IB CONFERENCE OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY
How to build Foreign Language program through Primary Years Program

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Goal for the session

• Basic understanding for the integration between foreign language and units of inquiry
1945

monolingual

multilingual
2013

monolingual

multilingual
The PYP is the beginning of a lifelong journey
IBO Mission Statement
&
The Learner Profile

• The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

• These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(www.ibo.org)
“Life is a journey, not a destination” - Steven Tyler

Our students will be ready to embark on their lifelong journey.

Everything we do in the classroom, the school community, and the community should lead us in this direction.

The IBO mission statement is our principal goal.

We can see that the IBO mission statement represents where we want our students to be when they leave school.
Beliefs and values in language

• Language plays a vital role in the construction of meaning. (MTPYPH p. 68)
• The need to communicate is instinctive. (MTPYPH p.68)
• Acquisition of more than one language enriches personal development and helps facilitate international-mindedness. (MTPYPH p.68)
• Additional-language teachers play a particularly important role in reinforcing, supporting and extending the classroom work. (MTPYPH p.69)
The Five Essential Elements

• Knowledge
• Concepts
• Skills
• Attitudes
• Action
Key concepts in the PYP:

What do we want students to understand about language?

- Form
- Function
- Causation
- Change
- Connection
- Perspective
- Responsibility
- Reflection
PYP Transdisciplinary Themes

• Who we are
• Where we are in place and time
• How we express ourselves
• How the world works
• How we organize ourselves
• Sharing the planet
Who we are

• Nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships includes families, friends, communities, and cultures.

• Rights and responsibilities; what it means to be human.
Where we are in place and time

- Orientation in place and time; personal histories; homes and journeys.
- The discoveries, explorations and migrations of humankind.
- The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves

• The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.

• The ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works

• The interaction between the natural world (physical and biological) and human societies.
• The impact of scientific and technological advances on society and on the environment.
• The natural world and its laws.
• How human use their understanding of scientific principles.
How we organize ourselves

- The interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet

• Communities and the relationships within and between them.
• Rights and responsibilities in the struggle to share finite resources with other people and with other living things.
• Access to equal opportunities; peace and conflict resolution.
Planning

- Time
- Collaboration
- Risk-taking
- Authentic
- TL (target language)
- Reflect - Change
Atlas
Curriculum Mapping
• It is **not** a lesson plan
• It is an **ongoing** process
Sharing the planet

• An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

• **Central idea**: Conflict affects relationships, decisions and actions.

• **Subject Focus**: Social Studies, PSPE

• **Key concepts**: Causation, connection, reflection

• **Related Concepts**: Communication, rights, roles, progress

• **Skills**: Social skills, communicating skills
Proficiency?
• Autonomy, spoken language, good accent, desire to understand and speak, enjoyment, the child who wants to find things out, the child who enjoys what he/she does, no fear of failure, a child who thinks about their own language etc. (Noubadji 1996)

• The foreign language is to be used creatively for real communication, not just for drilling or translation...to use a language creatively, we must be able to operate a system of underlying rules, otherwise we would be parrots. (Johnston 1994)
Thank you for listening...