

Language development guide

For use from August 2016



Language development guide

For use from August 2016



Career-related Programme Language development guide

Published December 2015

Published by
International Baccalaureate Organization
15 Route des Morillons
1218 Le Grand-Saconnex
Geneva, Switzerland

Represented by
IB Publishing Ltd, Churchillplein 6, The Hague, 2517JW The Netherlands

© International Baccalaureate Organization 2015

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 www.ibo.org/copyright.

IB merchandise and publications can be purchased through the IB store at store.ibo.org.

Email: sales@ibo.org

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.

Contents

Introduction	1
About this guide	1
Principles of the Career-related Programme core	2
Aims of the Career-related Programme core	3
Ethical education	4
Approaches to teaching and approaches to learning	5
Academic honesty	6
Assessment	7
Language development	8
Nature of language development	8
Overview of language development	10
Details of language development	13
Options for language development	14
Language development design	17
Language proficiency table	20
Diploma Programme language acquisition courses	22
Language development objectives	24
Overview of objectives	25
Language development objectives in detail	27
Reflection	34
Reflection	34
Reflection in language development	35
Course review	40
Course review	40
Programme evaluation	41
Programme evaluation	41
Learning diversity	42
Learning diversity	42

About this guide

Purpose

This guide supports the planning and organization of language development, one of the components of the IB Career-related Programme (CP) core. It is written primarily for the teacher/supervisor/CP coordinator and is also expected to inform school staff members.

What it includes

The guide is divided into the following sections:

- Introduction
- Language development
- Reflection
- Course review
- Programme evaluation
- Learning diversity

Further resources

The CP website offers resources for all four core components. There are additional resources—for example, web pages, books, videos, journals and teaching ideas—in the CP forum resource section.

Acknowledgment

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

Principles of the Career-related Programme core

The following principles must be followed by schools offering the Career-related Programme:

- The IB provides the curriculum and assessment framework for the programme's core components.
- Schools determine the nature of the delivery of the programme's core components.
- A teaching and learning philosophy that forms the basis of delivery for all core components is outlined in *What is an IB education?*
- Schools determine their own assessment for personal and professional skills, language development and service learning.
- Schools will assess the reflective project based on the assessment criteria determined by the IB; a sample of the school's reflective projects will be moderated by the IB.
- Schools are responsible for the health and safety of students and staff involved in the programme.

Aims of the Career-related Programme core

Drawing on the attributes of the learner profile, the core of the programme aims to develop students who are:

- thoughtful and active citizens
- responsible for their own learning and development
- competent and confident communicators
- reflective, creative and critical thinkers
- aware of our shared human condition
- able to establish a sense of identity in a context of time and place
- prepared to think about the needs, values and perspectives of other people
- active participants in their own intercultural learning.

Ethical education

The Career-related Programme provides an excellent opportunity for ethical education conceived as involving principles, attitudes and codes of behaviour. While ethical principles are also embodied in the IB's **mission statement** and **learner profile**, the programme's core emphasis is on helping students to develop their own identities and beliefs.

Various ethical issues will arise, either implicitly or explicitly, in the course of the programme's activities, for example as challenges to students' ideas, instinctive responses or ways of behaving. Schools have a specific responsibility to help students think, feel and act their way through ethical issues, particularly in view of the reflective project. Utilizing the personal and professional skills course for the exploration and application of ethics will support students' understanding of ethics.

Approaches to teaching and approaches to learning

Approaches to teaching and approaches to learning sit within the inner circle of the Career-related Programme model as they are within the models for all IB programmes. These approaches refer to the strategies, skills and attitudes that permeate the teaching and learning environment. They are closely linked with the **learner profile attributes** and aim to enhance student learning and prepare students for assessment and beyond.

Approaches to teaching and approaches to learning are also linked to the development of internationally minded students, a central aim of all IB programmes. Education for international-mindedness “relies on the development of learning environments that value the world as the broadest context for learning” (*What is an IB Education?* 2013).

Effective approaches to learning in the CP should therefore be developed within global contexts, with particular attention being given to promoting three key elements—global engagement, multilingualism and intercultural understanding.

There are clear connections between the core components and the approaches to teaching and approaches to learning. A package of resources (<https://ibpublishing.ibo.org/dpatl/>) has been developed to support approaches to teaching and approaches to learning in the Diploma Programme (DP) that can be an extremely useful source of guidance for teachers and coordinators in the design and delivery of the core components.

Academic honesty

Teachers are responsible for ensuring that all students understand the meaning and importance of academic honesty, particularly authenticity and intellectual property. Teachers must explain to students that all work they submit for assessment must be entirely their own and must check that this is the case.

Authenticity can be checked by discussing the content of their work with students, and by scrutinizing one or both of the following:

- the references cited
- the style of writing compared with work known to be that of the student

For further information please see the guidelines on Academic honesty in the IB educational context and Effective citing and referencing.

Assessment

Teachers are encouraged to develop their own assessment criteria for all core components except the reflective project, depending on the context of the assessment, the student and the course.

The form of assessment should vary and teachers must ensure that students are explicitly aware of what is expected and that measurement of their achievements is valid, reliable, consistent, authentic and fair.

Monitoring progress

Performance across the core components should be included in a student's school report to provide a record of their progress. This can take many different forms, yet as its basis it should provide a way of clearly communicating to students, parents and educational institutions the student's engagement with the core components.

At the end of the Career-related Programme, schools should provide students with a summative statement of their achievements, which they can use for post-secondary applications.

Completion of core components

Schools must report to the IB whether a student has satisfactorily completed the requirements for the core components of language development, service learning and personal and professional skills and the grade awarded for the reflective project.

A school's provision for core components will be monitored by the IB.

Nature of language development

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core.

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

Language development encourages students to improve their proficiency in a language other than their best language.

Aims

The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students.

The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.

Time required

Students are expected to devote a minimum of 50 hours to language development. However, the school can and should, if time and scheduling permit, provide a greater number of hours suitable to the students' aspirations for language development.

Objectives

In language development, the objectives are organized into four communicative processes:

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

See the section “Language development objectives” for further details.

Assessment

The school is responsible for setting the wider requirements for students’ achievement within language development.

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. The language portfolio is not assessed by the IB. However, the IB may request a sample of portfolios during CP evaluation.

Overview of language development

This section covers all the main aspects of language development that a teacher introducing it will need to consider:

- Language development's role within the CP
- Requirements
- The career-related context
- Links with the personal and professional skills course (PPS)
- The international dimension

Language development's role within the CP

Language development aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages students to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

Requirements

All CP students are required to complete the language development core component and the language portfolio, including those students studying a Diploma Programme (DP) language acquisition course.

Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied. However, the language portfolio must still be completed to the satisfaction of the school.

The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases. There is no requirement for students to move from one phase to the next, only that they have evidence of language development in the target language.

The provision of language development is expected to run concurrently with the other elements of the CP core.

The career-related context

The CP seeks to utilize aspects of the core to support the career-related studies of the students. This directly relates to the CP aim of providing "students with a basis for further study, work and leisure through the use of an additional language".

It is recommended that the provision of language development relates to, or reflects, the career-related studies of a student. This provides the student with opportunities to explore how language is used in everyday situations.

Links with the personal and professional skills course (PPS)

The relationship between personal and professional skills and language development is relevant and useful to students.

Learning an additional language involves linguistic, metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies. Therefore, teachers are encouraged to make links between personal and professional skills and language development that support consideration and reflection upon how these skills and competencies are acquired by the language learner and, equally, imparted by the teacher.

Each of the five themes of personal and professional skills has relevance to language development.

- **Personal development:** Forms the basis for self-reflection and explores the skills required to organize and manage time, make decisions and manage change.
 - Students are required to reflect on their journey in language development, and explore their goals and requirements in the language portfolio (see “Language portfolio” section).
- **Intercultural understanding:** The exploration of cultures and cultural perspectives, including one’s own, enables students to be effective in diverse settings.
 - Students explore the background to the culture of the target language, developing a greater appreciation of language and culture.
- **Effective communication:** Focuses on interpersonal communication, writing, presentation and IT skills.
 - Students develop greater understanding of the relationship between language learning and language use.
- **Thinking processes:** Explores the topics of ethical thinking, critical thinking, creative thinking, problem-solving and lateral thinking.
 - These topics have a direct application to the ways in which students learn and engage with language development.
- **Applied ethics:** The IB’s commitment to principled action requires students to take responsibility for their actions and consequences and act with integrity and honesty.
 - Students engaged in language development are expected to apply ethical behaviour in and during their language development course.

These themes can be utilized by the language development teacher/supervisor in consultation with the personal and professional skills teacher. Incorporating aspects of the personal and professional skills course in language development would provide further relevance to the students of the interrelated nature of the elements of the CP core.

The international dimension

The study of an additional language as part of the core adds to the international dimension of the CP. While learning the target language, students become aware of the similarities and differences between their own cultures and those of the target language culture(s). Students can investigate and reflect on cultural values and behaviours, leading to a greater understanding and respect for other peoples and the way in which they lead their lives.

Language development seeks to develop intercultural understanding as well as to raise students' awareness of the role language plays in their day-to-day lives. Language development can be based on a theme linking to the students' career-related studies, with an emphasis on the culture of the target language, thus fostering an international perspective.

Details of language development

This section outlines the factors teachers must take into account when deciding how best to deliver language development in their school:

- Options for language development
- Choice of language
- Language portfolio

Options for language development

Each school can decide how best to deliver language development, within the requirements of the CP.

The options include, but are not limited to:

- a school-designed course
- an extension to a DP language acquisition course
- an external provider of language development
- an online language course
- a school-monitored self-directed language study.

Whichever option is chosen, language development should be:

- designed to develop students' linguistic abilities through:
 - oral communication
 - visual interpretation
 - reading comprehension
 - writing skills
- challenging, enjoyable and relevant to students' needs and aspirations
- where possible, appropriate for the context of students' career-related studies.

Choice of language

In terms of language proficiency, each student has a different starting point, goals and needs. They begin the CP with a range and variety of language learning experiences. The choice of what language to study is entirely up to the school and students.

CP coordinators, together with the language development teacher/supervisor, should ensure that students study the language that:

- is best suited to their background and needs
- will provide them with an appropriate academic challenge.

Students may choose to study:

- the language of their host country, if living overseas
- the language of another culture, with future aspirations in mind
- a language that supports the language of their DP courses
- a language that will be useful for a component of the CP core, such as an overseas trip for service learning

The most important considerations are that:

- the language studied is not the student's best language
- language development should be a challenging educational experience
- language development should have a clear purpose for students.

Natural languages

Developing international-mindedness and skills for communicating with people are key to the IB's approach to language study.

IB language study encourages students to:

- develop their ability to communicate with people in more than one language
- reflect on and understand the similarities and differences between the culture(s) where the target language is spoken and their own culture(s).

This approach requires that students study a natural language, whose original and primary purpose is to communicate with other people.

Natural languages include:

- sign language
- classical languages
- Braille (an encoding of a natural language).

By contrast, the primary purpose of computer programming languages is to communicate information to machines or express algorithms. These languages are not eligible for study within the CP.

This guide offers support for designing a school-based language development course for natural languages that are both spoken and written. Schools developing a course in another type of natural language will need to develop similar tools that are appropriate to the given language.

Language portfolio

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development.

Students should update the language portfolio throughout the course. A nominated language teacher should check it regularly and discuss progress with the student.

The *CP Language portfolio* document, which can be downloaded from the OCC, offers an outline to help students develop their language portfolios. Schools and students may choose to design their own.

Purpose

The portfolio:

- demonstrates students' level of engagement
- provides evidence of language development and acquisition
- helps students to understand their level of language competency

- charts the development of students' language skills and intercultural understanding
- provides students with the opportunity to reflect on their learning.

At the beginning of language development, students map their language skills against the four objectives in the language phases and do so again on completion. Students place in their language portfolio the results of this mapping. By doing so, students can understand their current abilities in a language, and understand what development occurred during the language development course.

Students may subsequently use the portfolio to demonstrate their level of language learning to another educational institution or a prospective employer. It can be a valuable addition to a student's curriculum vitae/résumé.

Contents

Students should ensure that their language portfolios are up to date, relevant, reflective and comprehensive.

For example, they may choose to include:

- a record of the activities, tasks and assessments they have undertaken
- reflections on their learning experiences and understanding of other cultures
- a list of future goals that involve use of the target language
- certificates
- examples of work
- letters of acknowledgment.

Assessment

The language portfolio is not assessed by the IB.

Language development design

This section outlines the different aspects of language development teachers must take into account when implementing language development.

Teachers should also look again at Principles behind the provision of the CP core and Ethical education and academic honesty.

Language development should, where possible, provide opportunities for students to make links to their career-related studies. It is intended to be challenging and enjoyable as well as relevant to the students' needs and aspirations.

The IB recognizes the importance of schools and teachers having the freedom to construct their own course of study and schemes of work. In keeping with IB principles, teachers are encouraged to implement or design their own course of study and to teach it in a way that takes into account the background, needs and interests of the students.

In implementing or designing a language development course teachers should pay particular attention to:

- variety
- integration
- whole-class projects
- engaging teaching strategies
- learning beyond the classroom.

The teaching of a language development course should support the IB learner profile and the pedagogical principles that underpin the IB programmes:

- teaching based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

Teachers must consider the demands on the students when determining the nature, timing and scheduling of language development.

An important consideration is that language development should be a challenging educational experience and have a clear purpose for students.

Learning objectives

The IB sets out its objectives for language learning within four areas (oral, visual, reading, writing) across the six phases. Teachers must bear these in mind when planning their course and lessons.

Language phases

Teachers and students must use language phases to determine a student's level of proficiency. These are set out in the language proficiency table.

Teaching and learning in language development is organized into six phases. The phases represent a developmental continuum of additional language learning and are used as a tool in identifying the level of proficiency in the target language.

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.

The language phases utilize common reference points with statements of expected performance. The phases of language proficiency range from phase 1, where the learner is an emergent communicator, to phase 6, being a proficient communicator. Each phase provides an overview of expected competencies.

A best-fit approach is used to ascertain the language ability of students. Students may commence their language development in any phase on the continuum and may exit from any phase on the continuum.

There is no requirement for students to move from one phase to the next, only that they have evidence of language development in the target language.

It is important that students are placed in the correct phase of the target language. Teachers/supervisors in collaboration with the students should decide in which phase a student will be placed at the beginning of language development.

Language proficiency table

The language proficiency table provides a guide to assessing students' level of ability. It provides teachers with six holistic statements describing a student's achievement against the objectives towards being:

- emergent communicator—phases 1 and 2
- capable communicator—phases 3 and 4
- proficient communicator—phases 5 and 6.

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**.

When to use the table

The global proficiency table is both a reference and a tool. It can help teachers:

- identify in which phase a student should start the course
- decide how to group students
- interpret and report on students' achievements in their language development:
 - at the end of a learning period such as a term or semester
 - on completion of the CP
 - when transferring to or from another school or programme.

Using the table to assess students' ability

A student may not be at the same proficiency level for speaking, reading, writing and interpreting visual texts. To take account of this, a best-fit approach is used to identify which phase a student is in. Students may start language development in any phase and finish the course in any phase.

Mapping students' language skills

Once a teacher and student have identified the phase a student best fits, they can then map the student's language skills against the learning objectives within that phase.

This self-assessment helps the teacher/supervisor and the student to decide what course design and level of instruction they need.

At the end of language development, students again map their language skills against the objectives within a language phase. By doing so, students can understand how they have progressed in their target language through their engagement with language development.

Grouping students

When making decisions on grouping students, teachers/supervisors will find it helpful to consult the language proficiency table and the continuums in this guide.

Teachers/supervisors must take note of the following stipulations.

- Students with no prior knowledge of the language they wish to study should start in phase 1.
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of learning the target language.
- Phase 6 will not be the exit level for most students of language development.

It is the responsibility of the school to group students within the six phases. No class should include students from more than two consecutive phases.

Language proficiency table

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.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written 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 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 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 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 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 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 analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
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 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 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 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 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 engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation.
They begin to be aware that language use is connected to a purpose and an audience.	They are aware that language varies according to purpose and audience.	They understand that they can speak and write in different ways for different purposes and audiences.	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.	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.	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.

Diploma Programme language acquisition courses

All CP students are required to complete the language development component, including those students studying a DP language acquisition course. Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied; however, the language portfolio must still be completed.

Diploma Programme language acquisition course extension

Students undertaking a DP language acquisition course may utilize language development to complement and/or extend their learning in the DP course. The IB recommends that the language development course is designed or organised by, or in consultation with, the DP language teacher.

The options for the extension course for these students include:

- a school-designed course
- an external provider
- an online language course
- school-monitored self-directed language study.

The content and details of the language development course must be different from that of the DP language acquisition course. Submitting the same work for both a DP language acquisition course and the language development course would constitute malpractice.

It must be clearly understood that the key requirement of language development is that students engage with a language other than their best language.

Students are not restricted from undertaking language development in a language other than the language studied in the DP language acquisition course.

Diploma Programme language ab initio course

Students undertaking a DP language ab initio course as one of the two minimum required DP courses are also required to complete both language development and the language portfolio for the CP.

The DP language ab initio course is organized into themes and topics. These give students the opportunity to practise and explore the language as well as develop intercultural understanding.

In order to complement this experience, the teacher may design a language development course that extends a particular theme or topic found in the DP language ab initio course and which focuses on an aspect of the CP that is of particular interest and/or relevance to the students.

Care must be taken that this extension course does not repeat material found in the language ab initio course.

Alternatively, the language development teacher may provide students with a further theme or topic to study.

Diploma Programme language B course

Students undertaking a DP language B course as one of the two minimum required DP courses are also required to complete both language development and the language portfolio for the CP.

The DP language B course is designed with core topics and then a choice of topics.

When designing language development for a student undertaking a DP language B course, the teacher cannot use any core topics of the DP language B course. The language development teacher may use one or more of the topics from the remaining options not chosen for the language B course.

Alternatively, the teacher may design a language development course that extends a particular topic found in the language B course and which focuses on an aspect of the CP that is of particular interest and/or relevance to the students.

Care must be taken that this extension course does not repeat material found in the language B course but instead complements it.

The language development teacher may also provide students with a theme or topic to study not related to the DP language B course.

Other types of language development courses

External providers

Some schools may decide to use an externally provided language course. These are available:

- online
- from a local language school
- from a language provider.

Self-study

It is also possible to offer monitored self-study language development courses.

The school can design the course and require the students to meet certain expectations and regularly meet with the language teacher.

While schools can implement the language development component of the CP core to meet their needs and context, it is important that all requirements as outlined in this guide are met.

Language development objectives

The objectives for language development are organized into the three areas of communication (oral, visual and written) and are further grouped within four communicative processes.

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

The objectives are skills-based. The cognitive, linguistic and sociocultural aspects of communication intertwine within each of the four objectives.

Students are expected to develop the competencies to communicate:

- appropriately, accurately and effectively
- in an increasing range of social, cultural and academic contexts
- for an increasing variety of purposes.

Teachers must consider these objectives when planning, teaching, assessing and reporting on the students' language development and communicative competence.

Students' learning should cover all the objectives at a conceptually and linguistically appropriate level for each phase.

Overview of objectives

1. Oral communication

This encompasses all aspects of listening and speaking.

Students construct meaning through the process of internalizing meaning and articulating thoughts using speech in the target language.

Students are expected to be able to:

- listen and respond
- interact socially
- speak for specific purposes.

2. Visual interpretation

Students interpret and construct meaning from visual texts. Students develop their understanding of how images interact with oral and written text to convey ideas, values and attitudes.

Visual texts include:

- posters
- maps
- graphics
- films.

Engaging with visual text requires students to:

- think creatively and critically about what they are viewing
- be aware of opinions, attitudes and cultural references within the text.

Students are expected to be able to:

- interpret, and engage with, images presented with spoken and written language
- support their opinions and personal responses with examples from the text.

3. Reading comprehension

Students learn to construct meaning from written texts by making inferences and interpretations.

Engaging with written text requires students to:

- think creatively and critically about what they are reading
- be aware of opinions, attitudes and cultural references within the text.

Students are expected to be able to:

- understand information
- interpret, and engage with, written text
- support their opinions and personal responses with examples from the text.

4. Writing

This relates to the developmental process of writing.

Students are expected to be able to:

- organize and express thoughts, feelings, ideas, opinions and information in writing
- write for specific purposes
- write with increasing accuracy in the target language.

Language development objectives in detail

The lists below summarize the objectives within each of the four communicative processes from Phase 1 to 6.

Phase 1 learning objectives

Phase 1.1 Oral communication

At the end of phase 1, students 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.

Phase 1.2 Visual interpretation

At the end of phase 1, students 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 texts
- identify specific information, ideas, opinions and attitudes presented in simple visual texts with spoken and/or written texts
- recognize basic visual conventions used in texts
- understand and respond to simple visual texts.

Phase 1.3 Reading comprehension

At the end of phase 1, students 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.

Phase 1.4 Writing

At the end of phase 1, students 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 learning objectives

Phase 2.1 Oral communication

At the end of phase 2, students 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.

Phase 2.2 Visual interpretation

At the end of phase 2, students 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 texts
- understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts
- recognize visual conventions used in texts
- understand and respond to simple visual texts.

Phase 2.3 Reading comprehension

At the end of phase 2, students 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.

Phase 2.4 Writing

At the end of phase 2, students 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 learning objectives

Phase 3.1 Oral communication

At the end of phase 3, students 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.

Phase 3.2 Visual interpretation

At the end of phase 3, students 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 texts
- understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts
- understand visual conventions used in texts
- understand and respond to a limited range of visual texts.

Phase 3.3 Reading comprehension

At the end of phase 3, students 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.

Phase 3.4 Writing

At the end of phase 3, students 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 learning objectives

Phase 4.1 Oral communication

At the end of phase 4, students 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.

Phase 4.2 Visual interpretation

At the end of phase 4, students 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 texts
- interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts
- interpret visual conventions used in texts
- understand, interpret and respond to a range of visual texts.

Phase 4.3 Reading comprehension

At the end of phase 4, students 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.

Phase 4.4 Writing

At the end of phase 4, students 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 learning objectives

Phase 5.1. Oral communication

At the end of phase 5, students 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.

Phase 5.2 Visual interpretation

At the end of phase 5, students 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 texts
- analyse specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts
- analyse visual conventions used in texts
- understand, analyse and respond to a range of visual texts.

Phase 5.3 Reading comprehension

At the end of phase 5, students 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.

Phase 5.4 Writing

At the end of phase 5, students 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 learning objectives

Phase 6.1 Oral communication

At the end of phase 6, students 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.

Phase 6.2 Visual interpretation

At the end of phase 6, students 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 texts
- evaluate specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts
- evaluate visual conventions used in text
- understand, analyse, evaluate and respond to a wide range of visual texts.

Phase 6.3 Reading comprehension

At the end of phase 6, students 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.

Phase 6.4 Writing

At the end of phase 6, students 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

Reflection

Being reflective is an attribute of the IB learner profile: “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 language portfolio should incorporate a variety of reflections on the activities, tasks and assessments students have engaged in, their learning experiences, their understanding of other cultures and their future goals with their chosen language. Students are also expected to complete a final reflection at the end of their language development course.

Reflection in language development

Reflection is central to building a deep and rich experience in language development. Developing a culture of reflection helps students to recognize and understand how to be reflective as well as to decide the best methods and appropriate timing. Student learning is more effective when it is enhanced by reflection. Reflection enables students to explore skills, strengths, limitations and areas for further development.

Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection can also help students to improve their problem-solving skills, develop higher cognitive processes and achieve a greater depth of understanding of their studies (eg how they might use prior learning in new contexts) in addition to exploring how learning experiences may influence future possibilities.

During language development, the form of reflection must take into account student choice. When overly prescribed, students may perceive the act of reflection as a requirement to fulfil another's expectations. Students may then aim to complete "a reflection" quickly since the value is unrealized. By contrast, the student who understands the purpose and process of reflection would choose the appropriate moment, select the method and decide on the amount of time needed. With this greater sense of autonomy and responsibility, the student may be encouraged to be more honest, forthcoming and expressive, and develop insights including those related to the learning outcomes. The ultimate intention is for students to be independently reflective and to enjoy the process and chosen method of reflection.

The overarching intention of reflection in language development includes the opportunity for students to:

- deepen learning
- consider relevance of learning experiences
- explore personal and group values
- recognize the application of knowledge, skills and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place a learning experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Students will require support, feedback and guidance in developing the ability to reflect. Teachers or supervisors should demonstrate and explain how reflection can be a positive experience in students' learning, and also highlight the many different models and approaches to reflection. Teachers can also assist students by asking guided questions to encourage reflection.

For reflection to be meaningful, schools must plan how to engage students in reflection as a learning process. The development of reflective skills is most effective when explicitly taught, guiding students to reflect independently.

Guiding reflection

Students can be guided in reflection by way of the following processes.

- **Defining reflection:** engage students in clarifying what reflection is not and what it is, highlighting the key elements of reflection and giving examples.

A helpful way to initiate discussion on this is for students to collaborate with their peers and draw up their own comparison table. This example table shows examples of what students may list and discuss.

Reflection is not:	Reflection is:
<ul style="list-style-type: none"> • forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers 	<ul style="list-style-type: none"> • honest • personal • done in many different ways • sometimes difficult • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings and ideas • adding perspective

- **Modelling reflection:** provide examples of what reflection can look like and ways it can occur.
- **Leading reflection:** engage students in diverse reflective practices that cater for different learning styles and personal preferences.
- **Sharing reflections:** share current and past student reflections (with the student's permission).
- **Provoking reflection:** provide a series of questions, statements or experiences that elicit thoughtful responses from students. If questions are provided as prompts, encourage students to rewrite the questions as they wish so that they are more personally meaningful.

Four elements of reflection

Four elements assist in the reflective process. The first two elements form the foundations of reflection.

1. **Describing what happened:** students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. **Expressing feelings:** students articulate emotional responses to their experiences.

The following two elements can expand perspective.

3. **Generating ideas:** rethinking or re-examining choices and actions increases students' awareness about themselves and their situations.
4. **Asking questions:** questions about people, culture, processes or issues prompt further thinking and ongoing inquiry.

Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. Students can be encouraged to move forward and ask deeper questions. For example:

What did I do? could become:

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?

Examples of words/phrases for thought: I think, know, believe, guess, wonder, hope, suggest.

How did I feel? could become:

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

Examples of words/phrases for feelings: I am (happy, sad, frustrated, excited), or I feel (concerned, curious, tired, content).

Many different words are used to express thoughts; there are many words that express feelings. Encourage students to brainstorm words that describe thoughts and feelings.

Feedback on reflection

Following reflection, feedback from teachers, coordinators, or peers is strongly recommended. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development. Feedback can take many forms, for example as part of an informal or formal one-to-one or group discussion, paired peer conversation, or a written response (eg to a blog posting). Students may also suggest their own preferred method for receiving feedback.

Students may wish to keep certain reflections private. It is therefore recommended that students decide which of their reflections to share with others.

Time for reflection

Purposeful reflection is about quality rather than quantity. The topic of reflection and time spent engaging in reflective activity will depend on the individual student, as will the choice of method; meaningful reflection can also take place in groups.

When students identify moments worthy of reflection, they recognize and value reflection as a personal choice. Students should determine key moments during the learning process that inspire reflection. Otherwise, if a set number of reflections are required, reflection can feel like an obligation that is contrary to the purpose of reflection in language development. The following approaches may be helpful.

- Students can choose significant moments as the basis for reflection, for example when they:
 - are learning something new
 - have mastered a new skill

- are confronted with a particular challenge
- experience new or heightened emotions
- succeed in realizing a particular achievement.
- Students reflect during or at the end of a learning experience to identify important moments and recognize personal growth and achievements.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during and at the end of a series of learning experiences. This enables students to deliberate on such elements as opportunities, expectations, challenges, progress and personal growth.

Reflection offers students opportunities to understand the concept, process and value of learning. Students can adapt, adopt and integrate reflection into a lifelong practice.

To change the emphasis from reflection being teacher-led to reflection being a student choice, discuss with students what might prompt a person to want to reflect on their own and occasions when reflection might be useful. Note that reflection experiences in groups can be beneficial and students could also plan ways to reflect with their peers.

The forms of reflection

The form that reflection takes must be the students' own choice to encourage more honest, forthcoming and expressive insights. Allowing students a degree of choice also helps to cater for differences in learning styles. By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences and acquire sensitivity to the experiences of self and others.

There are many different ways to conduct reflection. Student reflection may be expressed through a written paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, a podcast, a video, a collage, a blog, or may use any other media or other forms of expression that students find most suitable for reflection.

Students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example, students might:

- take photographs during a learning experience and use these to reflect in writing
- compose a song describing what they gained from a learning experience
- dramatize a poem to emphasize an aspect of a learning experience
- produce a short video summarizing a learning experience
- form a group and create a poster highlighting aspects of a shared learning experience.

Students find greater value and purpose when they apply their own interests, skills and talents when reflecting and discover that reflection can be internal and private or external and shared.

In groups, students can brainstorm all possible ways they could reflect. Ask them to incorporate things they enjoy doing (eg writing poetry or music, art, drama, dance, photography, conversation). Discuss which of these “ways to reflect” could be done alone or with others. Students could consider which might be best to facilitate reflection on:

- themselves—their thoughts, ideas, values, feelings, ethics, opinions, actions and hopes
- others—their peers, or people they meet or interact with
- community— concerns, culture and values of their community (eg their school or where they live), to gain insights and wider understandings
- society and the world—concerns, culture and values of their society and/or the world, to gain insights and wider understandings.

Course review

Teachers and coordinators must continually and collaboratively review the delivery of the four core components to ensure relevance and links between them.

Teachers should also seek to improve understanding of the core components among all school staff and discuss opportunities for connections between the written curriculum and the core components.

Resources

Teachers, coordinators and students can develop a list of employers, companies, and organizations that can contribute towards the delivery and experience of the core component (eg by providing guest speakers or providing authentic materials). The school community should continually investigate and document new opportunities for the development of resources.

Raising awareness

Schools should work with the wider school community (potentially including students) so they can collectively identify areas of the programme that need strengthening, and recognize and celebrate achievements. To achieve this, the school could:

- organize events to highlight and celebrate students' experiences and achievements
- invite alumni to speak to students about their careers
- invite students from other IB schools to share their experiences
- provide information on the school website and in school newsletters, newspapers and magazines
- formally recognize students' achievements (eg through award ceremonies).

Networking

Teachers are encouraged to use the forum on the online curriculum centre to develop networks with other schools, share resources and exchange advice. Students could also be assisted in contacting students from other schools to collaborate or share ideas.

Programme evaluation

Every five years, schools engage in a programme evaluation and self-study process to assess the implementation of their Career-related Programme. The school's implementation of each core component is evaluated as part of this process. Schools submitting their programme evaluation self-study will be required to provide evidence that the planning, organization and delivery of each core component meets the individual core components requirements.

Please see the *Programme evaluation guide and self-study questionnaire: Career-related Programme* for more detailed guidance about the process and the evidence that must be submitted.

Learning diversity

Some students may find it difficult to participate due to a physical, medical or psychological condition. The principle in all such circumstances is to focus on what students **can** do, not on what they cannot. It must be remembered that the school plays a vital part in defining students' future lives, including the development of their interests and talents.

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. The IB document *Programme standards and practices* calls for schools to be organized in ways that value student diversity and respect individual learning differences. This is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements and that these arrangements are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity in the IB programmes: Special educational needs within the IB programmes*.

Schools can contact their regional office for advice.