International Baccalaureate
Baccalauréat International
Bachillerato Internacional

International Baccalaureate Career-related Certificate

Language portfolio

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

International Baccalaureate Career-related Certificate

Language portfolio

International Baccalaureate Career-related Certificate
Language portfolio

Published August 2012

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Phone: +44 29 2054 7777
Fax: +44 29 2054 7778
Website: www.ibo.org

© International Baccalaureate Organization 2012

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of the IB, or as expressly permitted by law or by the IB's own rules and policy. See http://www.ibo.org/copyright.

IB merchandise and publications can be purchased through the IB store at http://store.ibo.org. General ordering queries should be directed to the Sales and Marketing Department in Cardiff.

Phone: +44 29 2054 7746
Fax: +44 29 2054 7779
Email: sales@ibo.org

International Baccalaureate, **Baccalauréat International** and **Bachillerato Internacional** are registered trademarks of the International Baccalaureate Organization.

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.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

© International Baccalaureate Organization 2012

Contents

Introduction to the language portfolio 1
The portfolio: A brief summary 3
Section 1: Profile 4
Section 2: Experiences 8
Section 3: Evidence 9

Appendices 10

Appendix 1: Self-assessment 10
Appendix 2: Language and culture 14
Appendix 3: Language B objectives 15
Appendix 4: Language development progress form 21

Introduction to the language portfolio

Language development encourages students to improve or develop their language proficiency in a language other than their best language or mother-tongue language. Language development can be accessed by students in a variety of ways including, but not limited to, a timetabled course, an online course or as a monitored self-study. Further information about language development can be found in the IBCC *Core guide* (2012).

All IBCC students are required to maintain and complete a language portfolio as evidence of their engagement with language development. The language portfolio is used to chart a student's progress in developing language skills and intercultural experiences while providing an opportunity for students to develop reflective practice.

The language portfolio is for private use by students to reflect on their learning; it is not a formally assessed document. However, students may use the language portfolio as evidence of, and engagement with, their target language to present to a prospective employer or educational institution. Students are required to continually update their language portfolio during language development as a means of providing evidence of language learning. The language portfolio can be created and maintained online or as a journal or file.

The language portfolio consists of three sections: "Profile", "Experiences" and "Evidence". Each component of the language portfolio has a vital role in assisting students to understand their level of language competency, reflect on their language learning and intercultural skills, and provide evidence of developing language skills.

The "Profile" section of the language portfolio encourages students to identify their language learning through the use of the language phases and language objectives given in the MYP *Language B guide* (2012). At the start of language development, students map their language skills against the language phases to identify their current language abilities. By self-assessing against the language phases, students are also assisting their teacher/supervisor in determining the correct entry point for language development.

Through an understanding of the language objectives, students will be able to identify both short-term and long-term goals in their language development. At the conclusion of their language development, students use the language objectives to demonstrate progress in their target language.

The "Experiences" section of the language portfolio allows students to document their journey in language development. This section should incorporate a variety of reflections on the activities/tasks/assessments they have engaged in, their learning experiences, their understanding of other cultures, and their future goals with the target language. This section of the language portfolio should demonstrate that the student has actively engaged in language development.

The "Evidence" section of the language portfolio requires students to document their work and achievements in language development. Evidence that would form a selection of developmental markers could include, but is not limited to, examples of tasks and assessments, letters, emails, certificates and letters of acknowledgment.

There should be consultations between students and language development teachers or supervisors, where each student's language development progress is discussed and appropriate encouragement and advice is given. These consultations should be briefly documented on a simple progress form (see "Appendix 4") and placed in the student's language portfolio. If any concerns arise, especially about whether a student

will successfully complete the language development requirement, these should be noted in the language portfolio and appropriate action should be taken at the earliest opportunity. The language development teacher or supervisor should check the language portfolio regularly.

The language portfolio demonstrates ability, engagement and evidence of language development. Students should be encouraged to ensure that the language portfolio is up to date, relevant, reflective and comprehensive. It would be a valuable addition to a student's résumé for a prospective employer or educational institution.

Although not formally assessed, the IB may require a sample of language portfolios from a school at the completion of the IBCC to show evidence of language development.

The portfolio: A brief summary

Section 1: Profile

Students about to engage with language development are encouraged to construct a personal language and cultural profile. To do this, students should:

- use the self-assessment language proficiency table (see "Appendix 1") to identify in which phase they will commence language development
- complete a language and culture questionnaire (see "Appendix 2")
- identify their goals in language development using the language B objectives (see "Appendix 3").

Section 2: Experiences

In this section of the language portfolio, students compile a journal of reflections on the work completed, including tasks and assessments. Students should also engage in reflection on the target language and cultural aspects of societies where the language is spoken.

Section 3: Evidence

In this section of the language portfolio, students document their achievement in language development using examples of tasks and assessments, certificates, emails, letters of acknowledgment and any other forms of evidence that would form a selection of developmental markers.

Section 1: Profile

Language proficiency

In order to provide guidance to students and teachers or supervisors on a student's language abilities, the language development component of the IBCC core uses the MYP language B global proficiency table from the MYP *Language B guide* (2012). The purpose is to provide teachers and students with statements indicating what a student should be able to do by the end of a language phase. The table indicates the standards in successive phases of receptive, productive and interactive competencies and provides holistic statements of an emergent communicator, a capable communicator and a proficient communicator. The characteristics of a communicator in each of the phases are described. The table is both a reference and a tool in that it states the language proficiency acquired in a broad sense.

Note: For examples of student profiles and case studies relating to the phases described in Table 1, please see the teacher support material that accompanies the MYP *Language B guide* (2012). In the context of language development, any reference to language B is the target language.

Table 1

Proficient communicator	Phase 6	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.
	Phase 5	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.

Capable communicator	Phase 4	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.
	Phase 3	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.
Emergent communicator	Phase 2	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.
	Phase 1	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.

The following steps outline how the "Profile" section of the language portfolio should be created.

Step 1

At the beginning of language development, students should self-assess their language proficiency in their target language using the self-assessment language proficiency table (see "Appendix 1"). This table is constructed to be user-friendly for students and to help them identify their strengths in the target language.

The self-assessment language proficiency table helps identify the phase at which each student will commence language development. Students who are starting a new language for the first time should indicate this on the self-assessment table in the "Comments" section. By doing so, students are confirming that they will be endeavouring to achieve phase 1 by the completion of their language development.

In consultation with the student, the language development teacher or supervisor should ensure that, as far as possible, students are placed in a phase that:

- is most suited to the student's needs
- provides the opportunity for the student to optimally develop the target language
- provides the student with an appropriate academic challenge.

The self-assessment language proficiency table should be placed in the "Profile" section of the student's language portfolio.

Step 2

Students should complete a questionnaire on their language(s) and culture(s) (see "Appendix 2"). This questionnaire provides the students with a place to identify their language(s), draw conclusions about their language(s) and culture(s), and set some initial goals for language development.

Step 3

To assist teachers and students, IBCC language development utilizes the MYP language B objectives (see "Appendix 3") as outlined in the MYP *Language B guide* (2012).

The objectives allow a student to clearly identify what they would like to accomplish by the end of language development. Through understanding the objectives, a student is able to identify both short-term and long-term goals in language development. Therefore, the objectives can only be used after the student has self-assessed and placed himself or herself in one of the phases.

By the end of their language development, students should be able to identify the objectives they have attained. This helps both student and teacher or supervisor understand what the student has been able to accomplish in language development.

The objectives are organized into four communicative processes. The following is adapted from the MYP *Language B guide* (2012).

1. Oral communication

This objective encompasses all aspects of listening and speaking. It refers to the student constructing meaning through the process of internalizing meaning and articulating thoughts using speech in a variety of ways in the target language. The student is expected to be able to listen and respond, interact socially and speak for specific purposes.

2. Visual interpretation

This objective involves the student in interpreting and constructing meaning from visual texts (such as posters, maps, graphics, films) to understand how images presented with oral and written text interact to convey ideas, values and attitudes. Engaging with visual 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 is expected to be able to interpret, and engage with, visual text that is presented with spoken and written text and to support his or her opinion and personal response with evidence and examples from the text.

3. Reading comprehension

This objective refers to enabling the student to construct meaning from written texts by making inferences and interpretations. Engaging with written text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the written text. The student is expected to be able to understand information, interpret, and engage with, written text and to support his or her opinion and personal response with evidence and examples from the text.

4. Writing

This objective relates to the developmental process of writing. The student is expected to be able to organize and express thoughts, feelings, ideas, opinions and information in writing, write for specific purposes and develop accuracy when writing in the target language.

For more information on the objectives, refer to "Appendix 3" and the MYP *Language B guide* (2012).

Section 2: Experiences

In this section of the language portfolio, students reflect on their learning during language development. This section of a student's language portfolio should be insightful, thoughtful and authentic. Its success relies on a good understanding of the methods and benefits of reflection.

Being reflective is one of the attributes of the IB learner profile:

> They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Students should reflect in order to:

- recognize the learning practices best suited to them
- create links between what they are learning and how they can use what they learn
- create links between the target language and cultural aspects of societies where the language is spoken
- create links between their own language(s) and culture(s) and that of the target language.

Reflection involves students thinking about their experiences. Reflections should be an expression of their thoughts, ideas and insights. By reflecting on what they do, how they do it, and what impact it has on them and on others, their learning and understanding is enhanced. Reflection can lead to better problem-solving abilities, higher cognitive processes and greater depth of understanding.

Reflection needs to be developed. Students require support, feedback and guidance in developing the ability to reflect. Teachers are, therefore, encouraged to demonstrate and explain how reflection can be a positive experience in the student's learning, and also explain the many different models and approaches to reflection. A teacher or supervisor for language development can assist the student by asking guiding questions to encourage reflection.

The content and length of a reflection should match the significance of the particular activity to the student. While it is important to encourage students to make an early start on reflecting on their language development activities for their language portfolio, students should focus on experiences that mean something to them. Reflections do not need to be conducted after every task or activity. Instead, reflection should take place when the student feels that something is worth reflecting on. To do this, they will need guidance to recognize those moments until they become proficient in their own right. However, students must complete a final reflection at the conclusion of their language development.

There are numerous ways to conduct reflection. For some students, writing is the best tool for reflection. However, they could also create podcasts, videos, poems, letters, comic strips, collages, blogs, or use any other media that students find most suitable for reflection. Students should take the time to look back over the reflections that they have made since they may enlighten current and future thoughts.

Students and teachers should collaborate on how best to incorporate a student's reflection into their language portfolio. In the case of reflection through a live performance—or other oral-based forms—a brief note of explanation by the student, teacher or supervisor would suffice as a record of a student's reflection.

Section 3: Evidence

The "Evidence" section of the language portfolio requires students to document their language development. Students are encouraged to keep examples of their work as a reminder of the activities engaged in, as well as evidence of engagement with language development. Further, the evidence collected is important as it acts as developmental markers in language development.

Evidence can be in the form of, but is not limited to, examples of tasks and assessments, letters, emails, certificates and letters of acknowledgment.

Students should create a contents page in this section of their language portfolio to record what they have collected, and when. Students should also identify, on the contents page, the pieces of evidence associated with a reflection; these should be placed in the "Experiences" section of the language portfolio.

Appendix 1: Self-assessment

The table on pages 11–13 indicates the receptive, productive and interactive language proficiencies for each phase. Students conduct a self-assessment at the beginning of language development by selecting one box from each of the three communicative competencies to identify what they can do in the target language. This helps to provide a starting point for the student and teacher or supervisor.

Students who are starting a new language for the first time should indicate this in the "Comments" section. By doing so, students are confirming that they will be endeavouring to achieve phase 1 by the end of their language development.

It is not necessary to complete this table again at the completion of the language development, except for those students who are working towards phase 1, which is the required minimum achievement for language development.

Students are not expected to move from one phase to the next by completion of their language development. However, students should demonstrate development in a particular phase.

Receptive	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
When I listen, read or view, I can:	• understand simple phrases, statements and questions • identify basic messages, facts, opinions, feelings and ideas.	• understand simple spoken and written texts • identify messages, facts, opinions, feelings and ideas.	• understand a limited variety of spoken and written texts • understand specific information, main ideas and some detail.	• understand a variety of spoken and written texts • interpret specific information, main ideas and some detail • draw conclusions • recognize implied opinions and attitudes.	• understand a wide range of spoken and written texts • analyse specific information, ideas, opinions and attitudes • infer information, draw conclusions • recognize implied opinions and attitudes.	• understand a comprehensive range of spoken and written texts • evaluate important information, details and ideas • analyse information, draw conclusions • make inferences about implied ideas, opinions and attitudes.

Productive	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
When I speak or write, I can:	• respond to simple phrases, statements and questions • show my comprehension with simple oral and written phrases • convey basic information in a limited range of everyday situations.	• respond to simple spoken and written texts • demonstrate my comprehension in short oral and written form • share information in a limited range of familiar situations.	• engage in conversation • demonstrate my comprehension in a limited range of oral and written forms • write structured text to express my ideas, opinions and experiences on a range of familiar and some unfamiliar situations.	• engage in conversation • communicate substantial information containing relevant and developed ideas and justified opinions • write structured text to share informative and organized ideas on topics of personal interest and global significance.	• engage actively in conversations in social and some academic situations to contribute substantial information • communicate my understanding and opinions by organizing information and ideas into a clear and effective structure • respond and react to questions and ideas in a range of spoken, visual and written texts.	• engage actively in conversations in social and academic situations to contribute substantial information • communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure • give detailed analysis and explanation in social and academic situations.

Interactive	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
When I communicate with others, I:	• am aware that language use is connected to a purpose and an audience.	• am aware that language varies according to purpose and audience.	• understand that I can speak and write in different ways for different purposes and audiences.	• can identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	• can interpret aspects of format and style, and am able to adapt register and style of language to suit the context.	• can interpret format and style, and am proficient in adapting register and style of language to suit the context.

Comments

Appendix 2: Language and culture

At the beginning of language development, students should create a personal language and cultural profile by completing a language and culture questionnaire.

Questions to consider could include, but are not limited to, the following.

What language(s) do you use?	
Identify your language phase for each language you communicate in.	
What can you do and not do with your language(s)?	
What is your cultural background?	
Do you belong to more than one culture?	
What language(s) are spoken in your culture(s)?	
Do you have friends from a different cultural background?	
How do you feel when you encounter different cultural experiences?	
What do you believe is the relationship between language and culture?	
Why is learning another language considered so important?	
What language(s) other than your own have you previously studied?	
What language will you study in language development?	
Why have you chosen that specific language for language development?	
How do you think you will use your target language in the future?	
What challenges do you feel you may encounter in your language studies?	
How will you meet these challenges?	

Appendix 3: Language B objectives

The objectives for each phase are identified in the following table. This table should be used to identify the student's goals by completion of language development.

For more information on the objectives, refer to the MYP *Language B guide* (2012).

Phase 1 objectives

A Oral communication	**B Visual interpretation**	**C Reading comprehension**	**D Writing**
At the end of phase 1, the student should be able to: • understand and respond to simple, short spoken texts • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic vocabulary accurately • interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	At the end of phase 1, the student should be able to: • identify basic messages presented in simple visual texts • identify main ideas and supporting details in simple visual texts presented with spoken and/or written text • identify specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text • recognize basic visual conventions used in texts • understand and respond to simple visual texts.	At the end of phase 1, the student should be able to: • identify basic facts in simple written texts • identify main ideas and supporting details in written texts • recognize basic aspects of format and style • understand and respond to simple written texts.	At the end of phase 1, the student should be able to: • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication.

Phase 2 objectives

A Oral communication	**B Visual interpretation**	**C Reading comprehension**	**D Writing**
At the end of phase 2, the student should be able to: • understand and respond to simple spoken texts • communicate information containing relevant ideas and some details in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic language accurately • interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/ correct tone.	At the end of phase 2, the student should be able to: • understand messages presented in visual texts • understand main ideas and supporting details in visual texts presented with spoken and/ or written text • understand specific information, ideas, opinions and attitudes, presented in visual text with spoken and/or written text • recognize visual conventions used in texts • understand and respond to simple visual texts.	At the end of phase 2, the student should be able to: • understand basic facts in written texts • understand main ideas and supporting details, and draw some conclusions from written texts • recognize basic aspects of format and style • understand and respond to simple written texts.	At the end of phase 2, the student should be able to: • communicate information containing relevant ideas and some details in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication.

Phase 3 objectives

A Oral communication	**B Visual interpretation**	**C Reading comprehension**	**D Writing**
At the end of phase 3, the student should be able to: • understand and respond to a limited range of spoken texts • communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/ correct tone.	At the end of phase 3, the student should be able to: • understand information presented in visual texts • understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • understand specific information, ideas, opinions and attitudes, presented in visual text with spoken and/or written text • understand visual conventions used in texts • understand and respond to a limited range of visual texts.	At the end of phase 3, the student should be able to: • understand specific information, ideas, opinions and attitudes, presented in written texts • understand main ideas and supporting details, and draw conclusions from written texts • understand aspects of format and style in texts • understand and respond to a limited range of written texts.	At the end of phase 3, the student should be able to: • communicate information containing relevant ideas and some details in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.

Phase 4 objectives

A Oral communication	**B Visual interpretation**	**C Reading comprehension**	**D Writing**
At the end of phase 4, the student should be able to: • understand, interpret and respond to a range of spoken texts • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.	At the end of phase 4, the student should be able to: • construct meaning from information presented in visual texts • construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • interpret specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text • interpret visual conventions used in texts • understand, interpret and respond to a range of visual texts.	At the end of phase 4, the student should be able to: • interpret specific information, ideas, opinions and attitudes, presented in written texts • interpret main ideas and supporting details, and draw conclusions from written texts • interpret aspects of format and style in written texts • understand, interpret and respond to a range of written texts.	At the end of phase 4, the student should be able to: • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.

Phase 5 objectives

A Oral communication	**B Visual interpretation**	**C Reading comprehension**	**D Writing**
At the end of phase 5, the student should be able to: • understand, analyse and respond to a range of spoken texts • communicate information, ideas and opinions in social situations and some academic situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately and effectively • engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.	At the end of phase 5, the student should be able to: • analyse information presented in visual texts • analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • analyse specific information, ideas, opinions and attitudes, presented in visual text with spoken and/or written text • analyse visual conventions used in texts • understand, analyse and respond to a range of visual texts.	At the end of phase 5, the student should be able to: • analyse specific information, ideas, opinions and attitudes presented in written texts • analyse main ideas and supporting details, and draw conclusions from written texts • analyse aspects of format and style in written texts • understand, analyse and respond to a range of written texts.	At the end of phase 5, the student should be able to: • communicate information, ideas and opinions in social situations and some academic situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately and effectively in writing • use appropriate register in formal and informal written communication.

Phase 6 objectives

A Oral communication	**B Visual interpretation**	**C Reading comprehension**	**D Writing**
At the end of phase 6, the student should be able to: • understand, analyse, evaluate and respond to a wide range of spoken texts • communicate information, ideas and opinions in social and academic situations • request and provide information in a wide range of spoken contexts • use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences • use appropriate register in formal and informal oral communication • understand and use appropriate oratory technique • engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.	At the end of phase 6, the student should be able to: • evaluate information presented in visual texts • evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • evaluate specific information, ideas, opinions and attitudes, presented in visual text with spoken and/or written text • evaluate visual conventions used in texts • understand, analyse, evaluate and respond to a wide range of visual texts.	At the end of phase 6, the student should be able to: • evaluate specific information, ideas, opinions and attitudes, presented in written texts • evaluate main ideas and supporting details, and draw conclusions from written texts • evaluate aspects of format and style in written texts • understand, analyse, evaluate and respond to a wide range of written texts.	At the end of phase 6, the student should be able to: • communicate information, ideas and opinions in social and academic situations • request and provide information in a wide range of written contexts • use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences • understand and use language conventions accurately, effectively and creatively in writing • use appropriate register in formal and informal written communication.

Appendix 4: Language development progress form

Date	Summary of discussion	General comments	Actions to be taken	Signature