



Language Acquisition



I. Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is 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.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities is central to developing critical thinking and international-mindedness. It greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills. Moreover, an additional language equips students with the necessary multi-literacy skills and attitudes to communicate successfully in various global contexts.

The aims of MYP language acquisition are to encourage and enable students 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 communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- understand the nature of language and the process of language learning
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Taking into account the students' needs and skills, language learning in the MYP takes place in 6 phases per level. Each phase has individual objectives, and all phases are evaluated with the same criteria.



II. Curriculum overview

The MYP promotes inquiry in language acquisition by developing conceptual understanding within global contexts.

Key concepts such as communication, connections, creativity and culture broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include word choice, conventions and idiom.



III. Assessment criteria

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Comprehending spoken and visual text

Criterion B: Comprehending written and visual text

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

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