Additional Language Spotlight

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“Almost all education is language education.”

Postman (1996)
Learning Outcomes

- The role of the Additional Language in the PYP.
- What does authentic collaboration look/sound/feel like in our school?
- The framework of Additional Language teaching in our school
- What does successful additional language teaching and learning look/sound/feel like in our school?
Language is central to:

- Communication – socialization
- Personal development and identity
- Cultural literacy and cultural identity
- Learning and cognitive processes
- Critical thinking
How could we define Additional Language (AL)?

*Any language which is not a language of instruction*

In some school contexts AL is:

- mother tongue
- lingua franca
- dialect
- sign
- braille

- first language
- second language
- official language
- classical language
- other modern language
The framework of Additional Language teaching in our school

- AL teachers are part of UOI collaborative planning.
- They meet once a fortnight with all teachers of the same level.
The framework of Additional Language teaching in our school

- Once a week as AL level.
- Once a week as Arabic Department where a lot of sharing takes place.
The framework of Additional Language teaching in our school

- Once a week selected teachers as PYP core.
- And about four times a year as whole school planning with all teachers.
The framework of Additional Language teaching in our school

- AL is taught for ten periods per week for Arabic and two periods for French/English.
- AL teachers teach within the same classroom as homeroom teacher.
- The classroom environment is multilingual.
- In the last 5 years the reading literature in Arabic has dramatically increased and improved. i.e. classroom libraries are rich!
- Library hour is one week in English/French another week in Arabic.
What does authentic collaboration look/sound/feel like in our school?

The Planning Stages are based on the PYP curriculum model

<table>
<thead>
<tr>
<th>What do we want to achieve?</th>
<th>How does the learner become ready for the planning stage?</th>
<th>What are the planning stages?</th>
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</thead>
<tbody>
<tr>
<td>Н результаты обучения</td>
<td>- Evaluation of the learners' achievements and progress</td>
<td>(\text{The Planning Stages} )</td>
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<td>- Analysis of the learners' strengths and weaknesses</td>
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<td>- Setting clear learning objectives</td>
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<td>- Planning the learning activities</td>
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<td>- Assessing the learners' progress and adjusting the learning activities</td>
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<td>- Providing feedback to the learners</td>
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<td>- Planning the next stage of learning</td>
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International Baccalaureate
Baccalauréat International
Bachillerato Internacional
What does authentic collaboration look/sound/feel like in our school?

The Planning Stages are based on the PYP Scope and Sequences

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<th>The Planning Stages</th>
<th>Pre Assessment</th>
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**Pre Assessment**

- Develop a set of questions to guide the planning process.
- Identify key areas for improvement and focus on specific goals.
- Establish clear timelines and milestones for achieving the objectives.
- Allocate resources and personnel to support the planning activities.

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What does authentic collaboration look/sound/feel like in our school? 
The PYP Planner In Arabic
Central Idea:
Stories enrich people’s knowledge, arouse their feelings, and increase their imagination to extend their creativity.

Lines of Inquiry:
- What stories convey
- Feelings and emotions that stories evoke
- How stories are created and shared
- How stories develop our creativity (Function)

Integration of Arabic, Art, Library, Music, English & French as a 3rd language
What does successful additional language teaching & learning look/sound/feel like in our school?

Arabic
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لامعقة عن الصورة لا يفسر الأحداث التي يتم، ويستخدم بعض المفردات الأجنبية.
لا يوجد لكلمات عالية التردد. تظهر في كتابته كلمات غير مفهومة لأنها تحتوي على حروف لا علاقة لها بالأصوات في الكلمات. | يتجه في الكتابة من اليمين إلى اليسار غالباً. يعبر بجمل تامة كلماتها عربية فصيحة بسيطة وعميقة.
تظهر في بداية كتابته كلمات ثم يكمل بحروف منفصلة. 使用 كلمات عربية عالية التردد.
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What does successful additional language teaching & learning look/sound/feel like in our school?

Browsing books, reading and discussing many stories in English
What does successful additional language teaching & learning look/sound/feel like in our school?
What does successful additional language teaching & learning look/sound/feel like in our school?

Listening to and reading stories in French…
What does successful additional language teaching & learning look/sound/feel like in our school?

CENTRAL IDEA:
Celebrations reflect culture and traditions.

الاحتفالات تعكس الثقافة والتقاليد.
What does successful additional language teaching & learning look/sound/feel like in our school?

ماذا أريد أن أعرف عن الأعياد؟

In Arabic, English and French, many books were read. The students began asking the questions that will lead them later to their own inquiries.
What does successful additional language teaching & learning look/sound/feel like in our school?

In Arabic, the students were divided into groups to inquire about celebrations they chose to work on.

ضمَن فِريق، اخْتَرْنا عيدًا
وَحَدَّدْنا:
المَدْعوّين، الزَّمان، المَكان،
الزَّينَة، الطَّعام وَالشَّراب.
What does successful additional language teaching & learning look/sound/feel like in our school?

In Arabic class, in groups, students focused on one celebration and researched the main facts.

ضِمْنَ فَريق، اخْتَرْنا عيدًا وَحَدَّدْنا الزَّمان، المَكان، المَدْعُوّين، الزَّينَة، الطَّعام وَالشَّراب.
What does successful additional language teaching & learning look/sound/feel like in our school?

Students shared their research

وَعَرَضْنا الْعَمَلَ أمامَ المَجْموعَة
What does successful additional language teaching & learning look/sound/feel like in our school?

برهان بعض المتعلمين أنهم متسائلون عندما:

WE ARE INQUIRERS
What does successful additional language teaching & learning look/sound/feel like in our school?

They wrote the invitation cards to their parents inviting them to an end of unit celebration during the Arabic sessions.

كِتابَة بِطاقات الدَّعْوَة
What does successful additional language teaching & learning look/sound/feel like in our school?

Special Arabic classes for non-native speakers
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DI-ing the CI
What does authentic collaboration look/sound/feel like in our school?

The IB learner profile & PYP attitudes are displayed in all languages.
What does successful additional language teaching & learning look/sound/feel like in our school?

Special Arabic classes for non-native speakers

Introducing the LP attribute of CARING.
What does successful additional language teaching & learning look/sound/feel like in our school?

Using the learner profile as a tool for reflection
What does successful additional language teaching & learning look/sound/feel like in our school?

CE2 French language students using English as the additional language language to read and perform a play.
What does successful additional language teaching & learning look/sound/feel like in our school?

Reproductive vs Productive Questioning: Grade 4 Native Speakers
What does successful additional language teaching & learning look/sound/feel like in our school?

AL teachers connect to the UOI on the level of knowledge as well as the other essential elements of skills, attitudes, concepts and action.

(Here the problem of finding relevant Arabic resources with similar content is bypassed)
What does successful additional language teaching & learning look/sound/feel like in our school?

Grade 4 Arabic class with native speakers
What does successful additional language teaching & learning look/sound/feel like in our school?

Grade 4 Arabic class with native speakers
What does successful additional language teaching & learning look/sound/feel like in our school?

For some units, the Arabic dominates the summative task and not English/French. *(Homeroom teacher is well supported by Arabic/French language teacher)*
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Using graphic organisers like the FRAYER MODEL to introduce both knowledge and concepts.
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Grade 4 class with native speakers
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PYP Exhibition
Students use all languages in their projects to research, interview and present.
What does successful additional language teaching & learning look/sound/feel like in our school?

Grade 5 PYP Exhibition presentation
How does additional language learning look/sound like in your school?

How do your classroom practices support your students’ language learning?

Any other questions…
References

All International College teachers who shared their work and experiences with us.

IB Position Paper-East is East and West is West by George Walker, International Baccalaureate Organization, 2010

The role of the additional language teacher in the PYP community, Fiona Davis, Diane Fisk, Global Language Convention, Singapore

IB position paper-Thought, word and deed: The roles of cognition, language and culture in teaching and learning in IB World Schools, Michael Allan, International Baccalaureate Organization, 2011

Language and learning in the IB programmes

Primary Years Programme, Middle Years Programme and Diploma Programme Learning in a language other than mother tongue in IB programmes, April 2008

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