



Second-language Acquisition and Mother-tongue Development

Content slides



Introduction to the Middle Years Programme



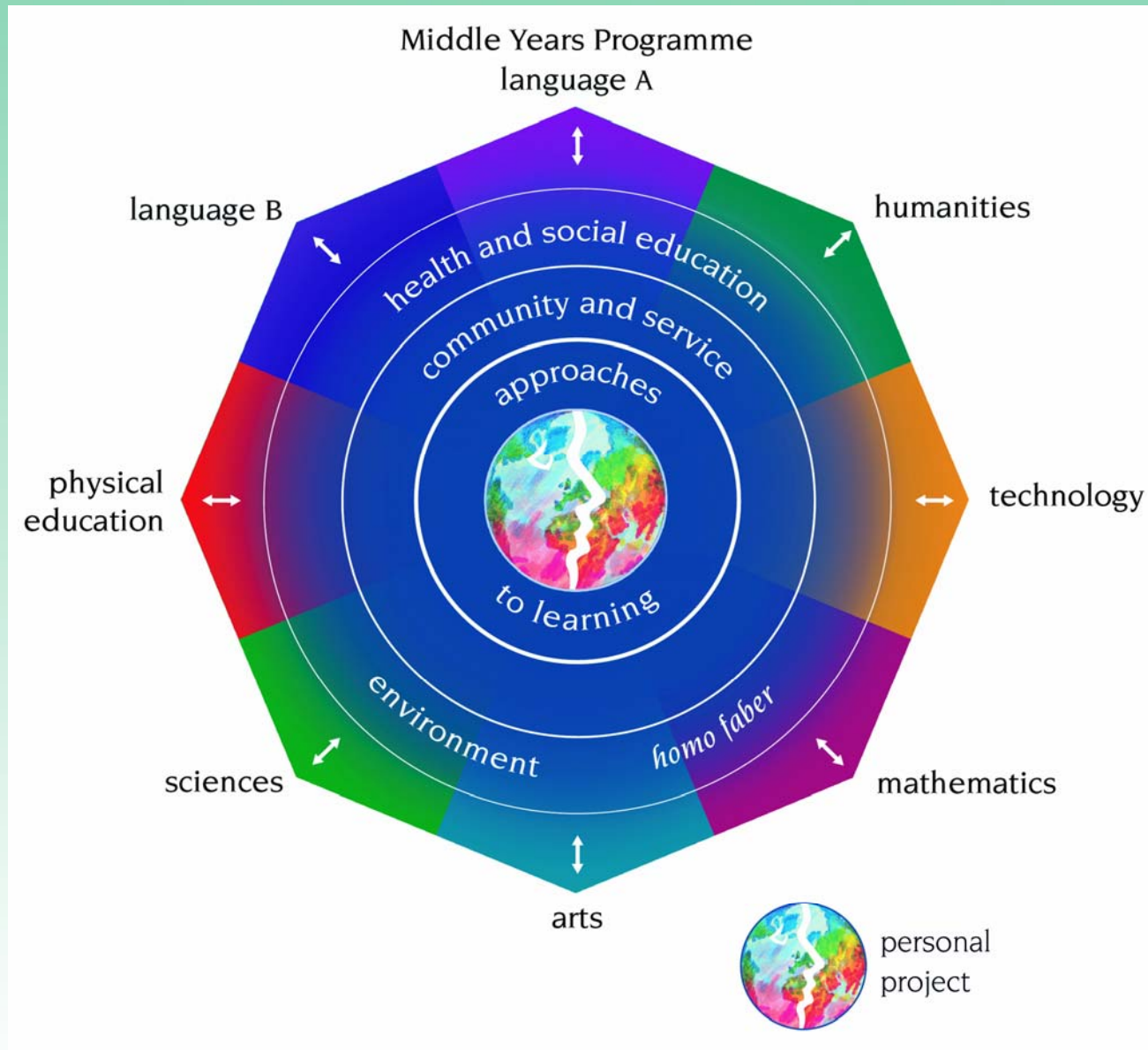
Aims of the MYP

The MYP aims to develop in students:

- the disposition and capacity to be lifelong learners
- the capacity to adapt to a rapidly changing reality
- problem-solving and practical skills and intellectual rigour
- the capacity and self-confidence to act individually and collaboratively
- an awareness of global issues and the willingness to act responsibly
- the ability to engage in effective communication across frontiers
- respect for others and an appreciation of similarities and differences.

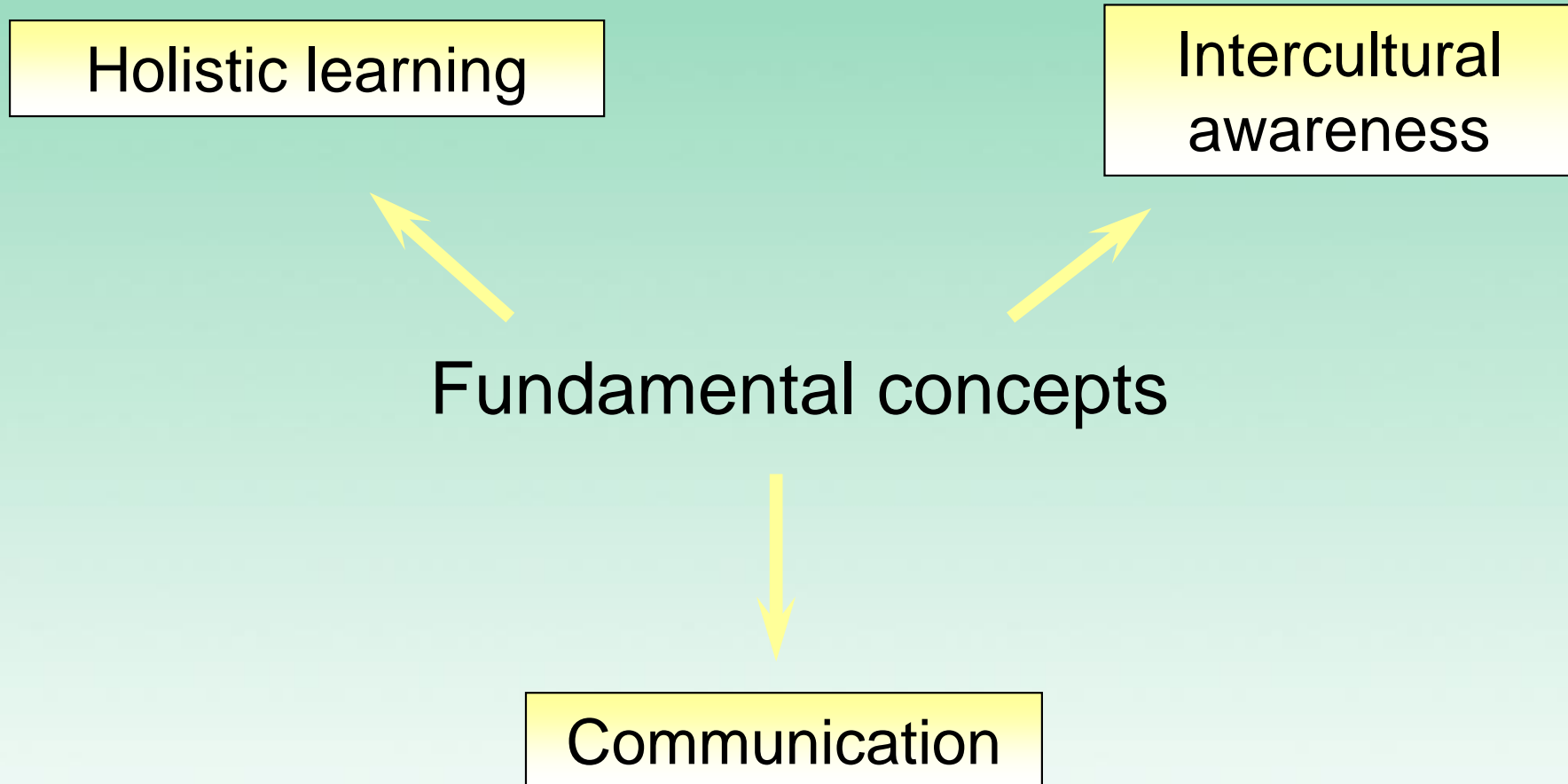


The MYP curriculum model





The fundamental concepts





The areas of interaction

Approaches to learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Community and service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Five *organizing elements*—main
vehicle for interdisciplinary
teaching

Homo faber

Why and how do we
create?

What are the
consequences?

Environment

Where do we live?

What resources do we
have or need?

What are my
responsibilities?

Health and social education

How do I think and act?

How am I changing?

How can I look after myself and
others?



Second-language Acquisition and Mother-tongue Development in the MYP



Overview

Many students in MYP schools come from a language background that differs from that of the school, the school community, or both



Schools need to provide second-language acquisition and mother-tongue development programmes



Students are fully engaged in MYP mainstream classes in the language of instruction of the school



Additive bilingualism



Bilingualism

“Bilingual” means that a person is competent in two languages. There are a wide range of factors that determine to what extent a person is bilingual.

In the MYP, the aim is that students become biliterate bilinguals, that is, that they can not only speak two languages, but are also literate in those two languages to their own full potential.



Additive bilingualism

“Additive bilingualism occurs when a person acquires a second language and culture without displacing or replacing their first language or culture, whether in the academic, cognitive, linguistic or social field. This can lead to the person being highly proficient in both languages, with all the benefits that accompany bilingualism, for example, a higher rate of academic success compared to monolinguals, and positive self-esteem.”

Colin Baker, 2000, *The Care and Education of Young Bilinguals*



Subtractive bilingualism

“Subtractive bilingualism occurs when the development of the second language is detrimental to the development and maintenance of the first language. Through this, a person may also come to have lower esteem for the culture of their first language. This can happen in many situations, for example, when the first language is regarded as unnecessary for education, has a lower status in the community, or is simply not supported. Subtractive bilingualism is directly related to less-positive self-esteem, loss of cultural identity, alienation, and failure in education and finding work.”

Colin Baker, 2000, *The Care and Education of Young Bilinguals*



Mother tongue

For the purposes of the MYP, “mother tongue” describes the language that students use at home, and/or outside the classroom environment.

The complexities of some students’ language profiles do not always allow for clarity in this area. Many second-language students are using more than two languages outside the classroom arena. Schools need to engage with parents and students to decide in which of the student’s mother tongues literacy should be maintained and developed.



Second language

“Second language” is standard linguistic terminology used to describe a language learnt subsequently to a first language, and implies that a student also has access to the language for communicative purposes outside the context of the language-classroom (for example, in other subject classrooms, outside the school or learning environment, in the community). (Spolsky, 1999)

For the purposes of the MYP, “second language” describes the language learned by students, for whom the LoI is not their mother tongue, in order to follow the curriculum of the school.



Second-language students

Students who do not have the language of instruction as their mother tongue and whose two main requirements are: acquisition of the language of instruction, and maintenance of their mother tongue.



Authentic assessment

“Authentic assessment is the use of learning activities to assess student competency in designated skills. It assesses what a learner understands and can do.”

MYP Second-language Acquisition and Mother-tongue Development, January 2004



Differentiation

“The adaptation of teaching strategies and content to allow second-language students at various levels of competence in the language of instruction to participate in the mainstream academic programme.”

MYP Second-language Acquisition and Mother-tongue Development, January 2004



Scaffolding of learning

“Scaffolding of learning is the supply of practical supports and strategies, such as patterns, grids and outlines, to help second-language students participate in the learning of the mainstream classroom.”

MYP Second-language Acquisition and Mother-tongue Development, January 2004

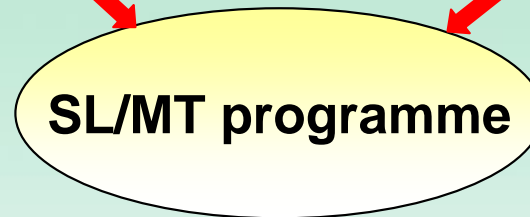


Second-language acquisition and mother-tongue development and the fundamental concepts

- Establishment of links between subjects and Aol
- Creation of links between languages and cultures studied/maintained
- Enhancement of students' cognitive abilities to make links and aid understanding of concepts.
- Enhancement of students' abilities in the four macro-skills of both languages (listening, speaking, reading, writing)
- Development and improvements in communication skills

Holistic learning

Communication



Intercultural awareness

- Awareness of importance of own culture and language
- Access to culture of language of instruction through language
- Incorporation of cultural diversity in the school
- Access to wider range of language and sociocultural background for all students.



Second Language



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Needs of second-language learners

Second-language learners need a well-planned and well-delivered curriculum enabling them to access, take part, and achieve success in the academic, social, and cultural life of the school.



Needs of second-language learners

Need for a second-language programme that:

- is integrated into the academic curriculum and planning
- enables them to achieve MYP objectives
- acts as a resource for the teachers and learners of the second language
- provides a caring, flexible and supportive environment
- includes all teachers in all curriculum areas (ensuring subject-specific language learning)
- aims to ensure that cognitive and academic progress is not hampered by language.



Aims of a second-language programme

To enable second-language learners to access the curriculum of the school, while developing broad **communication and interaction** skills, and **approaches to learning** skills.



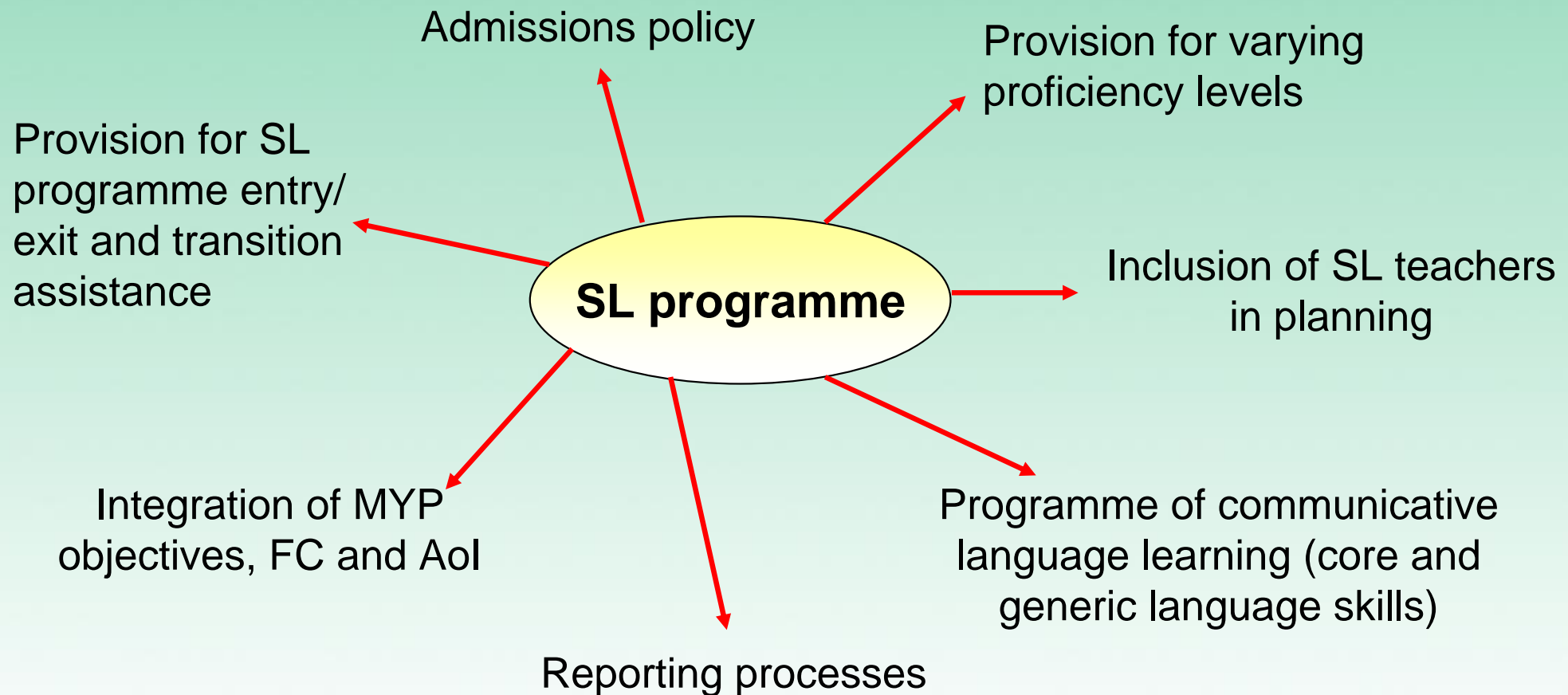
Aims of a second-language programme

An effective second-language programme enables students to:

- use the language confidently and effectively
- develop the specific communicative skills required by each of the MYP subjects
- develop a critical approach to study, including strategies for dealing with unfamiliar texts and language
- develop an understanding of the nature of language and the process of language learning
- develop an understanding of the cultural patterns that affect the thinking, feeling and acting of societies in which the language is spoken (intercultural awareness).



An effective second-language programme includes:





In-service training

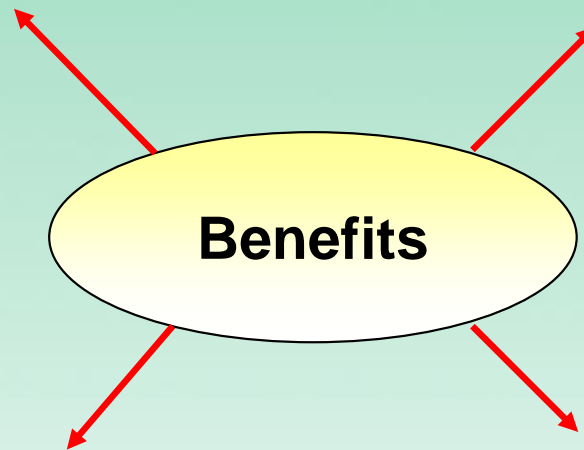
It is essential that all subject teachers and administrators in MYP schools are trained in cultural and linguistic awareness, and in the instructional techniques for working with second-language learners.



In-service training

Awareness of language acquisition issues and typical developments of language learning.

Awareness of challenges experienced by SL learners in mainstream classrooms.



Better equipped to determine policies, class-size and employment of qualified/experienced staff.

Acquisition of practical strategies for giving SL learners access to the content of subjects and for teaching them language skills needed in those subjects.



Resources for SL teaching and learning

- Mainstream content area materials (with parallel mother-tongue versions where possible):
 - textbooks
 - grammar course books
 - literary texts
 - reference books
 - supplementary publishers' materials
 - resources related to the areas of interaction
- Teacher-made practice materials
- Visual and graphic materials (maps, diagrams, etc)
- Hands-on teaching aids
- Access to technology

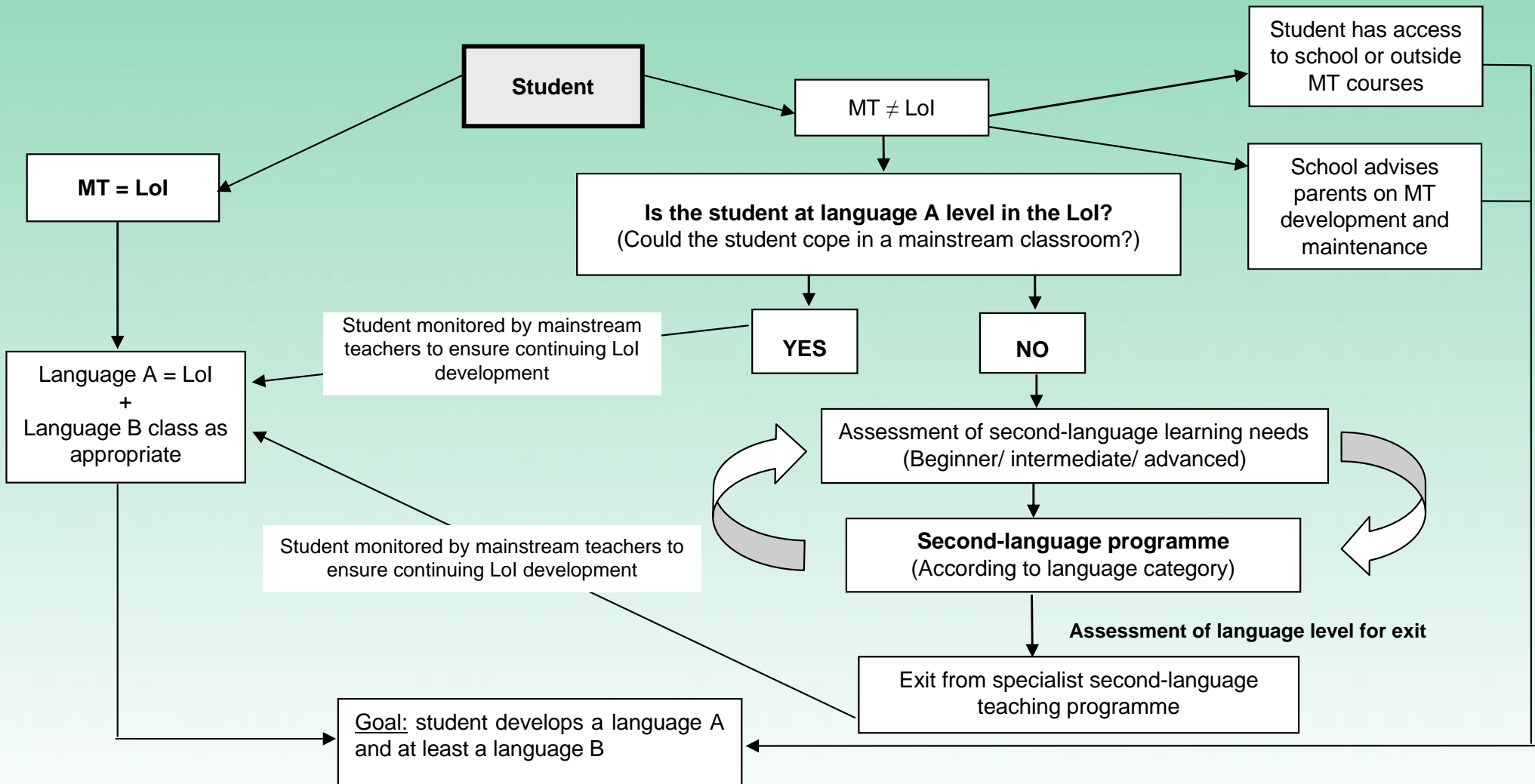


Points to consider

- Language background profile
- Language log
- Type of certification the student is aiming for
- No requirement of extra fees



Establishing a language profile for incoming students





Mother Tongue



Mother tongue

For the purposes of the MYP, “mother tongue” describes the language that students use at home, and/or outside the classroom environment.



Aims of a mother-tongue programme

To develop students' language and literacy skills in their mother tongue to their full potential, in order to achieve the benefits of additive bilingualism.



Aims of a mother-tongue programme

Maintaining and developing language and literacy skills in the mother tongue gives the following benefits:

- facilitation of learning of a second language
- additive bilingualism (in parallel with achieving competence in the second language)
- continuous cognitive development
- increase in intercultural awareness and understanding
- maintenance of esteem for the language, literature and culture of the student's home country
- facilitation of readjustment in student's home community and education system.



Promoting development and maintenance of the mother tongue

Provide for MT classes within the MYP.

Provide a MT coordinator

Facilitate MT classes within the school premises.

Actively inform parents about MT programmes

Where possible, schools should

Teach subjects through the MT

Actively inform teachers about students in MT programmes

Acknowledge MT languages as a beneficial resource for both students and teachers.

Recognize and celebrate MT languages within the school.



Resources for mother-tongue programmes

- Fiction and non-fiction texts
- Grammar course books
- Mainstream content texts, where possible
- Hands-on teaching aids
- Teacher-made practice materials
- Resources related to the areas of interaction
- Visual and graphic materials (maps, diagrams, etc).
- Information technology resources

Inclusion of mother-tongue teachers

Schools should ensure that mother-tongue teachers are welcomed into and made part of the school community.



Schools will:

- provide information and advice to mother-tongue teachers
- facilitate training of mother-tongue teachers in the MYP and its principles
- encourage liaison between MYP teachers and mother-tongue teachers
- ensure that mother-tongue teachers are aware of the main themes of the curriculum and important events within the school.



Practical Help

Practical examples of how to cater for second-language students are contained in *Second-language Acquisition and Mother-tongue Development: a guide for schools*. These include:

- Examples of:
 - language profile development
 - mother-tongue courses
 - coursework, modified criteria
 - scaffolding
 - parent and teacher information

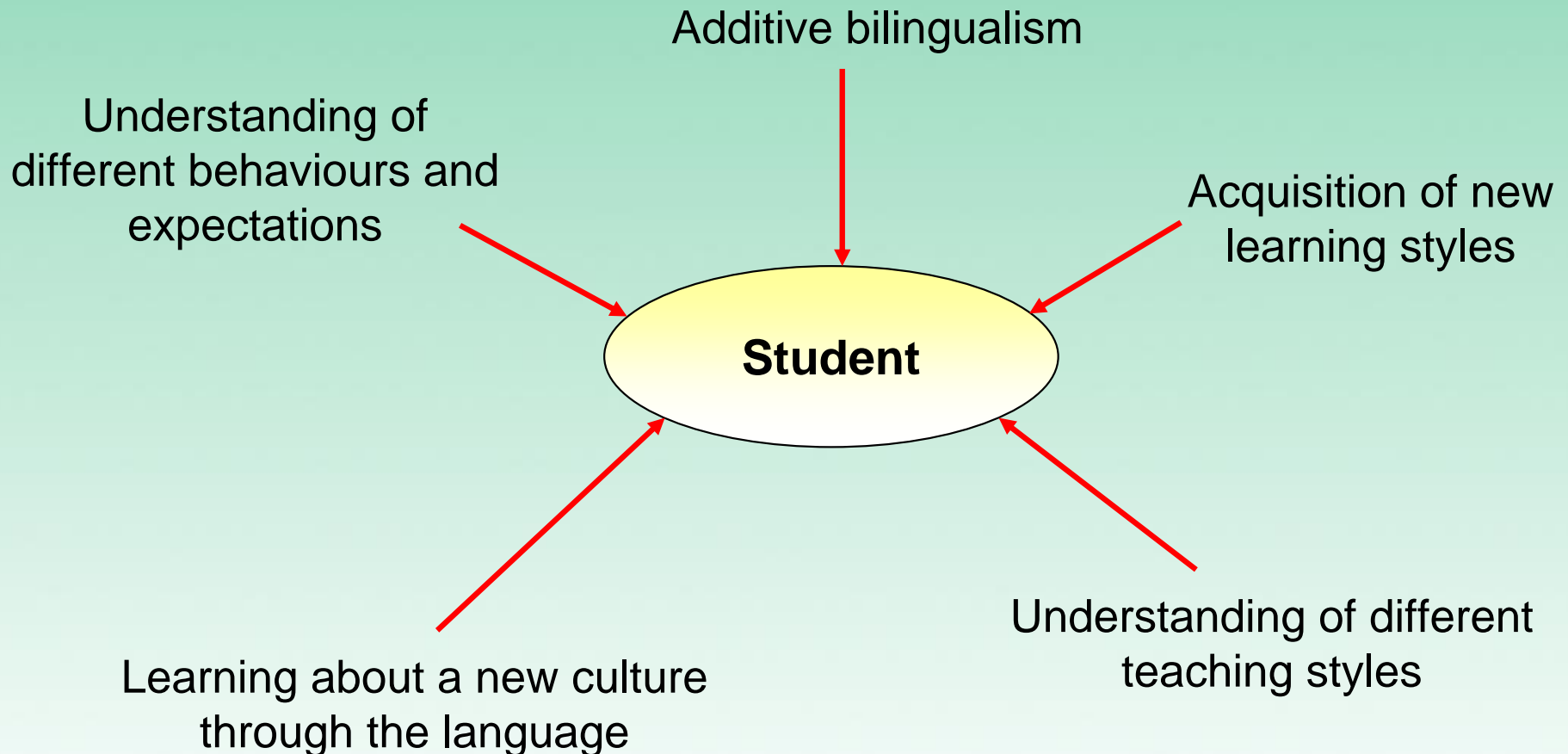
- Frequently asked questions

- References.



Benefits to students

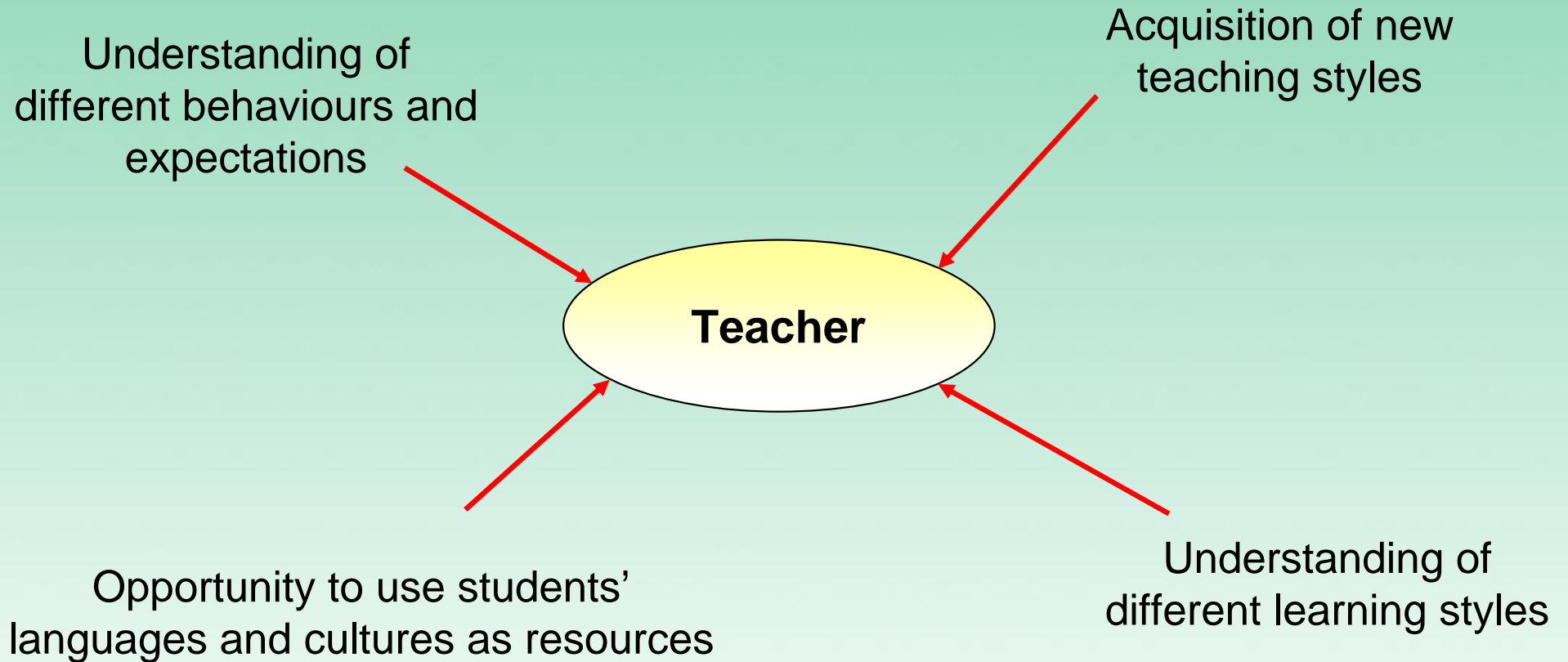
(gained from taking part in second-language acquisition and mother-tongue development programmes)





Benefits to teachers

(gained from having second-language students in their classrooms)





Certification

Conditions for certification

- Minimum grade 2 in at least one subject per subject group
- Personal project (minimum grade 3)
- Participation in MYP for at least final 2 years
- Community and service
- 36/63 points (8 subjects + personal project)

Exceptions to first point:

1. A student may be registered in two languages A instead of one language A and one language B (both languages A counting towards the final grade total).
2. A student may be registered in one language B, and a language programme approved by the IBO as a suitable replacement for a language A course (third language option).