation, a telephone call)</li> <li>uses language to explain, inquire and compare</li> <li>expresses thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life</li> <li>makes a presentation and can answer some follow-up questions posed by the audience.</li> </ul>

Four	Five	Six
<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand, interpret and respond to a range of spoken texts</li> <li>communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>request and provide information in a range of spoken contexts</li> <li>use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>use language accurately</li> <li>engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand, analyse and respond to a range of spoken texts</li> <li>communicate information, ideas and opinions in social situations and some academic situations</li> <li>request and provide information in a range of spoken contexts</li> <li>use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>use language accurately and effectively</li> <li>engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand, analyse, evaluate and respond to a wide range of spoken texts</li> <li>communicate information, ideas and opinions in social and academic situations</li> <li>request and provide information in a wide range of spoken contexts</li> <li>use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>understand and use appropriate oratory technique</li> <li>engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.</li> </ul>
<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows main points in an announcement</li> <li>listens to others responsively by asking questions about some concrete and abstract topics</li> <li>listens to a story told and shows understanding by anticipating or predicting events and ideas</li> <li>expresses and defends a point of view</li> <li>begins to paraphrase and summarize</li> <li>verbalizes thinking and explains reasons for a story or information heard about topics of personal and some of global significance</li> <li>gives a talk or presentation to small and large groups (about a book read or a film watched) and answers unprepared questions posed by the audience.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows main points in announcements, news reports, talk shows or advertisements</li> <li>listens to a variety of sources for pleasure and information, and shows understanding by reporting back, summarizing and interpreting what was heard</li> <li>uses idiomatic and some colloquial expressions</li> <li>listens to text read or viewed, makes inferences and draws conclusions about events and ideas related to topics of personal and global significance</li> <li>participates in a discussion, individual or group presentation and shares ideas, reflections and opinions with the audience.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>understands main points and some details in TV shows, documentaries, news reports, announcements and advertisements heard</li> <li>interacts comfortably</li> <li>participates in a debate</li> <li>listens to others critically and asks questions</li> <li>uses language to inform, entertain and influence others about topics related to personal interest and global significance</li> <li>uses idiomatic, colloquial and formal language as the purpose and audience require</li> <li>follows a lecture or a presentation and summarizes, makes notes and restructures information</li> <li>watches a film and synthesizes ideas and perspectives presented.</li> </ul>

## Viewing and interpreting continuum

Phase	One	Two	Three
<b>Specific expectations for the end of the phase</b>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>identify basic messages presented in simple visual texts</li> <li>identify main ideas and supporting details in simple visual texts presented with spoken and/or written text</li> <li>identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text</li> <li>recognize basic visual conventions used in texts</li> <li>understand and respond to simple visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand messages presented in visual texts</li> <li>understand main ideas and supporting details in visual texts presented with spoken and/or written text</li> <li>understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>recognize visual conventions used in texts</li> <li>understand and respond to simple visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand information presented in visual texts</li> <li>understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>understand visual conventions used in texts</li> <li>understand and respond to a limited range of visual texts.</li> </ul>
<b>Evidence</b>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages</li> <li>lists some features of the visual text (for example, colour, text layout, sound effects)</li> <li>finds his or her own examples to share understanding.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>makes simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements)</li> <li>lists some features of the visual text (for example, colour, text layout, sound effects, shape, sequence)</li> <li>finds his or her own examples to share understanding.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>make links between the images and the purpose of the text</li> <li>identifies some of the features of the text chosen for a purpose</li> <li>finds his or her own examples to share understanding</li> <li>understands meaning of informational texts using visual images (for example, in brochures, news items, posters) and explains the effect and purpose of the visual elements</li> <li>identifies a point of view in the text.</li> </ul>

	Four	Five	Six
	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>construct meaning from information presented in visual texts</li> <li>construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>interpret visual conventions used in texts</li> <li>understand, interpret and respond to a range of visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>analyse information presented in visual texts</li> <li>analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>analyse specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>analyse visual conventions used in texts</li> <li>understand, analyse and respond to a range of visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>evaluate information presented in visual texts</li> <li>evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>evaluate specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>evaluate visual conventions used in texts</li> <li>understand, analyse, evaluate and respond to a wide range of visual texts.</li> </ul>
	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>explains why some of the features of the text have been chosen for a particular purpose and audience, and explains how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites)</li> <li>finds his or her own examples to share understanding</li> <li>makes inferences from explicit and implicit information.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>views critically and explains why some visual texts are effective and others not (for example, in advertising, posters, newspaper reports)</li> <li>explores how the conventions used in visual texts create literal and symbolic meaning</li> <li>finds his or her own examples to share understanding by describing the effect and meaning.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>finds some of his or her own examples to share understanding by explaining the effect and meaning</li> <li>shares cultural perspectives and explores stereotypes presented in visual texts with written and oral text</li> <li>discusses a wide range of visual language formats, why they were created and the conventions the creator used</li> <li>discusses possible overt and subliminal messages.</li> </ul>

## Reading comprehension continuum

Phase	One	Two	Three
<b>Specific expectations for the end of the phase</b>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• identify basic facts in simple written texts</li> <li>• identify main ideas and supporting details in written texts</li> <li>• recognize basic aspects of format and style</li> <li>• understand and respond to simple written texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• understand basic facts in written texts</li> <li>• understand main ideas and supporting details, and draw some conclusions from written texts</li> <li>• recognize basic aspects of format and style</li> <li>• understand and respond to simple written texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• understand specific information, ideas, opinions and attitudes, presented in written texts</li> <li>• understand main ideas and supporting details, and draw conclusions from written texts</li> <li>• understand aspects of format and style in texts</li> <li>• understand and respond to a limited range of written texts.</li> </ul>
<b>Evidence</b>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts</li> <li>• maybe needs to read multiple times</li> <li>• reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information</li> <li>• reads text of 200–300 words and answers simple questions about it.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• shows an understanding of simple texts by reading and responding to questions or completing activities about the texts</li> <li>• reads text and, for example, classifies, describes, explains, sequences, gives examples</li> <li>• reads text of 400–500 words and answers questions about main ideas and supporting details.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• shows an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts</li> <li>• reads text and, for example, gives examples, explains, illustrates, interprets, compares, retells</li> <li>• reads text of 600–700 words and understands specific information, ideas, opinions and attitudes.</li> </ul>

Four	Five	Six
<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>interpret specific information, ideas, opinions and attitudes, presented in written texts</li> <li>interpret main ideas and supporting details, and draw conclusions from written texts</li> <li>interpret aspects of format and style in written texts</li> <li>understand, interpret and respond to a range of written texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>analyse specific information, ideas, opinions and attitudes, presented in written texts</li> <li>analyse main ideas and supporting details, and draw conclusions from written texts</li> <li>analyse aspects of format and style in written texts</li> <li>understand, analyse and respond to a range of written texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>evaluate specific information, ideas, opinions and attitudes, presented in written texts</li> <li>evaluate main ideas and supporting details, and draw conclusions from written texts</li> <li>evaluate aspects of format and style in written texts</li> <li>understand, analyse, evaluate and respond to a wide range of written texts.</li> </ul>
<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads texts and, for example, paraphrases, summarizes, restates, predicts, interprets, illustrates, reports, concludes</li> <li>reads text of 800–900 words and interprets specific information, ideas, opinions and attitudes.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads texts and, for example, breaks down, compares and contrasts, deduces, infers, illustrates, reorganizes, distinguishes</li> <li>reads text of 900–1,000 words and analyses main ideas, opinions and attitudes, and details in the text</li> <li>lists and explains the effect of the use of various stylistic devices or literary features in the text.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a wide range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads texts and, for example, selects, criticizes, argues, concludes, decides, evaluates, judges, justifies</li> <li>reads text of 1,300–1,500 words and evaluates specific information, ideas, opinions and attitudes.</li> </ul>

## Writing continuum

Phase	One	Two	Three
<b>Specific expectations for the end of the phase</b>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information in a limited range of everyday situations</li> <li>request and provide information in a limited range of everyday situations</li> <li>use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>understand and use basic language conventions accurately</li> <li>use some aspects of register in formal and informal written communication.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>request and provide information in a limited range of familiar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>understand and use basic language conventions accurately</li> <li>use some aspects of register in formal and informal written communication.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information containing relevant ideas and some details in familiar and some unfamiliar situations</li> <li>request and provide information in familiar and some unfamiliar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>understand and use language conventions accurately</li> <li>use appropriate register in formal and informal written communication.</li> </ul>
<b>Evidence</b>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 100–150 words</li> <li>writes simple phrases and sentences about an everyday situation using a model</li> <li>labels familiar objects, people and writes words for classroom, school and home routines</li> <li>makes simple statements to describe family members, everyday routines.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 100–150 words</li> <li>writes a dialogue/role play about a familiar situation, with and without a writing frame or model</li> <li>expresses feelings and opinions in writing in simple format such as postcard, letter, email</li> <li>describes personal experiences and ideas about topics of personal interest and everyday life.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 200–250 words</li> <li>writes short narratives or recounts</li> <li>keeps a journal or diary</li> <li>expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.</li> </ul>

Four	Five	Six
<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>• request and provide information in a range of written contexts</li> <li>• use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>• understand and use language conventions accurately</li> <li>• use appropriate register in formal and informal written communication.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• communicate information, ideas and opinions in social situations and some academic situations</li> <li>• request and provide information in a range of written contexts</li> <li>• use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>• understand and use language conventions accurately and effectively in writing</li> <li>• use appropriate register in formal and informal written communication.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• communicate information, ideas and opinions in social and academic situations</li> <li>• request and provide information in a wide range of written contexts</li> <li>• use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences</li> <li>• understand and use language conventions accurately, effectively and creatively in writing</li> <li>• use appropriate register in formal and informal written communication.</li> </ul>
<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• writes 200–250 words</li> <li>• writes a book report, a review or a simple cause–effect essay, newspaper article</li> <li>• expresses thoughts and explains reasons about topics of personal and some of global significance</li> <li>• writes a formal letter.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• writes 300–400 words</li> <li>• writes a simple discursive or expository essay with the help of a writing frame or model</li> <li>• writes about events and ideas related to topics of personal and global significance</li> <li>• writes a formal letter (for example, to an editor).</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• writes 300–400 words</li> <li>• understands elements of a story and writes his or her own</li> <li>• writes various types of essays with the help of a writing frame or model</li> <li>• writes to inform, entertain and influence others about topics related to personal interest and global significance.</li> </ul>

## 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 sustained 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 4 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**.

Aesthetics	Change	<b>Communication</b>	Communities
<b>Connections</b>	<b>Creativity</b>	<b>Culture</b>	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

**Table 4**  
*MYP key concepts*

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 5 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.

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

**Table 5**  
*Related concepts in language acquisition*

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. However, courses in this subject group should, over time, offer students multiple opportunities to explore all 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 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"> <li>• Connections</li> <li>• Theme, point of view, empathy</li> <li>• Identities and relationships</li> </ul>	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"> <li>• Creativity</li> <li>• Form, meaning, patterns</li> <li>• Personal and cultural expression</li> </ul>	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"> <li>• Communication</li> <li>• Bias, form, function</li> <li>• Personal and cultural expression</li> </ul>	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"> <li>• Connections</li> <li>• Point of view, function, context, message</li> <li>• Globalization and sustainability</li> </ul>	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"> <li>• Culture</li> <li>• Idiom, patterns, meaning</li> <li>• Orientation in space and time</li> </ul>	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.

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

**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"> <li>• Interpret data.</li> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>• Create original works and ideas; use existing works and ideas in new ways.</li> </ul>
Social skills	<ul style="list-style-type: none"> <li>• Practise empathy.</li> <li>• Use social media networks appropriately to build and develop relationships.</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>• Use a range of speaking techniques to communicate with a variety of audiences.</li> <li>• Use appropriate forms of writing for different purposes and audiences.</li> <li>• Read a variety of sources for information and for pleasure.</li> </ul>
Self-management skills	<ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information.</li> <li>• Understand and use sensory learning preferences (learning styles).</li> </ul>
Research skills	<ul style="list-style-type: none"> <li>• Use memory techniques to develop long-term memory.</li> <li>• Seek a range of perspectives from multiple and varied sources.</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li> </ul>

Table 8

*Examples of language acquisition-specific skill indicators*

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

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

Table 9

*Examples of language acquisition demonstrations of ATL skills*

## Subject-specific guidance

The languages offered by the school for study in this subject group may be modern languages or classical languages. If offering a classical language, sign language or revival/heritage language, please refer to the joint publications for these three 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 later phases (phases 4–6), 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 10 gives suggested task types and guidelines for designing assessment tasks to assess progress and achievement of the four objectives in language acquisition.

Task type	Objective	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A comprehension task comprising spoken and visual text in the target language with questions relating to both	Can be used to assess objective A	All questions and answers may be in mother tongue, language of instruction or the target language.	All questions and answers may be in mother tongue, language of instruction or the target language.	All questions and answers must be in the target language.	All questions and answers must be in the target language.	All questions and answers must be in the target language.	All questions and answers must be in the target language.
A comprehension task comprising written and visual text in the target language with questions relating to both	Can be used to assess objective B	Text length should be between 200 and 300 words. All questions and answers may be in mother tongue, language of instruction or the target language.	Text length should be between 400 and 500 words. All questions and answers may be in mother tongue, language of instruction or the target language.	Text length should be between 600 and 700 words. All questions and answers must be in the target language.	Text length should be between 800 and 900 words. All questions and answers must be in the target language.	Text length should be between 900 and 1,000 words. All questions and answers must be in the target language.	Text length should be between 1,300 and 1,500 words. All questions and answers must be in the target language.
An interactive oral task (the number of minutes indicates expected student speaking time)	Can be used to assess objectives C and D	1½–2 minutes	2–3 minutes	3–4 minutes	3–4 minutes	4–5 minutes	4–5 minutes
A writing task	Can be used to assess objectives C and D	Writing piece must be between 100 and 150 words.	Writing piece must be between 100 and 150 words.	Writing piece must be between 200 and 250 words.	Writing piece must be between 200 and 250 words.	Writing piece must be between 300 and 400 words.	Writing piece must be between 300 and 400 words.

**Table 10**  
Suggested task types and guidelines for designing assessment tasks

## 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	Khmer
Chinese	Korean
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 write and read 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 write and read 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 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.

### **B Comprehending written and visual text**

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 including phase 3, and for Japanese Romaji, in phase 1 only.

The number of characters students are expected to read and comprehend has been modified. Please refer to Table 11 in this section.

## C Communicating in response to spoken and/or written and/or visual text

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

## D Using language in spoken and/or written form

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

### Equivalency tables

Phase	Roman alphabetical languages and Arabic	Chinese language	Korean language	Japanese language	Non-Roman alphabetical languages
1	200–300 words	150–250 characters	200–300 characters	100–200 characters	80–240 words
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 11**

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

Phase	Roman alphabetical languages and Arabic	Chinese language	Korean language	Japanese language	Non-Roman alphabetical languages
1	100–150 words	50–100 characters	130–200 characters	100–200 characters	60–120 words
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

**Table 12**

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

## 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 assessment 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.

## D Using language in spoken and/or written form

At the end of phase 3, students should be able to:

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, making communication easy</li> <li>ii. organizes information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; there is a <b>logical</b> structure and cohesive devices add <b>clarity</b> to the message</li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ul>

**Figure 3**  
*Language acquisition objectives and criteria alignment*

## Assessment criteria overview

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

<b>Criterion A</b>	Comprehending spoken and visual text	<b>Maximum 8</b>
<b>Criterion B</b>	Comprehending written and visual text	<b>Maximum 8</b>
<b>Criterion C</b>	Communicating in response to spoken and/or written and/or visual text	<b>Maximum 8</b>
<b>Criterion D</b>	Using language in spoken and/or written form	<b>Maximum 8</b>

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 phases 1 to 6 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: Phase 1

## Criterion A: Comprehending spoken and visual text

### Maximum: 8

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

### Maximum: 8

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li><li>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li></ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion C: Communicating in response to spoken and/or written and/or visual text

### Maximum: 8

At the end of phase 1, students should be able to:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="544 344 1364 409">i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li><li data-bbox="544 432 1364 497">ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li><li data-bbox="544 519 1364 584">iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</li><li data-bbox="544 607 1364 633">iv. communicates with an <b>excellent</b> sense of audience.</li></ul>

## Criterion D: Using language in spoken and/or written form

### Maximum: 8

At the end of phase 1, students should be able to:

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7-8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="547 344 1364 479">i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy</li><li data-bbox="547 501 1364 568">ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b></li><li data-bbox="547 591 1364 620">iii. uses language <b>effectively</b> to suit the context.</li></ul>

## Language acquisition assessment criteria: Phase 2

### Criterion A: Comprehending spoken and visual text

**Maximum: 8**

At the end of phase 2, students should be able to:

- i. show understanding of messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>some</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: comprehending written and visual text

### Maximum: 8

At the end of phase 2, students should be able to:

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</li> <li>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li> <li>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="544 344 1351 409">i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li><li data-bbox="544 432 1351 497">ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author’s purpose for writing</li><li data-bbox="544 519 1351 613">iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li></ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion C: Communicating in response to spoken and/or written and/or visual text

### Maximum: 8

At the end of phase 2, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and <b>some</b> basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="544 344 1364 412">i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li><li data-bbox="544 427 1364 461">ii. interacts <b>confidently</b> in basic structured exchanges</li><li data-bbox="544 477 1364 577">iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in <b>a variety</b> of familiar situations; ideas are relevant, detailed and include examples</li><li data-bbox="544 593 1364 627">iv. communicates with an <b>excellent</b> sense of audience.</li></ul>

## Criterion D: Using language in spoken and/or written form

### Maximum: 8

At the end of phase 2, students should be able to:

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="544 342 1364 517">i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li data-bbox="544 533 1364 633">ii. organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li> <li data-bbox="544 649 1364 683">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Language acquisition assessment criteria: Phase 3

### Criterion A: Comprehending spoken and visual text

**Maximum: 8**

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> understanding of conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. has <b>some</b> understanding of conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. has <b>considerable</b> understanding of conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. has <b>excellent</b> understanding of conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

### Maximum: 8

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> understanding of basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. understands <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. understands <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> understands basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion C: Communicating in response to spoken and/or written and/or visual text

### Maximum: 8

At the end of phase 3, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in familiar and some unfamiliar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience and purpose.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience and purpose.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience and purpose.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in rehearsed and unrehearsed exchanges</li> <li>iii. <b>effectively</b> expresses <b>a wide range</b> of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of audience and purpose.</li> </ul>

## Criterion D: Using language in spoken and/or written form

### Maximum: 8

At the end of phase 3, students should be able to:

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="544 344 1364 517">i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li data-bbox="544 533 1364 636">ii. organizes information and ideas <b>clearly</b>, and uses a range of basic cohesive devices accurately; there is a <b>logical</b> structure and cohesive devices add <b>clarity</b> to the message</li> <li data-bbox="544 651 1364 689">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Language acquisition assessment criteria: Phase 4

### Criterion A: Comprehending spoken and visual text

**Maximum: 8**

At the end of phase 4, students should be able to:

- i. construct meaning and draw conclusions from information, main ideas and supporting details
- ii. interpret conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> constructing meaning from information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> interpreting conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. constructs <b>some</b> meaning and draws <b>some</b> conclusions from information, main ideas and <b>some</b> supporting details</li> <li>ii. interprets <b>some</b> conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>considerable</b> meaning and draws conclusions from information, main ideas and supporting details</li> <li>ii. interprets <b>most</b> conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>extensive</b> meaning and draws conclusions from information, main ideas and supporting details</li> <li>ii. interprets conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

### Maximum: 8

At the end of phase 4, students should be able to:

- i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> constructing meaning by identifying stated information or main ideas and supporting details; is <b>not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> interpreting basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. constructs <b>some</b> meaning from stated and <b>some</b> implied information, main ideas and supporting details; draws <b>some</b> conclusions</li> <li>ii. interprets <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. constructs <b>considerable</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</li> <li>ii. interprets <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>extensive</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</li> <li>ii. interprets basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion C: Communicating in response to spoken and/or written and/or visual text

### Maximum: 8

At the end of phase 4, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- iii. express ideas and feelings, and communicate information in simple and complex texts
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance</li> <li>iii. expresses <b>few</b> ideas and feelings, and communicates <b>minimal</b> information in simple and complex texts</li> <li>iv. communicates with a <b>limited</b> sense of audience and purpose.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. engages <b>to some degree</b> in rehearsed and unrehearsed exchanges to share <b>some</b> ideas on topics of personal and global significance</li> <li>iii. expresses <b>some</b> ideas and feelings, and communicates <b>some</b> information in simple and complex texts; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience and purpose.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. engages <b>considerably</b> in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance</li> <li>iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience and purpose.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and appropriately to spoken and/or written and/or visual text</li> <li>ii. engages <b>confidently</b> in rehearsed and unrehearsed exchanges to share a <b>variety of informative and organized</b> ideas on topics of personal and global significance</li> <li>iii. <b>effectively</b> expresses <b>a wide range</b> of ideas and feelings, and communicates information in simple and complex texts; ideas are <b>relevant</b> and <b>developed</b>, and opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of audience and purpose.</li> </ul>

## Criterion D: Using language in spoken and/or written form

### Maximum: 8

At the end of phase 4, students should be able to:

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas into a structured text; use a wide range of cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> information, and cohesive devices are not used</li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="544 344 1364 483">i. writes/speaks <b>effectively</b> using a range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, making communication easy</li> <li data-bbox="544 501 1364 600">ii. organizes information and ideas <b>clearly into a well-structured text</b>; uses a range of cohesive devices <b>accurately</b>, adding <b>clarity and coherence</b> to the message</li> <li data-bbox="544 618 1364 656">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Language acquisition assessment criteria: Phase 5

### Criterion A: Comprehending spoken and visual text

**Maximum: 8**

At the end of phase 5, students should be able to:

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse conventions
- iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> analysing information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> analysing conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by analysing <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. analyses <b>adequately</b> and draws some conclusions from information, main ideas and supporting details</li> <li>ii. analyses <b>some</b> conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by analysing <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. analyses <b>considerably</b> and draws conclusions from information, main ideas and supporting details</li> <li>ii. analyses <b>most</b> conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. analyses <b>thoroughly</b> and draws conclusions from information, main ideas and supporting details</li> <li>ii. analyses conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

### Maximum: 8

At the end of phase 5, students should be able to:

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> analysing information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> analysing basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by analysing <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. analyses <b>adequately</b> and draws <b>some</b> conclusions from information, main ideas and supporting details</li> <li>ii. analyses <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by analysing <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. analyses <b>considerably</b> and draws conclusions from information, main ideas and supporting details</li> <li>ii. analyses <b>most</b> basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by analysing <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. analyses <b>thoroughly</b> and draws conclusions from information, main ideas and supporting details</li> <li>ii. analyses basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion C: Communicating in response to spoken and/or written and/or visual text

### Maximum: 8

At the end of phase 5, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
- iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
- iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance</li> <li>iii. expresses <b>few</b> ideas, opinions and feelings, and communicates <b>minimal</b> information in various situations</li> <li>iv. communicates with a <b>limited</b> sense of register, purpose and style.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. engages <b>to some degree</b> in rehearsed and unrehearsed exchanges to share <b>some</b> ideas on topics of personal and global significance</li> <li>iii. expresses <b>some</b> ideas, opinions and feelings, and communicates <b>some</b> information in a <b>range</b> of situations; ideas are not always relevant or detailed</li> <li>iv. communicates <b>with</b> some sense of register, purpose and style.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. engages <b>considerably</b> in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance</li> <li>iii. expresses ideas, opinions and feelings, and communicates information in a <b>range</b> of situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of register, purpose and style.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. engages <b>confidently</b> in rehearsed and unrehearsed exchanges to share a <b>variety of informative and organized</b> ideas on a <b>range</b> of topics of personal and global significance</li> <li>iii. <b>effectively</b> expresses a <b>wide range</b> of ideas, opinions and feelings, and communicates information in a <b>wide range</b> of situations; ideas are <b>relevant</b> and <b>developed</b>, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of register, purpose and style.</li> </ul>

## Criterion D: Using language in spoken and/or written form

### Maximum: 8

At the end of phase 5, students should be able to:

- i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
- ii. organize information and ideas; use a wide range of cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with <b>many</b> errors in intonation and pronunciation, affecting fluency and making understanding difficult</li> <li>ii. organizes <b>limited</b> information, and cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with <b>some inappropriate choices</b>; speaks with <b>some</b> errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult</li> <li>ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a range of vocabulary, complex grammatical structures and conventions, <b>generally accurately</b>; speaks with fluency and <b>some</b> errors in intonation, though this does not interfere with comprehensibility</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>range</b> of cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="547 344 1364 479">i. writes/speaks <b>effectively</b> using a range of vocabulary, complex grammatical structures and conventions <b>accurately; occasional errors do not interfere with communication</b>. Speaks with <b>excellent</b> intonation and fluency, making communication easy</li> <li data-bbox="547 501 1364 591">ii. organizes information and ideas <b>into a clear and effective</b> structure; uses a wide range of cohesive devices <b>accurately, enhancing</b> the development of ideas</li> <li data-bbox="547 613 1364 647">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Language acquisition assessment criteria: Phase 6

### Criterion A: Comprehending spoken and visual text

**Maximum: 8**

At the end of phase 6, students should be able to:

- i. evaluate and draw conclusions from information, main ideas and supporting details
- ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
- iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> evaluating information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> interpreting the author's choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by evaluating <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. evaluates <b>adequately</b> and draws <b>some</b> conclusions from information, main ideas and supporting details in social and academic situations</li> <li>ii. <b>adequately</b> interprets the author's choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by evaluating <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. evaluates considerably and draws conclusions from information, main ideas and supporting details in social and academic situations</li> <li>ii. interprets to some degree the author’s choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages considerably with the spoken and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. evaluates <b>thoroughly</b> and draws conclusions from information, main ideas and supporting details in social and academic situations</li> <li>ii. interprets the author’s choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

### Maximum: 8

At the end of phase 6, students should be able to:

- i. evaluate and draw conclusions from information, main ideas and supporting details
- ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
- iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> evaluating information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> interpreting the author's choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>minimally</b> with the written and visual text by evaluating <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. evaluates <b>adequately</b> and draws <b>some</b> conclusions from information, main ideas and supporting details</li> <li>ii. <b>adequately</b> interprets the author's choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>adequately</b> with the written and visual text by evaluating <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions from a global perspective.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. evaluates <b>considerably</b> and draws conclusions from information, main ideas and supporting details</li> <li>ii. interprets <b>to some degree</b> the author’s choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>considerably</b> with the written and visual text by evaluating <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. evaluates <b>thoroughly</b> and draws conclusions from information, main ideas and supporting details</li> <li>ii. interprets the author’s choice of style, format and ideas to suit an intended audience and purpose</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion C: Communicating in response to spoken and/or written and/or visual text

### Maximum: 8

At the end of phase 6, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
- iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
- iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance</li> <li>iii. expresses <b>few</b> ideas, opinions and feelings, and communicates <b>minimal</b> information in various social and academic contexts</li> <li>iv. communicates with a <b>limited</b> sense of register, purpose and style.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. engages <b>to some degree</b> in rehearsed and unrehearsed complex exchanges to share <b>some</b> ideas on topics of personal and global significance</li> <li>iii. expresses <b>some</b> ideas, opinions and feelings, and communicates <b>some</b> information in a <b>range</b> of social and academic contexts; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of register, purpose and style.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. engages <b>considerably</b> in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance</li> <li>iii. expresses ideas, opinions and feelings, and communicates information in <b>a range</b> of social and academic contexts; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of register, purpose and style.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. engages <b>confidently</b> in rehearsed and unrehearsed complex exchanges to share a <b>variety of informative and organized</b> ideas on <b>a range</b> of topics of personal and global significance</li> <li>iii. <b>effectively</b> expresses <b>a wide range</b> of ideas, opinions and feelings, and communicates information in <b>a wide range</b> of social and academic contexts; ideas are <b>relevant</b> and <b>developed</b>, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of register, purpose and style.</li> </ul>

## Criterion D: Using language in spoken and/or written form

### Maximum: 8

At the end of phase 6, students should be able to:

- i. write and/or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique
- ii. organize information and ideas; use a wide range of cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with <b>many</b> errors in intonation and pronunciation, affecting fluency and making understanding difficult</li> <li>ii. organizes <b>limited</b> information, and cohesive devices are not used</li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with <b>some inappropriate choices</b>; speaks with <b>some</b> oratory technique</li> <li>ii. organizes <b>some</b> information and ideas, and uses a range of cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a range of vocabulary, complex grammatical structures and conventions, <b>generally accurately</b>; uses <b>good</b> oratory technique</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>wide range</b> of cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="544 344 1364 479">i. writes/speaks <b>effectively</b> using a <b>wide range</b> of vocabulary, complex grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. Speaks with <b>excellent</b> oratory technique</li> <li data-bbox="544 501 1364 591">ii. organizes information and ideas <b>into a logical and well-structured text</b>; uses a wide range of cohesive devices <b>accurately and effectively</b></li> <li data-bbox="544 613 1364 647">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## MYP eAssessment

Students seeking **IB MYP course results** for language acquisition courses must complete an ePortfolio in which they demonstrate their achievement of the subject group's objectives. For each assessment session, the IB publishes a partially completed language acquisition unit planner (including required assessment tasks) that teachers must develop and deliver in their own contexts. The recommended teaching time for the ePortfolio unit is approximately 20 hours.

The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP language acquisition assessment criteria for year 5. Successful results can contribute to students' attainment of the **IB MYP certificate**.

A process of external moderation assures accurate and consistently applied standards.

Optional eAssessment in language acquisition is offered at three levels, assessed by the teacher using the criteria published in this guide as follows.

- Emergent level—Phase 2 criteria
- Capable level—Phase 4 criteria
- Proficient level—Phase 5 criteria

## Using partially completed unit planners

Partially completed unit planners contain the following completed sections, which must remain unchanged in their development by schools.

- Global context and exploration
- Key concept
- Related concept(s)
- Statement of inquiry
- A factual, conceptual and debatable inquiry question (indicative of additional questions that may be developed and added to by teachers and students)
- Summative assessment task(s)
- Relationship between summative assessment tasks and statement of inquiry

With the exception of emergent level learners, all tasks developed from the unit planners must be linked to the global context for the session.

For language acquisition courses available for IB-validated assessment, partially completed unit planners are published by each examination session for emergent, capable and proficient level learners. The planners provide the parameters of the summative assessment tasks.

Upon their publication, the IB unit plans are to be completed by the teacher responsible for teaching the unit and managing the summative assessment. Where more than one teacher is involved, this should be done collaboratively.

Teachers must ensure that all student work submitted for eAssessment is prepared according to IB requirements. In particular, students and teachers are responsible for understanding all IB academic honesty requirements, especially those relating to authenticity and intellectual property. Teachers must explain clearly to students and parents that all work submitted for school-based assessment—including MYP ePortfolios—must be the candidate’s own authentic and individual work. Teachers must use appropriate means to ensure that each candidate’s work is, in their professional judgment, authentic. If a candidate does submit work for assessment that is not authentic, the school must follow its internal policy for dealing with academic honesty issues.

Plagiarism and collusion are unprincipled breaches of IB regulations, potentially subjecting candidates to consequences for academic misconduct. In addition, inauthentic student work can distort assessment results and potentially disadvantage all students in the school’s cohort by unfairly skewing its moderation sample.

When awarding criterion level totals, teachers must base their judgment of student achievement entirely on the completed candidate work that is to be presented for moderation. Reported achievement levels should not be influenced by the teacher’s previous experience with the candidate or by work that is not represented in the candidate’s ePortfolio.

If more than one teacher is responsible for assessment, an internal standardization process should be used to ensure that all candidates are marked to the same standard. Teachers are encouraged to keep a record of their comments about the candidate’s work to explain the levels they have awarded (especially where marginal judgments are made) as they help the examiner support the teacher’s judgments. Teacher comments should be uploaded with work that is selected as part of the moderation sample. Once criterion level totals have been submitted for all candidates, IBIS will select which ePortfolios must be uploaded for moderation by the IB. The content of each ePortfolio is limited to the summative assessment task(s) required by the IB’s partially completed unit planner for the relevant session.

## Topic list

For language acquisition, the MYP identifies a range of topics that constitute one of the variables that authors consider when they create the partially completed unit planners. 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.

In their local development of the MYP curriculum, schools are not limited to these topics. This list does not constitute the exclusive IB-approved curriculum for MYP years 4–5.

**At emergent level, themes will be independent of the global context developed on the published unit plan.**

**At capable and proficient level, themes are associated with the chosen global context for the eAssessment session.**

Emergent	Capable/Proficient	
My personal world	The world around us	Ideas and issues of global significance*
Self, family and friends Introductions Personal information Descriptions	Personal relationships Appearance and character	Love and friendship Youth Generations and the generation gap Conflict and peace
House and home Pets Extended families	Home life	Migrants and migration Racism and prejudice Social and political structures
Daily activities Dates Telling time	Routines, responsibilities and lifestyles	Rites of passage Beliefs and superstitions Politeness and etiquette
School life and school routine	School life and school matters Peer pressure	Education Matters of equality, access and inclusion
Weekend and leisure activities Weather Seasons Clothing	Sports, pastimes and entertainment Inventors and inventions Fashion	New technologies Science and technology Sports and ethics Drugs
Culture of food, eating and drinking Healthy choices	Food, health and fitness Taking care of myself and others	Health and well-being Medicine and ethics Poverty and famine
My neighbourhood and community	City life and rural life The environment Taking care of my neighbourhood Natural disasters	Community life and service as action Social justice The global village Global conservation initiatives Global warming
Celebrations and traditions Special days and festivals Food for special occasions	Cultural and intercultural connections Culture and identity Social and religious events	Cultural diversity Stereotypes Discrimination

Emergent	Capable/Proficient	
My personal world	The world around us	Ideas and issues of global significance*
The World Wide Web Language tools online	The role of the internet	e-learning 21st-century skills The world of work
In and around town Travel and transport Shopping—transacting and interacting in different places	Holidays Studying and living abroad Traveller abroad scenarios Travel and tourism	Our future Ecology Sustainability Conservation
Pen pals and the (Spanish/ French/Chinese/Arabic/English/ Dutch/Indonesian/Italian/Hindi/ German)-speaking world	Personal narratives and storytelling Myths, legends and folk tales Personal histories and journeys	Writer's craft Poetry and song Novel and film study
Language First language and additional language connections Language-learning skills Facts and artifacts of the target language and culture	Media Advertising Reporting on the news Current affairs and past events Bias in the media	Oratory as a genre for personal, social and political communication World events and issues Propaganda Censorship

\*Current matters and future scenarios that have an impact at a regional, national and/or international level

## Assessment tasks

There are four distinct summative assessment tasks for ePortfolios in language acquisition.

### Task 1: Aural comprehension task

This task is assessed against all strands of criterion A (Comprehending spoken and visual text). The spoken and visual texts and comprehension questions are selected and developed by the school and are unseen/unheard by the student in advance of the assessment. The texts chosen should be appropriate to the students' phase of language acquisition and allow achievement at the highest levels of criterion A. The texts chosen must be linked to each other and to the global context for the session (with the exception of emergent level texts). One of the texts must contain one or more visual element(s).

The questions and responses must be in written form and emphasis should be placed on the students' ability to communicate their understanding rather than on how accurately they use the target language. The questions must address all texts. There is no time limit prescribed for the completion of this task, and students may listen to the audio text as many times as required.

For each of the phases, the following conditions apply.

	Emergent	Capable	Proficient
<b>Number of texts</b> *at least one must contain visual element(s)	1 or 2	1 or 2	2 or 3
<b>Total length of spoken text</b>	5 minutes	7 minutes	10 minutes
<b>Question and response language</b>	May be in mother tongue, language of instruction or target language	Must be in target language	Must be in target language

## Task 2: Written comprehension task

This task is assessed against all strands of criterion B (Comprehending written and visual text). The written and visual texts and comprehension questions are selected and developed by the school and are unseen/unheard by the student in advance of the assessment. The texts chosen should be appropriate to the students' phase of language acquisition and allow achievement at the highest levels of criterion B. The texts chosen must be linked to each other and to the global context for the session (with the exception of emergent level texts). One of the texts must contain one or more visual element(s). For proficient level only, one of the texts must be literary in nature.

The questions and responses must be in written form and emphasis should be placed on the students' ability to communicate their understanding rather than on how accurately they use the target language. The questions must address all texts.

For each of the phases, the following conditions apply.

	Emergent	Capable	Proficient
<b>Number of texts</b> *at least one must contain visual element(s)	1 or 2	1 or 2	2 or 3 *one must be a literary text
<b>Total length of written text</b>	Roman alphabetical: 400–500 words  Chinese: 250–400 characters  Non-Roman alphabetical: 240–400 words	Roman alphabetical: 800–900 words  Chinese: 600–700 characters  Non-Roman alphabetical: 560–720 words	Roman alphabetical: 900–1,000 words  Chinese: 700–850 characters  Non-Roman alphabetical: 720–800 words
<b>Question and response language</b>	May be in mother tongue, language of instruction or target language	Must be in target language	Must be in target language

### Task 3: Interactive oral task

This task is assessed against all strands of criterion C (Communicating in response to spoken and/or written and/or visual text) and criterion D (Using language in spoken and/or written form). The six tasks will be created by the IB and published in the partially completed unit planner for each examination session.

The interactive oral must take place between the student and the teacher on an individual basis and the tasks must not be seen by the student prior to the assessment. Each task will be presented in a different format consisting of one written text, one visual text and one written–visual text.

A 10-minute preparation period should precede the recording of each student’s interactive oral. During this time, students must decide which **one** of the tasks they wish to discuss. They may make notes to refer to during the recording.

Teachers should ensure that the conversation allows students to demonstrate communication skills at the highest levels of achievement for criteria C and D and that the student speaks for the required length of time. The audio recording must be a single, genuine and uninterrupted conversation and should be of good quality with minimal background noise.

For each of the phases, the following conditions apply.

	Emergent	Capable	Proficient
<b>Preparation time</b>	10 minutes	10 minutes	10 minutes
<b>Total length of recording</b>	5 minutes—of which 2–3 minutes must be the student speaking	6 minutes—of which 3–4 minutes must be the student speaking	7 minutes—of which 4–5 minutes must be the student speaking

### Task 4: Writing task

This task is assessed against all strands of criterion C (Communicating in response to spoken and/or written and/or visual text) and criterion D (Using language in spoken and/or written form). The tasks will be created by the IB and published in the partially completed unit planner for each examination session.

Each task will be presented in a different format with one written text, one visual text and one written–visual text, which must not be seen by the student prior to the assessment. Students choose **one** text to respond to—it is not necessary that all students in a class or school complete the same task. The writing task may be literary (for example, writing a short story) or non-literary (for example, writing an article, letter, editorial, speech, brochure or essay).

The work produced should be entirely the student’s own with no formative input from others. If the task is completed using word processing software, **all spellcheckers should be disabled**. There is no time limit for the completion of this task.

For each of the phases, the following conditions apply.

	Emergent	Capable	Proficient
<b>Word range</b>	Roman alphabetical: 100–150 words  Chinese: 100–150 characters  Non-Roman alphabetical: 80–140 words	Roman alphabetical: 200–250 words  Chinese: 250–350 characters  Non-Roman alphabetical: 160–220 words	Roman alphabetical: 300–400 words  Chinese: 350–400 characters  Non-Roman alphabetical: 220–280 words

## Planning for assessment

Teachers are responsible for choosing the written, visual and audio texts required for tasks 1 and 2 and for creating questions that allow achievement at the highest levels of the appropriate criterion. A markscheme should be created for each of these tasks.

It is not necessary for ePortfolio tasks to be completed consecutively or in a particular order. However, for all tasks, students should be made aware of the date, time and location of their assessments. Teachers should ensure that students are aware of the specific expectations of each task, the assessment criteria and the achievement levels against which their work will be assessed.

The following conditions must be maintained for all of the assessments.

- All assessments must be completed under direct teacher supervision. Students must not communicate or collaborate with each other during any of the assessments.
- The **use of dictionaries or digital aids is not permitted in any task**; if the task is word processed, **spellcheckers must be disabled**.
- The interactive oral must take place between the student and the teacher on an individual basis.
- Every effort should be made to ensure the recording of the interactive oral is of a good quality with minimal background noise.
- Teachers must ensure that all material used for the aural and written comprehension tasks is fully acknowledged.
- Students must not have access to or see any assessment material in advance of any task.
- Schools must put measures in place to prevent communication between students who have performed and assessment task and those who are yet to do so.

## 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 ePortfolio 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 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.
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.
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
<b>Accent</b>	Accent refers to the pronunciation of a language, usually in a geographical or socio-economic context in a first language. It encompasses spoken communication. In a target language, the first language accent may influence accent in the target language.
<b>Argument</b>	Argument refers to the coherent backdrop of reasoned text that may or may not involve disagreement, debate or persuasion.
<b>Audience</b>	Refers to whomever a text or performance is aimed at: the reader, the listener, the viewer.
<b>Bias</b>	Bias refers to a conscious distortion or exaggeration, which usually expresses prejudice or partiality.
<b>Context</b>	The social, historical, cultural and workplace settings in which a text or work is produced.
<b>Conventions</b>	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.
<b>Empathy</b>	Empathy refers to an attitude of understanding, an emotional identification with a person, character, argument or situation.
<b>Form</b>	Form refers to the linguistic shape communication may take. It is the mould that is filled with linguistic content.
<b>Function</b>	Function refers to the purpose and/or use of communication.
<b>Idiom</b>	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.
<b>Inference</b>	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".
<b>Meaning</b>	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.
<b>Message</b>	A communication in writing, speech, verbal or non-verbal language. The message can also be an underlying theme or idea.
<b>Patterns</b>	Patterns refers to use of language and style, which can be functional, decorative or social. They reflect the unique characteristics of a language.

Related concept	Definition
<b>Point of view</b>	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.
<b>Purpose</b>	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.
<b>Structure</b>	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)
<b>Stylistic choices</b>	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).
<b>Theme</b>	Theme refers to a dominant subject, thread or idea that is conveyed through a text form.
<b>Voice</b>	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 his or her attitude, personality, and character.

## References

Baldick, C. 2008. *The Concise Oxford Dictionary of Literary Terms*. UK. Oxford University Press.

Cambridge Dictionaries Online: <http://dictionary.cambridge.org/>.

Collins Dictionary online: <http://www.collinsdictionary.com/>.

Oxford Dictionary online: <http://oxforddictionaries.com/>.

## Language acquisition glossary

Term	Definition
<b>Accuracy</b>	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.
<b>Aspects of style</b>	The use of literary devices such as register, tone, alliteration, onomatopoeia, exaggeration, genre, metaphor, simile, and so on.
<b>Cohesive devices</b>	The grammatical and/or lexical items that give coherence to the text as a whole, as well as punctuation and paragraphing.
<b>Communication</b>	<p>Oral communication encompasses all aspects of <b>listening</b> and <b>speaking</b>. 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.</p> <p>Visual communication encompasses all aspects of <b>viewing</b> 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.</p>

Term	Definition
<b>Communication</b> (continued from previous page)	<p>Written communication encompasses all aspects of <b>reading</b> and <b>writing</b>. 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 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.</p> <p><b>Note:</b> The examples above do not constitute a definitive list, and teachers may wish to incorporate other text types into classroom practice.</p>
<b>Constructing meaning</b>	<p>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.</p>
<b>Context</b>	<p>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.</p>
<b>Continuum</b>	<p>A tool to identify and map a student's language development.</p> <p>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.</p>
<b>Critical literacy</b>	<p>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.</p>

Term	Definition
<b>Critical stance</b>	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 his or her own ideas in response to the text.
<b>Critical thinking</b>	Specific cognitive skills, such as analysing and interpreting, used to consider ideas, arguments and points of view, and to reach a conclusion.
<b>Digital text</b>	Text read or viewed by electronic means.
<b>Format</b>	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.
<b>Genre</b>	Genre refers to a style, category or type of literature that can be further categorized into fiction and nonfiction.
<b>Graded readers</b>	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.
<b>Grammar</b>	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.
<b>Infer</b>	To go beyond information in a text to identify what may be thought, expressed or considered correct.
<b>Language</b>	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.
<b>Language conventions</b>	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.
<b>Language of instruction</b>	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.
<b>Literary and non-literary texts</b>	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.

Term	Definition
<b>Literature</b>	The definition of literature varies between different cultures and languages. In most cultures, literature includes poetry, prose (short stories and novels), mythology and 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).
<b>Mode</b>	The medium used to communicate the 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.
<b>Mother tongue</b>	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. For the purpose of the MYP, “mother tongue” includes both these definitions, 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.
<b>Multilingualism</b>	A term used to describe complex, rich, dynamic language portraits that include a range of abilities/proficiencies in more than one language.
<b>Multiliteracies</b>	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.
<b>Multimodal text</b>	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).
<b>Oracy</b>	The ability to speak, and to understand spoken language.
<b>Oratory technique</b>	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).
<b>Phase</b>	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.
<b>Print-based text</b>	Text read or viewed by paper means.
<b>Proficient</b>	Able to use a discrete skill successfully, in context, according to established criteria.

Term	Definition
<b>Pronunciation</b>	Clarity of articulation, not accent.
<b>Recognize</b>	Identify through patterns or features.
<b>Register</b>	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”.
<b>Sense of audience</b>	Sense of audience is linked to register. This refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.
<b>Situation</b>	<p>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.</p> <p>Everyday situations include classroom routines and activities, family life and home routines.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Social situations may be in the classroom, the playground, the home, participating in a drama, a role play or dialogue, an interview, a celebration.</p> <p>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.</p>
<b>Style</b>	Style refers to the manner in which the author of the text has used language to suit his or her purpose or intention. This can include the author’s use of vocabulary, grammar, register, syntactical elements and literary devices.
<b>Target language</b>	The language being studied.
<b>Text</b>	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.

Term	Definition
<b>Transitional devices</b>	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.
<b>Understand</b>	Comprehend the meaning or significance of something and explain it in a different way.
<b>Viewed</b>	Able to be seen, shown or looked at for display, scrutiny or critical consideration.
<b>Visual context</b>	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?
<b>Visual convention</b>	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.
<b>Visual literacy</b>	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.
<b>Visual text</b>	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.
<b>World literature</b>	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
<b>Analyse</b>	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.).
<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations.
<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
<b>Synthesize</b>	Combine different ideas in order to create new understanding.

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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