



International Baccalaureate®
Baccalauréat International
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Primary Years Programme, Middle Years Programme and Diploma Programme

Language and learning in IB programmes



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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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Preface

The ability to communicate in a variety of modes in more than one language is essential to the International Baccalaureate (IB) concept of an international education that promotes intercultural perspectives.

This document describes and provides a framework for understanding the roles of language in learning and for the development of multilingualism in IB students. Drawing on academic theory as well as research, it presents a stance on **language and learning** that aligns the IB position with current thinking. It is intended for reference in programme curriculum planning and professional development. The audience for the document also includes all IB teachers, coordinators, workshop leaders and administrators.

The objectives are:

- to consolidate ideas expressed about language across the IB programmes
- to describe changes in language conceptualization, particularly in the field of sociolinguistics, and explain how they relate to language and learning in the IB programmes
- to make explicit the common underpinnings and understandings about language and learning in the IB programmes
- to provide guidance on pedagogy relating to language and learning in the IB programmes.

Language stands at the center of the many interdependent cognitive, affective,
and social factors that shape learning.

(Corson 1999: 88)

The IB offers three high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through the development of intercultural understanding and international-mindedness. Crucial for the success of the programmes is a rich development of language and multiliteracies for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural perspectives. Consequently, this requirement is built into the *Programme standards and practices* document (October 2010) and is an attribute of the IB learner profile. IB programmes offer a variety of opportunities for the development of multilingualism, recognizing that:

- multilingual classrooms are increasingly the norm
- the language profiles of IB students are diverse
- sometimes one language may be more dominant than another in the same individual.

The IB embraces this valuable potential and the need for guidelines for schools on the best practices for its nurture. Therefore, this document describes and provides a framework for understanding the roles of language in learning and for the development of multilingualism.

Structure of the document

- “Section 1”—outlines the various roles of language in learning in general, including IB programmes.
- “Section 2”—gives a brief history of how the conceptualization of languages is changing as more is learned about their relationship to shifting power structures, economics and social values. It

describes how, as a result of current rapid globalization and communication along with technological developments, multilingualism is the norm and should be viewed not only as a fact and a right but also as a valued resource for the IB mission.

- “Section 3”—describes how IB courses reflect the emergent paradigm of multilingualism.
- “Section 4”—presents a framework for identifying various domains of language in a multilingual profile on a continuum.
- “Section 5”—outlines a common pedagogy for the development of multilingualism.
- “Section 6”—gives guidelines on how to implement a school language policy so that the optimum conditions for the development of multilingualism are in place, as required by the programme standards and practices.
- “Appendices”—provide a full list of references, plus a bibliography and further resources.

The roles of language

Every language is a vast pattern system, different from others, in which are culturally ordained the forms and categories by which the personality not only communicates but also analyzes nature, notices or neglects types of relationship and phenomena, channels his reasoning and builds the house of his consciousness.

(Benjamin Lee Whorf, quoted in Ritchhart 2002: 121)

The languages we use permeate the world in which we live in a myriad of ways. The development of language is fundamental to the instinctive need to communicate. It is integral to exploring and sustaining personal development and identity. It is socially constructed and dependent on the number and nature of our social interactions and relationships. Our individual ways of talking, expressing and thinking are further developed through the process of socialization. By communicating society's expectations, language is a strong enculturating force shaping particular interactions. Thus, we develop a cultural identity. Language shapes our thinking; specific patterns of dialogue and discourse help develop particular kinds of learning and cognitive processes. Language plays a vital role in the construction of meaning and provides an intellectual framework to support conceptual development. It is imperative for the development of literacy and multiliteracies, and is linked to empowerment through success in school and subsequently society.

In the case of IB programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom.

(Ritchhart 2002: 141)

The various roles of language are culturally dynamic. As Patrick Dodson pointed out in his keynote speech at the Global Language Convention in Melbourne in April 2010, each culture and its language are entwined as a unique way of knowing and relating to the world. Wade Davis said in his keynote speech at the ECIS conference in Hamburg in November 2009 that language "archives the wisdom" of a people (Davis 2009). Because of this entwining of language and culture, there is often an assumption of a link between learning more than one language and the automatic development of intercultural awareness and international-mindedness. Some research (Allen 2003) indicates, in fact, that the opposite may also be the case in some circumstances. A poor experience in learning a new language may result in a disdain for it and the accompanying culture; a fear of losing one's own culture can result in a resistance to learning a new language. Geoff Hall points out that:

understanding another culture can easily lapse into a new ethnocentrism, a new exercise of power, rather than as intended in transcending the old dichotomies (us and them). The challenge is to teach in such a way as to prompt revisions in understandings of such relationships as well as in self understanding.

(Hall 2005: 58)

Educators need to understand the important potential role of language in cultivating intercultural awareness and international-mindedness. The pedagogical approach to language learning should:

- be open and inclusive
- affirm each learner's identity and autonomy
- promote critical thinking.

The last point is particularly important for understanding how language and power are always inextricably linked (as Ato Quayson noted in his talk at the Global Language Convention in Melbourne in April 2010). Access to power is easily controlled through selective access to particular languages with high status. As a result of recent globalization, the relationship between language and power as well as critical approaches to language use and language learning have become increasingly significant. It is the development of this critical language awareness and its role in critical thinking in all learning that is important for the growth of intercultural awareness and international-mindedness. Investigating the possible interpretations of any communication and consequent available choices is part of being interculturally aware. With this awareness, learners are able to become decentred from any unilateral cultural-based assumptions and continually question their borders of identity. Michael Worton, Vice-Provost of University College London, has been quoted as saying:

To learn another language is quite simply and profoundly one of the best ways of learning to recognise the world and to see how others and otherness inhabit it. It is an education in difference as a pathway to understanding how to contribute to [...] global citizenship.

(Worton, quoted in Reisz 2010: 39)

Multilingualism as a paradigm for language and learning

Changing perspectives

According to Elana Shohamy, language is best viewed as being:

...open, dynamic, energetic and constantly evolving.

(Shohamy 2006: 5)

The following historical review provides a background understanding with the aim of highlighting some dynamic and currently evolving views of language. These are relevant for future curriculum planning and professional development within the IB to ensure that they reflect the latest research and thinking. A postmodern paradigm shift has resulted in the concept of multilingualism as a way of viewing language. This has implications for language planning, profiling, pedagogy and assessment.

Multilingualism does not replace the idea of bilingualism, which has been an IB focus in the past, but rather incorporates it into a more complex conceptualization of how individual language profiles are constructed. This means the narrow polarity of monolingualism versus bilingualism disappears in a continuum that identifies language domains. The continuum underpins and reflects all language learning in the IB programmes, including possible variations in the development of various domains in different languages. The domains and continuum are explained in more detail in “Section 4” of this document.

Historical views of language

According to David Graddol (2006: 18) there have been, from a Western point of view, three major approaches to language.

1. **Pre-modern:** People learn new languages through contact and use different languages for different purposes.
2. **Modern:** Nations strive to become monolingual and regional languages are marginalized or suppressed.
3. **Postmodern:** Multilingualism becomes the norm (along with fluidity in identity).

It was in the 19th century, with the birth of the nation state, that languages became “modern”—associated with nationality and often accompanying ideology. Codified and standardized, they were symbols as well as expressions of national identity. Other languages within the country were often ignored or repressed. The concept of a modern language included the new ideas of a “native speaker” and seeing other languages as being “foreign”. (Before the 18th century, in pre-modern times, there was no comparable notion of a foreign language.) As is well illustrated in George Orwell’s novel *Animal Farm*, grand generalizations of truth have a way of concurring with current ideologies. The following sub-headings “Bilingualism bad” and “Bilingualism good” are meant to suggest that this can happen also in the field of language and learning.

“Bilingualism bad”

One outcome for language in the early 20th century as a result of forces such as nationalism and colonialism was a desire for assimilation, with the consequence that bilingualism was not generally

valued (see figure 1). For example, as immigrants into the USA struggled to learn the language and ways of the “new” country and denied their “heritage”, they inevitably “under-performed” on tests designed to measure “standard American”. The standard was, of course, that of the “native speaker”. The way to address the perceived problem of bilingualism was seen to be to eradicate any “foreign” or non-standard language traits. This invariably, in a vicious cycle, had the opposite effect on the successful integration of certain generations. This **subtractive bilingualism** (Cummins 1994), as we now know it, which represses mother tongues, came to be negatively associated with special educational needs (SEN) and immigrants.

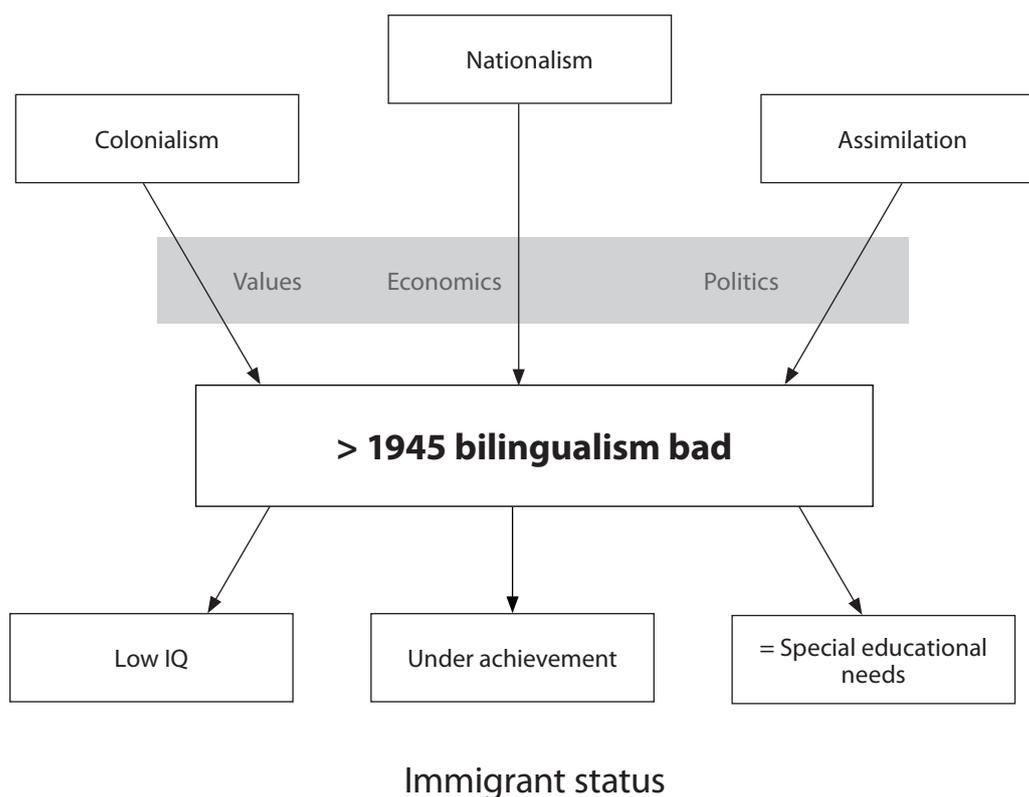
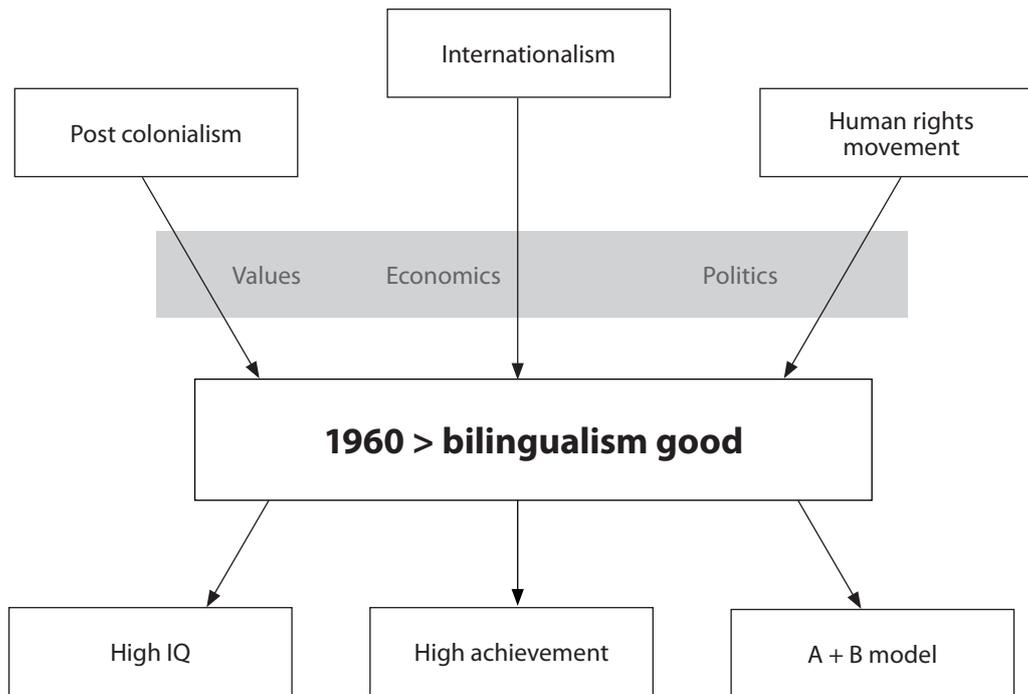


Figure 1
Bilingualism bad

“Bilingualism good”

By the 1960s, the influences of post colonialism, the human rights movement and increased interest in the idea of internationalism changed perceptions of language learning. Certain kinds of bilingualism came to be valued and promoted. Whereas subtractive bilingualism usually results in the replacement of students’ home languages with the language of the most powerful group, **additive bilingualism** (Cummins 1994) aims to extend students’ linguistic repertoires. Since the 1990s, a growing evidence base has pointed to the enhanced achievement of bilinguals compared to monolinguals (see figure 2). The IB position in promoting bilingualism in its programmes from the very beginning, in the 1960s, was in many ways “cutting edge”. However, the flaw was the assumption that at least one of the languages (the one in which the majority of learning was constructed) would be a strong “mother tongue” or valued first language (English, Spanish and French were on offer for the Diploma Programme) and the second would be one chosen from a limited group. This rather prescriptive language A + B model was built into the Diploma Programme (DP). Many of those who were not learning in a mother tongue and whose first language was not valued or valorized were still disadvantaged, in much the same way as the

immigrant students described before. They became the new “ESL problem” and the ideal of successful **balanced bilingualism**, where students have two fully developed languages, became an elitist attribute as well as a goal. This situation has not entirely disappeared in some school situations that have yet to embrace multilingualism. There remains work to be done through professional development for whole-school change in order to address the needs of those who are still disadvantaged by learning in a language other than their mother tongue. Nonetheless, such professional developments also present an opportunity to increase student access to the IB programmes through innovations designed to be inclusive.



ESL problem

Figure 2
Bilingualism good

Multilingualism

Influences today, such as the quest for democratization, rapid globalization and the move towards inclusion as a means of affirming cultural identities (pluralistic integration as opposed to assimilation) have led to a change yet again in the way of thinking about languages. Modernity has been, and continues to be, undermined by globalization with its resultant changes in world demographics, and also by new technologies related to communication.

The changing relationships between languages now taking place may reflect the decline of modernity in the world.

(Graddol 2006: 1)

In a keynote presentation at the Global Language Convention in Melbourne in April 2010, Alastair Pennycook described how the shift continues away from a modernist view of languages as being separate tools in bilinguals—which is the IB model that labels languages A and B—towards them being much more dynamic interrelated complex practices best represented in a multilingual profile. Multilingualism is not just an

extension of the A + B model to A + B + C and so on; it is a reconfiguration of how we think about languages that takes into account the complex linguistic realities of millions of people in diverse sociocultural contexts. Muiris O’Laoire and Larissa Aronin have introduced the idea of multilinguality to mean:

an individual store of languages at any level of proficiency, including partial competence and incomplete fluency, as well as metalinguistic awareness, learning strategies and opinions, preferences and passive or active knowledge on languages, language use and language learning/acquisition.

(O’Laoire and Aronin 2006: 17–18)

They go on to say that “multilinguality is expressed through actions, perceptions, attitudes and abilities” and that it is “not only linguistic facility” but that it “displays itself through physical, cognitive, cultural and social qualities”.

Such a view of multilingualism opens up new ways to consider the complexity of domains of language in a learning profile and how they may interact to promote sociocultural competencies, intercultural awareness and international-mindedness.

Ofelia Garcia (in her keynote address at the NALDIC conference in London in November 2009) suggested we think of **using** languages rather than **having** them, since the language practices in which multilinguals are engaged are interconnected (Garcia 2009: 4). This moves us on from a modernist monoglossic view of “acquiring a separate additional language”. The new terms “*linguaging*” and “*translinguaging*” capture the idea that learners develop and integrate new language practices into a very complex dynamic multilingual repertoire.

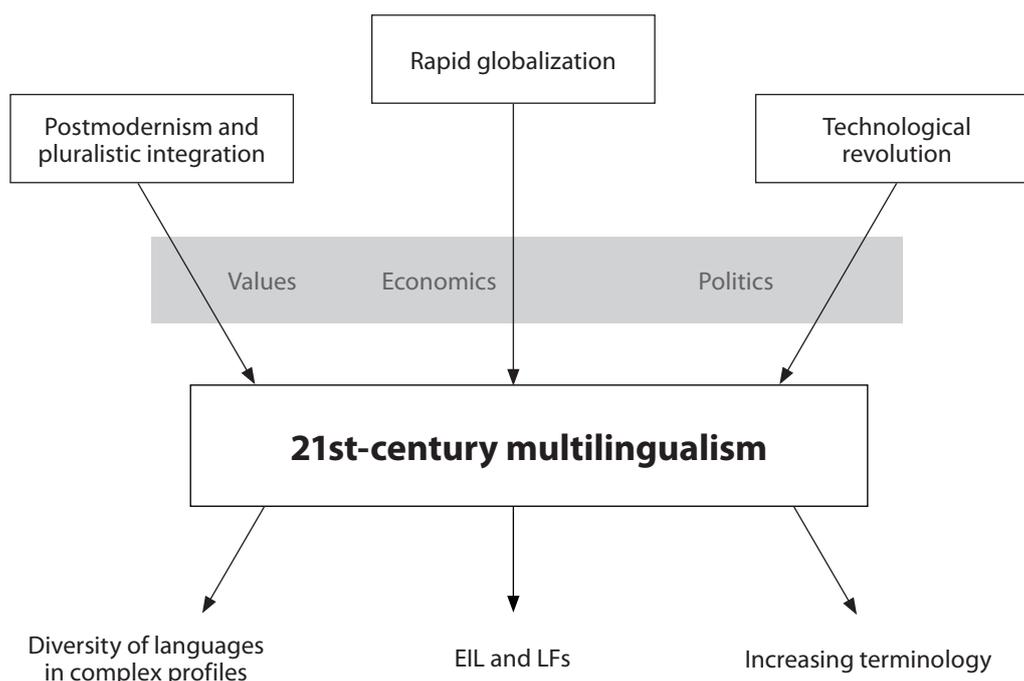


Figure 3
Multilingualism

Tensions

There are, of course, unavoidable tensions and contradictions in any paradigm shift. As the modernist paradigm shifts to one of postmodernism, seeming contradictions are apparent in the IB community, as well as in the wider world. Changing ideas of language in learning have been reflected in IB curriculum reviews that have taken place at different times.

Elsewhere around the globe, China seems to be juggling modernity and postmodernity at the same time, with Putonghua as a “national” language and English for “global” communication. In India, there are tensions between Hindi and English, with both languages struggling for dominance in different areas.

The IB community is encouraged to recognize that postmodernism is comfortable with tensions, complexity, contradiction and overlappings. Pluralism is a characteristic of the new paradigm and multilingualism is part of this.

Shifts in pedagogy

As concepts of language learning have changed, so have ideas about the appropriate pedagogy. Early approaches were based on grammar-translation principles. Language was viewed in isolation as the concern of the language teacher, and linguistic accuracy was important. Prescriptive grammar books were available for guidance. Bernard Mohan (1986: 2) describes the Latin lesson in James Joyce’s semi-autobiographical novel *A Portrait of the Artist as a Young Man* where “form and correctness” is seen to be “an index of scholastic virtue”. This account suggests that content and communication were of lesser importance.

Later, however, ideas on language learning emphasized interpersonal and social transactional aspects and this led to more communicative approaches. Grammar and direct translation were de-emphasized and “immersion” classes, where only the language being learned was allowed, became popular. An unfortunate outcome was that some schools banned languages other than the target language.

On the other hand, language was also recognized as the medium for learning across the whole curriculum in the various subject areas and also within the transdisciplinary and interdisciplinary components. In this view, language learning can no longer be seen as the sole responsibility of the language teacher but is instead integrated into all learning—every teacher becomes a language teacher. Since language has a central role in the construction of meaning and knowledge, the potential of functional and other modern approaches to grammar as a way to better understand how academic language can be learned is particularly relevant.

More recently, the deep relationships between language, identity, culture and power have had an impact on pedagogical views. There is a realization that the diverse multilingual, multicultural and multimodal attributes of learners are resources for further learning and for the development of critical literacy. In IB programmes language learning, multilingualism and the development of critical literacy are considered important factors in promoting intercultural awareness and international-mindedness, which are integral to the organization’s mission.

Multilingualism as a fact, a right and a resource

Multilingualism is now recognized as:

- a **fact** that best describes (as opposed to prescribes) the reality of “a new linguistic dispensation” (Aronin and Singleton 2008: 1)
- a **right** (supported by, for example, declarations from UNESCO on mother-tongue entitlement and government legislations for global language/lingua franca education)
- for the IB, a **resource** and an opportunity for engendering the ideals of international-mindedness and intercultural awareness.

Multilingualism as a fact

Demographic change is one of the most important factors affecting language spread, language shift and language change.

(Graddol 2006: 30)

Schools and learning communities throughout the world are increasingly multilingual as more people than ever are mobile. Between 1960 and 2000 the total number of international migrants had doubled to 175 million, representing nearly 3% of the world's population (Graddol 2006: 28). A study in 2000 found that children in London schools spoke over 300 languages. The ratio of non-native users of English as a second language to native English users around the world is estimated to be 3:1. In the USA in 2005 there were 5.1 million English language learners (ELLs) in the age range 5–17 years old. This represents a 60% growth in the numbers over 10 years compared to an increase in the population of that age range of only 2.5% (Snowball 2010: 9).

What in the “modern” era were often considered dialects and non-standard forms of other languages are increasingly recognized as being languages in their own right, thus conferring another linguistic dimension on to the language profiles of many earlier disenfranchised people. Afrikaans, for example, once considered to be a variant of Dutch, is now a separate language. Creole languages, which used to be stigmatized, are no longer seen as corrupt versions of source languages but have in many cases been given official status. Tok Pisin, the Creole spoken in the north of Papua New Guinea, is now an official language there. Languages that have been in decline are being reinvigorated, for example, Hebrew, Welsh, Maori, Catalan and Ngarrindjeri.

Governments around the globe are not only recognizing the plurality of languages of their citizens but are seeking to promote this in ways that meet the demands of the 21st century.

- The Council of Europe aims to create plurilingual citizens (see www.coe.int/lang).
- The Common European Framework for Languages (CEFR) is a project to improve citizens' awareness of the multilingual nature of Europe and to encourage a positive attitude towards linguistic diversity and the learning of several languages.
- A Colombian mission aspires to make the country bilingual within a decade (Graddol 2006: 89).
- In 2004 Mongolia declared it should become bilingual in English (Graddol 2006: 89).
- Chile wants the population to be bilingual within a generation (Graddol 2006: 89).
- South Korea intends to make English an official language in new enterprise zones (Graddol 2006: 89).
- In Taiwan a survey carried out in 2006 found that 80% hope English will be designated as a second language (Graddol 2006: 89).
- Singapore, Finland and The Netherlands are often cited as successful models of multilingual societies (Graddol 2006: 89).
- English is promoted as a lingua franca in Asia—in India, Pakistan, Bangladesh, Sri Lanka, Malaysia, Singapore, Brunei, Philippines (Graddol 2006: 94).
- Following the example of China, similar new initiatives to promote English language learning have been announced in Thailand, The Philippines, Japan and Taiwan (Graddol 2006: 95).
- In January 2006, President Bush announced a multimillion-dollar investment initiative to strengthen America's foreign language education in critical languages such as Arabic, Russian, Korean and Chinese (Graddol 2006: 119).
- The Australian government is committed to language education (Scarino and Liddicoat 2009).
- The language policies of India, South Africa and Singapore promote multilingualism (Hornberger and Vaish 2009).

Multilingualism as a right

Education policy makers have difficult decisions to make with regard to languages, schooling and the curriculum in which the technical and the political often overlap.

(UNESCO 2003: Part III)

A global language such as English is increasingly seen to be an essential part of a multilingual profile for success in the 21st century. From a democratic stance, it is everyone's right to participate in the global markets with equal access; therefore, everyone should be able to learn at least one of the global languages.

English is widely regarded as a gateway to wealth for national economies, organizations and individuals. If that is correct, the distribution of poverty in future will be closely linked to the distributions of English.

(Graddol 2006: 38)

Equally important is that each person has the opportunity to maintain and develop their mother tongue(s). The United Nations Convention on the Rights of the Child states that:

The education of the child shall be directed to [...] the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own.

(UNICEF 1989: Article 29)

Consequently, education has a vital role not only in strengthening cultural identity and language competencies, but also in contributing to intercultural understanding in multicultural contexts. These rights are the focus for discourses about mother-tongue and multilingual education in different cultural and political contexts, including those that defend the rights of minorities and indigenous peoples.

Language rights have featured in many of the world summits held in recent years. For example, the Beijing Declaration and Platform for Action of 1995 affirms the principle of equal access to education through the elimination of:

discrimination in education at all levels on the basis of [...] language.

(UNESCO 2003: 25)

The International Conference on Education (UNESCO 2003: 26) emphasized the importance of:

- mother-tongue instruction at the beginning of formal education for pedagogical, social and cultural considerations
- multilingual education with a view to the preservation of cultural identities and the promotion of mobility and dialogue
- foreign language learning as part of an intercultural education aiming at the promotion of understanding between communities and nations.

But a warning was given that:

while there are strong educational arguments in favour of mother tongue or first language instruction, a careful balance also needs to be made between enabling people to use local languages in learning and providing access to global languages of communication through education.

(UNESCO 2003: Part III)

Multilingualism as a resource

The diversity of life is biological, cultural, and linguistic diversity.

(Terralingua 1996)

Researchers such as Jim Cummins (2000) emphasize that multilingual education positively strengthens the personal identity, and consequently the self-esteem, of minority children. When the language one uses in daily communication is denigrated—for instance, not deemed fit to be used as a language of instruction—a child may feel that a part of him or herself is also being denigrated. When a language is valued, by being recognized in school and society, the child or person who speaks it is also valued. An increase in self-esteem has a positive impact on motivation and learning.

In Australia, the Northern Territory Curriculum Framework (NTCF) recognizes that multilingual education positively strengthens cultural and social identity. For example, heritage language maintenance correlates with positive communication between young people and their parents and grandparents, and reduces generational conflict. Speakers remain connected socially to their native land or culture.

Multilingual education also improves academic achievement. Increasing learners' literacy in their first language strengthens their academic language development in other languages through the transfer of skills (Cummins 2000).

Multilingual education moreover promotes intercultural awareness and international-mindedness. The IB programmes' emphasis on intercultural awareness prepares students for a world where diversity has become a feature of everyday life. As George Walker, the former Director General of the IB, has pointed out, we are increasingly living next to, working alongside, sharing our leisure with, choosing our partner from, people with different cultural backgrounds (2010: 69).

However, diversity alone, in the absence of real encounters and relationships, may only lead to unresolved tensions, as Diana Eck (2006) of Harvard explains when discussing plurality. Eck says we must actively seek understanding. Intercultural awareness is only generated when there is recognition of, and reflection on, a conflict of different viewpoints. This can often occur when learning new languages. While expanding our language repertoires and multilingual identities in a positive environment, we are exposed to new ideas, alternative perspectives, and opportunities to participate in dialogue. Ron Ritchhart (2002: 119–20) describes how we can “try on” new ways of thinking that we have discovered through the language of others. In this way, by actively listening, incorporating, projecting and responding to other perspectives, learners can engage in what Mikhail Bakhtin, the philosopher of language and culture, called the concept of “dialogical” or critical thinking. Reflection on the different perspectives of another culture enables us to reflect on our own, and the assumptions within it. The Council of Europe has published *Autobiography of Intercultural Encounters* (Council of Europe 2009: 5) which “encourages students to critically reflect on their own responses and attitudes to the experiences of others”.

Reflection and critical thinking in all learning is necessary for the development of international-mindedness and intercultural awareness. Investigating possible interpretations of any situation and consequent available choices is part of being interculturally aware. With this awareness learners are able to become decentred from any unilateral, culturally based assumptions and continually question the borders of their identity.

In taking a different perspective, language learners of any age or disposition can be brought to a greater critical awareness of themselves and others and thereby become more adequately educated for an international world.

(Byram 2008: 18)

The shift in the way languages are viewed in the postmodern paradigm presents new opportunities for the IB to increase access to its programmes for a diversity of students. (“Section 4” of this document describes some of these, as well as the range of resources and language-learning opportunities already in place.)

Lingua francas and world Englishes

The spread of global Englishes and the growth of multilingualism [...] represents the unravelling of a key component of modern identity.

(Graddol 2006: 19–20)

Multilingualism values the diverse languages of the world, of a community, of an individual. It also, however, raises issues related to the need for a common shared language or lingua franca. Whereas technically speaking a person with five Indian languages is multilingual, unless they also have a lingua franca they may remain disempowered in a globalized world. As more and more languages are valorized, the need for lingua francas is increased. Languages such as English are now important for multilingual communities to be able to communicate in a globalized world. Various forms of English—sometimes called International English Languages (IEL)—have become the current dominant global languages. Spanish is an important lingua franca in Latin America, as is Putonghua in China.

A lingua franca, which currently is very often English, should be part of the developing multilingual profile of every IB student. It is most important to address the fact that a majority of the students, however, will have another mother tongue and/or first language as a resource to be maintained and developed. Often, the main language of instruction in a school will be a second language for many of the students and this must be taken into account in pedagogy and teacher professional development across all three IB programmes. Students learning in a language other than their mother tongue should no longer be framed as a “problem”; a multilingual view recognizes diversity in language profiles as the norm. Whole-school practices that honour this, however, need to be put in place if all students, including those who are learning in a language other than their mother tongue, are to have equal access to the IB programmes. Isolating English as a Second Language (ESL) students from the mainstream, in an attempt to teach them the language they need separately from the subject areas, is not a practice that honours multilingualism. Good practice should adhere to the principles of good pedagogy for language teaching across the whole curriculum. These are discussed in more detail in “Section 5” of this document.

Language and learning in the IB

This section outlines how, in order to accommodate and nurture the diversity of multilingual students within its programmes, the IB offers a comprehensive range of resources and learning options in many languages across the continuum. These provisions, which mean that IB students are potentially able to become highly proficient, literate and knowledgeable multilinguals, are underpinned implicitly and explicitly in the IB document *Programme standards and practices* (October 2010). The explicit standards are as follows.

- The school places importance on language learning, including mother tongue, host country language and other languages. (“Section A: Philosophy”—standard A, 7).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students. (“Section C: Curriculum”—standard C1, 8).
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (“Section C: Curriculum”—standard C3, 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students. (“Section C: Curriculum”—standard C3, 8).

The following standard is a requirement for all programmes.

- The school develops and implements policies and procedures that support the programme(s). (“Section B: Organization”—standard B1, 5).

This is further defined by the following practice (included in the programme-specific requirements for the Primary Years Programme, Middle Years Programme and Diploma Programme).

- The school has developed and implements a language policy that is consistent with IB expectations.

The short- and long-term planning of courses and language options that a school offers will depend on each unique context and should be clearly articulated in the school’s language policy. (Guidelines on how to compile the policy are given in “Section 6” of this document.)

The IB’s own language policy supports and mirrors the programme standards and practices relating to language and learning through the provision of a range of services and documentation for teachers and administrators, as well as the wider IB community.

The IB language policy

The IB language policy defines how the IB supports its linguistically diverse community of schools in ways that facilitate access to its programmes and enhance the quality of teaching and learning, while ensuring the appropriate resources are in place.

The language policy committee meets regularly to:

- review language policy issues and proposals
- introduce new languages
- change the range of services supported.

Decisions and recommendations are based on criteria relating to impact, access and quality, as well as considerations on viability and sustainability, and are endorsed by the IB Board's education committee.

Working languages

English, French and Spanish are the IB's working languages, in which the organization communicates with schools and other stakeholders, and in which full support is given to school administrators and teachers. This support includes a full complement of curriculum and administrative materials and access to all major IB websites, such as the online curriculum centre (OCC), IBIS and the public website.

The IB also supports DP students to take examinations in their chosen working language by preparing examination papers in the three working languages and providing all related assessment services in the three languages, as described in the *Handbook of procedures for the Diploma Programme* (updated annually).

In the Middle Years Programme (MYP), moderation services in English, French and Spanish are provided for those schools that choose to have their grades validated. The monitoring of assessment service is also provided in the three working languages.

Access languages

In addition to the working languages, the IB provides a more limited support to teachers in a number of other languages. Currently, these languages are:

- Primary Years Programme (PYP)—Arabic, Chinese, Indonesian, Turkish
- Middle Years Programme (MYP)—Arabic, Chinese, Indonesian, Japanese
- Diploma Programme (DP)—Chinese, German.

The support given in these languages varies from the provision of bilingual glossaries of programme terminology in Indonesian to the full set of curriculum guides in Chinese for the MYP and Arabic for the PYP.

There are two pilot bilingual projects in the DP in which students can choose to be assessed in a language other than an IB working language. The available languages are:

- Chinese—for theory of knowledge (TOK)
- German—for TOK, history and biology.

The schools participating in these pilots receive translated curriculum guides and assessment services, including examination papers in the relevant language.

Languages of instruction

Primary Years Programme and Middle Years Programme

The IB recognizes that students in IB World Schools offering the PYP and MYP have a variety of language backgrounds, and therefore both programmes may be taught in any language(s). The language(s) of instruction may be the mother tongue of students, teachers and/or the host country, but need be none of these.

Some conditions apply for schools to be authorized to offer the PYP or MYP in a language other than an IB working language, and they are set out in the IB's language policy.

Diploma Programme

The DP can be taught in the working languages (English, French and Spanish) and the level 3 access languages (currently assessment is available for selected subjects in German and for TOK in Chinese, as a pilot scheme in participating schools).

DP students can also be awarded a bilingual diploma provided certain conditions are met, as specified in the *Handbook of procedures for the Diploma Programme*.

Further detailed information about the language policy is available on the public website: <http://www.ibo.org/mission/languagepolicy/>.

A continuum of language and learning in IB programmes

Language and learning opportunities that support the roles of language described in “Section 1” of this document are built into the IB programmes. These are apparent, for example, in the choices for mother-tongue maintenance and development as well as second-language acquisition at various levels (including the level at which it is the language of instruction). In order to accommodate the diverse needs of multilingual students and to fulfill the aim for all students to learn at least two languages, the IB offers a wide range of language options in all programmes.

The term “mother tongue” is used in the research literature in various ways. It may denote the language learned first and/or the language identified with as a “native speaker”. For the purpose of the MYP, “mother tongue” includes both these definitions, and describes the language that the student uses at home and/or outside the classroom environment. Those students whose mother tongue is not the language of instruction can study their mother tongue as their second language option. This course of study supports students to develop their mother tongue, sustain cognitive and academic development and maintain their cultural identity.

Primary Years Programme (PYP)

The PYP may be taught in any language, provided certain important conditions are met, allowing teachers and students to understand fully all aspects of the programme. In IB World Schools offering the PYP, all students have the opportunity to learn more than one language from at least the age of 7. Schools are also required to show support for mother-tongue and host country language learning, as appropriate.

Language is involved in all learning that goes on in a PYP classroom and it is considered an essential vehicle for inquiry and the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. Students’ needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired. In an inquiry-based classroom, teachers and students enjoy using language, appreciating its functionality and aesthetics. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which students learn best.

In the “knowledge” area of the PYP, language is the most significant connecting element across the school’s curriculum, both within and outside its transdisciplinary programme of inquiry. When teachers plan learning experiences that enable students to develop language within meaningful and enjoyable contexts, students are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

Language learning is recognized as a developmental process where there are opportunities for students to build on prior knowledge and skills in order to help them progress to the next phase of language development. The PYP *Language scope and sequence* (February 2009) acknowledges that learning language is a complex, developmental process. It is intended to inform and support all teachers, as all teachers are teachers of language. It presents a set of developmental continuums that are designed as diagnostic tools to assist teachers in planning language-learning experiences for students, and in monitoring students' development throughout the PYP. The continuums can be used to support learning in the language(s) of instruction and any other language learning that is going on in the school. Consideration of the range of language-learning situations that exist in schools is reflected in this document.

Effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world, and with the self. Such learning is relevant, engaging, challenging and significant. Exposure to and experience with languages, with all their richness and diversity, creates an inquisitiveness about life and learning, and a confidence about creating new social interactions. Language provides a vehicle for learners to engage with the world and, in an IB World School, for students to relate to, and accept, responsibility for the mission of the IB to “help to create a better and more peaceful world”.

PYP students may have varied and often complex language histories and consequent multilingual profiles. Many schools will have a population of students who are learning in a language other than their mother tongue. As schools have a responsibility to ensure that all students reach their full potential, they should provide for the language needs of such students so that they can participate fully in the programme. All PYP teachers have a responsibility to address the language needs of their students in the language of instruction.

More information about the role of language in the PYP can be found in:

- *Making the PYP happen: A curriculum framework for international primary education* (November 2009)—see the language subject annex
- the PYP *Language scope and sequence* (February 2009).

Middle Years Programme (MYP)

The MYP may be taught in any language, provided certain important conditions are met, allowing teachers and students to understand fully all aspects of the programme.

The MYP is guided by the three fundamental concepts of:

- holistic learning
- intercultural awareness
- communication.

Students are encouraged to consider issues from multiple perspectives so as to learn about their own and others' social, national and ethnic cultures and to develop international-mindedness. In all MYP subject groups, communication is both an objective and an assessment criterion. Students are required to learn at least two languages, and are encouraged to learn more.

It is a requirement for schools to provide sustained language teaching in at least two languages for each year of the MYP. Students may study a minimum of:

- one language A and one language B, or
- two languages A, or
- two languages A and one language B.

The IB strongly recommends that, wherever possible, truly multilingual students should work towards the language A objectives in both languages and that the mother-tongue language should be studied as one of the language options wherever possible.

MYP students have varied and often complex language histories and consequent multilingual profiles. Many schools will have a population of students who are learning the language of instruction as a second language (the term “second language” refers to any language other than a mother tongue). As schools have a responsibility to ensure that all students reach their full potential, they should provide for the language needs of such students so that they can participate fully in the programme. All MYP teachers have a responsibility to address the language needs of their students in the language of instruction.

Language A

The power of language experienced through the study of quality literature enables students to become highly proficient in their understanding, use and appreciation of their language(s) A. The course is academically rigorous; it equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. It builds on experiences in language learning that students have gained during their time in the PYP. Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry. Students continuing on to the DP will have a grounding in at least one language A that will enable them to undertake the DP course options with an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages A in the MYP, they may be aiming for a bilingual diploma at the end of their studies.

Language B

The MYP requires schools to provide sustained language learning in at least one language B over the whole course of the programme. The two overarching aims of language B in the MYP are to encourage students to gain competence as critical, competent communicators over the five years of study. For these aims to be realized, the language B objectives enable students to become multiliterate and thus able to understand and use print-based and digital, spoken, written and visual texts. An understanding of the interplay of the spoken, written and visual modes is important.

From 2012, the language B subject area will be organized in six phases (rather than the current three levels—foundation, standard and advanced). For the purpose of planning, teaching and assessment, the language B objectives are separated into the four communicative processes and are mapped on four corresponding continuums to show clearly the expectations for each phase.

MYP language B builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme. Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry. Students continuing on to the DP will have grounding in at least one language B that will enable them to undertake the DP courses with an inquiring, reflective approach to language learning. The list of languages students are able to study as their language B is extensive and from 2012 includes sign languages, heritage or revival languages and classical languages.

The MYP subject guides for languages A and B provide the framework for teaching and learning in these subjects. To assist in achieving these broader goals, teachers and students are provided with clear aims and objectives for MYP languages A and B, as well as details of final assessment requirements. Teachers must use these subject guides and the document *MYP: From principles into practice* (August 2008) when implementing their language courses in school. Further information on the requirements for the study of languages in the MYP can be found in the *MYP Coordinator’s handbook* (updated annually).

Diploma Programme (DP)

The DP can be taught in the working languages (English, French and Spanish) and the level 3 access languages. Language courses are offered in two of the subject groups:

- group 1—studies in language and literature
- group 2—language acquisition.

The comprehensive range of courses has been designed to address and acknowledge the complexity and range of language profiles that students may bring to the DP.

Group 1

In Group 1 the suite of three courses is designed for students who have previous experience of using the language of the course in academic contexts.

- The literature course allows the close study of literary texts and their varying contexts.
- The language and literature course focuses on critical literacy and the way meaning in texts is constructed by, among other things, the contexts of production and reception.
- The literature and performance course allows students to combine the close study of literary texts with an investigation of the role of performance in our understanding of literature as, among other things, poetic expression.

All DP students are expected to study at least one group 1 course.

Group 1 is also the site where the IB recognizes the right of all students to study their mother tongue at the same level as other DP subjects. Apart from the 50 languages that are automatically available, students can also make a special request for an examination in their best language. Upon receipt of such a request, the IB undertakes to appoint an examiner and set a paper for assessment. This applies even if only one student requires the service, and it is offered at the same cost to schools as any other DP subject. In order to further support mother-tongue entitlement, the IB also offers a school-supported self-taught course. This ensures that, even if the school is unable to provide a teacher for a language A subject, a carefully planned self-taught course can be followed, with the student's work being accurately assessed to the same standard as students who have followed the course with a teacher.

Group 2

Group 2 offers two modern language courses:

- language B—for students with some experience of the language
- language ab initio—for students with little or no experience of the target language.

The courses share an emphasis on the importance of understanding language acquisition as a process that also involves the recognition and understanding of another culture. The consequent reflection on the way one's immersion in one's own culture leads one to assumptions about the world that are not necessarily shared by others is important in the development of intercultural awareness and international-mindedness.

Students are required to study:

- one group 1 and one group 2 subject, or
- two group 1 subjects.

In some diploma combinations a further language—from either group 1 or 2—could be studied instead of a group 6 subject.

Subject guides for groups 1 and 2 should be consulted for more detailed information.

DP students have varied and often complex language histories and consequent multilingual profiles. Many schools will have a population of students who are learning the language of instruction as a second language. As schools have a responsibility to ensure that all students reach their full potential, they should provide for the language needs of such students so that they can participate fully in the programme. All DP teachers have a responsibility to address the language needs of their students in the language of instruction.

The Career-related Certificate (IBCC)

The IBCC is an academic qualification offered by the IB, taken over two years and designed to support and complement career-related courses offered by schools. It is a framework of international education for students aged 16 to 19. The certificate incorporates the vision and educational principles of the IB into local programmes that address the needs of students engaged in career-related education.

The crucial role of language in an IB education is recognized through the commitment to the provision of language courses for all IBCC students.

All schools authorized to offer the IBCC must offer at least one DP group 2 language-acquisition subject to IBCC students. Students are encouraged to study a group 2 language-acquisition subject wherever possible. The IB does, however, acknowledge that DP language courses may not be suitable for some IBCC students, and so a DP group 2 language acquisition subject is optional.

Where one of the DP courses is not a group 2 language-acquisition subject, students must complete a course of study in language acquisition that is relevant to their background, needs and context. IBCC coordinators must consider the demands on IBCC students when determining the nature, timing and scheduling of the language course.

Many relevant language courses exist, and schools are expected to explore a range of options. Some schools may even decide to develop their own language courses for IBCC students.

All IBCC students must complete a language profile over the course of their IBCC studies to document their progress towards multilingual competence.

The IBCC can be taught in the working languages of the IB (English, French and Spanish). IBCC students have varied and often complex language histories and consequent multilingual profiles. Many schools will have a population of students who are learning the language of instruction as a second language. As schools have a responsibility to ensure that all students reach their full potential, they should provide for the language needs of such students so that they can participate fully in learning. All IBCC teachers have a responsibility to address the language needs of their students in the language of instruction.

Further information about IBCC requirements can be found in the IBCC *Handbook* (anticipated publication 2012) on the online curriculum centre (OCC).

A framework for understanding multilingual profiles

The language and learning courses and options offered by the IB are comprehensive and complex. However, this can sometimes result in unintended practical complications. Some examples are when:

- schools might be deciding which courses are best for their particular context and there are limited resources
- schools might be planning for long-term language growth for a linguistically diverse cohort of students
- schools might be placing new students who have complex language profiles.

There are also considerations around pedagogy, content and assessment. For instance, different issues arise in relation to the teaching of ab initio Japanese to Spanish-speaking DP students than in the teaching of biology in English to Korean-speaking students.

There can be unnecessary misunderstandings of the role of language in learning unless its range, depth and complexity are recognized. Very often, complex situations are addressed and decisions are made on the basis of teachers' experience and intuition. In many cases, the outcome is most successful. However, occasionally students might have been better served with alternative combinations of courses.

A continuum of language and learning domains

In the interests of providing a comprehensive framework that might enhance teachers' understanding and offer support for language and learning decisions concerning IB programmes, this section presents a model of a continuum of identified domains of language learning. This model may be used, among other things, to plan pathways for student language development. The framework has been informed by various theoretical models as well as research and practice (Inugai-Dixon 2009).

The continuum is structured around Michael Halliday's (1985) description of the three strands of language and learning. They are:

- learning language
- learning through language
- learning about language.

Although grouping some particular language use under the heading of just one of these strands loses the sense of dynamic interplay among all three, nonetheless, identifying the focus in a particular learning situation can help clarify the complex roles of language in learning. The use of the construct in this way does not suggest that this is how Halliday intended it to be used. It is applied here to provide a framework for considering important factors about language that vary in dominance along the learning continuum.

The identified domains in the continuum are:

- discrete skills
- basic interpersonal communicative skills—BICS (Cummins 1979)
- literacy and the art of language

- cognitive academic language proficiency—CALP (Cummins 1979)
- literary analysis
- critical literacy.

The distribution of these domains across the three strands of the continuum, which indicate a particular focus for each one, are shown in the table below. It must be emphasized that all three strands are present in all language learning and that the association of one domain with one strand refers to a particular focus that may be useful in the planning of teaching and learning language only.

“Learning language” focus	“Learning through language” focus	“Learning about language” focus
Discrete skills	CALP	Literary analysis
BICS		Critical literacy
Literacy and the art of language		

The continuum of language domains described in this way is intended as a working tool for practitioners, with the following aims:

- to be a framework for understanding the diversity and complexity of multilingual profiles
- to provide a common language for conceptual understandings that will enable meaningful discussion about how the roles of language relate to IB programmes
- to enhance understanding of the coherence and inherent continuum of language courses in IB programmes
- to demonstrate the depth and breadth of language learning in all IB courses
- to inform pedagogy
- to demonstrate connections across curriculums both within and between programmes
- to clarify and demonstrate the relationship of language to all learning (and teaching).

Learning language

The domains where “learning language” may be a useful focus for consideration are:

- discrete skills
- basic interpersonal communicative skills (BICS)
- literacy and the art of language.

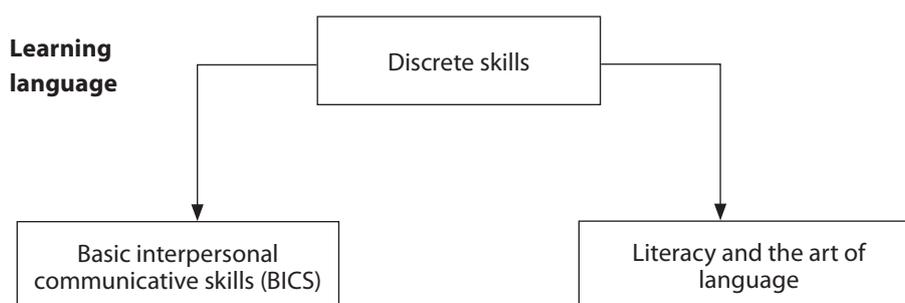


Figure 4
Learning language

Discrete skills

Any language learning requires the development of both receptive (for example, listening and reading) and productive (for example, speaking and writing) skills. The organizing principles, and thus the approaches to teaching, will vary, depending on whether languages are alphabetic, such as the Romance languages, or non-alphabetic, such as Japanese and Chinese. Dependent on the circumstances, skills can be transferred from one language to another.

Basic interpersonal communicative skills (BICS)

In richly contextualized situations, young children very quickly acquire vocabulary, syntax, accompanying gestures and an understanding of semantics in the construction of meaningful social interactions. In first-language learning and many introductory second-language learning courses, such early social interactions form the basis for developing what Jim Cummins calls the “basic interpersonal communicative skills” (BICS).

It is sometimes assumed that the development of academic language skills will automatically follow on from fluency in BICS. However, Cummins (2000) has pointed out that this is not necessarily the case. Fluency in BICS—which, as the name suggests, is concerned with social interactions—does not necessarily correlate directly with the development of academic skills. These require a critical level of literacy, as well as sophisticated understandings of language use in increasingly abstract and decontextualized settings. BICS is, however, important for personal development and cultural identity as well as for intercultural awareness.

The acquisition of linguistic, pragmatic and other cultural knowledge through social experience [is] how individuals become socialised into particular identities, worldviews or values, and ideologies, as they learn language, whether it is their first language or an additional language.

(Hornberger and McKay 2010: xix)

Literacy and the art of language

The successful development of students’ literacy in first languages in elementary schooling is characterized by a prolific increase in the reading and writing of a wide range of texts for different purposes and audiences. This is accompanied by an enormous growth in the fluent use of vocabulary and stylistic devices. What is sometimes referred to as the “language arts” provides creative opportunities for learners to gain a broad and deep command of the language and culture; students play with and explore language and discover its expressive, dramatic, poetic and artistic aspects. Michael Worton says that when learning any new language the pleasure in learning to creatively manipulate it:

reveals to us a different culture in its fullest creative complexity as well as often in its most playful and joyful form.

(Worton, quoted in Reisz 2010: 39)

In many instances when learners are literate to this degree in more than one language it might be more appropriate “to talk in terms of multiliteracies rather than ‘literacy’” (Edwards 2009: 54).

A threshold level of multiliteracy or literacy development with the ability to engage with a variety of texts is, however, essential background knowledge necessary for the further development of academic language skills.

Learners need to have extended periods of time to read for pleasure, interest and information, experiencing an extensive range of [...] texts [...] acquire the skills, strategies and conceptual understanding to become competent, motivated, independent readers [and writers].

(Hornberger and McKay 2010: 74)

Early opportunities for literacy development across the curriculum are important for the development of the academic language of abstract conceptualization and associated cognitive development in later schooling. This has implications for those students who transfer from early learning in a first language to a second language of instruction later on. Maintaining and enabling the transfer of knowledge and skills from one or more languages to another is crucial for optimal learning. If the development of literacy in the first language is limited, decisions must be made about how to build up the background knowledge necessary for future successful learning.

Learning through language

Although in any language-learning situation there is inevitably always some “learning through language”, much of it may be implicit and incidental when the emphasis is on “learning language”. In reality, the development of literacy is recursive and continual, but there are some stages of schooling where it is assumed that sufficient language has been learned for it to be a medium of instruction and “learning through language” becomes the dominant focus. As Bernard Mohan (1986: 18) describes it, there is a contrast between “learning to read and reading to learn” or “learning to write and writing to learn”. The academic disciplines of school curriculums make heavy language demands on learners. They must be proficient in the academic language of instruction if they are to have access to the curriculum (O’Neal and Ringler 2010: 50).

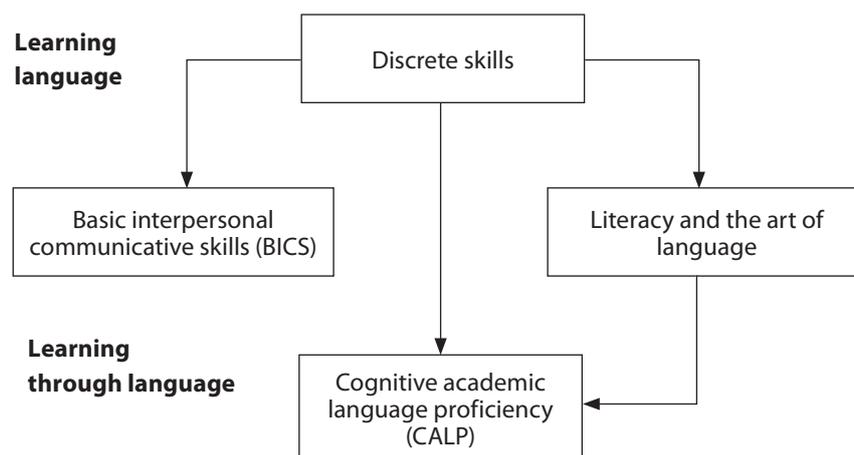


Figure 5
Learning through language

Cognitive academic language proficiency (CALP)

The development of academic language skills required for discourse in abstract and decontextualized settings in later schooling is referred to by Jim Cummins as CALP (cognitive academic language proficiency) and is in contrast to the more socially contextualized language necessary in BICS. Ultimately, to be successful in school, students must have a threshold understanding and ability to use a variety of discourses and texts across the many subjects they study. For second-language learners this can be particularly onerous as teaching often assumes a cultural and academic linguistic background common to all students rather than a diversity of complex multilingual profiles, which is increasingly the norm. However, it cannot be assumed that even those whose first language is the language of instruction are familiar with academic language. Some may be fluent in a dialect or non-standard variety, may have had little exposure to reading and writing in the language of the school and may also need to be made aware of the types of discourse necessary for school. Bernard Mohan has pointed out that:

any deficiency in the language of instruction is a fundamental obstacle to education in all subjects.

(Mohan 1986: 10)

The view that every teacher is a language teacher regardless of the aspects of the curriculum for which they have responsibility is important if all students are to have equal access to the curriculum. For example, when teaching science, Jay Lemke asserts that teachers must be aware of the fact that, as well as acquiring new vocabulary, students need to:

learn to use language as scientists themselves do – to name, describe, record, compare, explain, analyse, design, evaluate and theorize.

(Lemke, in Wellington and Osborne 2001: iv)

Academic language is inextricably entwined with academic thinking. Robin Lakoff (in Hornberger and McKay 2010: 57) uses the idea of frames as mental structures to explain how we shape and construct meaning and describe conceptions of the world. As our conceptual frameworks change with cognitive development so do our descriptions. Thinking differently requires using language differently. For example, developments in information technology require us to learn new forms of language. Attending to teacher professional development that raises awareness of how language and thinking are interconnected is important if all students are to be able to have access to the curriculum.

Learning about language

Through an increase in understanding gained from “learning about language” students can have more control over the use of their linguistic resources and can hone their academic skills for “learning through language” across the curriculum. There are, however, some specific areas of the curriculum where an explicit metalinguistic focus is an integral part of the discourse. This is the case for:

- literary analysis
- critical literacy.

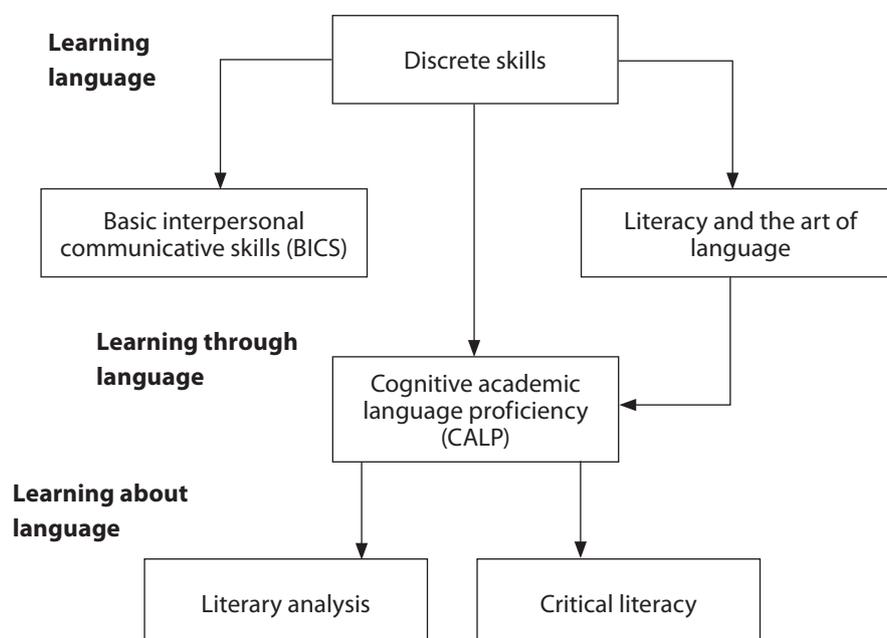


Figure 6
Learning about language

Literary analysis

Literature—traditionally held a central and privileged place in language teaching.
(Hall 2005: 2)

As well as the claim that extensive engagement with literature is effective for language learning, analysing literature also draws attention to how language is used to convey ideas and express the poetic dimension. Interpretation, multiple readings and a consideration of cultural contexts require a study of word choice, symbolism, metaphoric imagery and their associated values. “Learning about language” is a major focus. For this reason, the study of literature is widely recognized as a means to explore other cultures, as expressed by the poet TS Eliot.

For the transmission of a culture—a peculiar way of thinking, feeling and behaving—[...] there is no safeguard more reliable than a language—a literary language, not necessarily a scientific language—but a poetic one.
(Eliot 1948: 57)

It is through exploration of the literature of other cultures that we can further develop intercultural awareness. While reading literature:

we can leave our own consciousness and pass over into the consciousness of another person, another age, another culture [...] reading enables us to try on, identify with and ultimately enter for a brief time the wholly different perspective of another person’s consciousness.
(Wolf 2008: 7)

Wai Chee Dimock describes how literature carries traces from the past through “layers of relations” (2006: 6) and questions sometimes mistaken assumptions about cultural divisions. She suggests that a critical study of literature across time can reveal that we are more connected in the world than we imagine.

Critical literacy

Paulo Freire considered that reading the word cannot be separated from reading the world and challenged the assumption that literacy is simply teaching students the skills necessary for reading and writing. He was interested in the communicative and dialogic aspect of literacy and, ultimately, its power for social action.

True dialogue cannot exist unless the dialoguers engage in critical thinking.
(Freire 1970: 73)

Critical literacy has become a generic term that includes the idea of critical thinking. It is associated with a sociocultural approach to language education and is also referred to as “critical linguistics”, “critical language awareness” and “critical applied linguistics” (Hornberger and McKay 2010: 45).

Critical literacy involves a metalinguistic critique of all texts, whether oral or written, and includes literary analyses. It pays attention to the way in which reality is mediated by language and also to the way in which texts are constructed to represent versions of reality. Consideration is given to aspects such as:

- textual purpose
- gaps and silences
- power and interest in relation to purpose
- multiple meanings.

Critical literacy is extremely important in the development of intercultural awareness and international-mindedness and should be a part of learning in all subject areas. The IB Diploma Programme course theory of knowledge (TOK) encourages critical thinking about knowledge itself, asking such questions as the following:

What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?
(IB 2006: 3)

The roles of language

The language domains described here should be viewed as interconnected aspects of a continuum in the holistic process of learning. Any situation that involves language will involve several domains, even if only one appears to be emphasized. The roles of language described in “Section 1” of this document may be better developed in some domains than others. Some suggestions are shown in figure 7. Again, however, it must be emphasized that the roles are interwoven and pliable. Considering where the intended emphases are in specific teaching situations can help inform planning for short- and long-term learning.

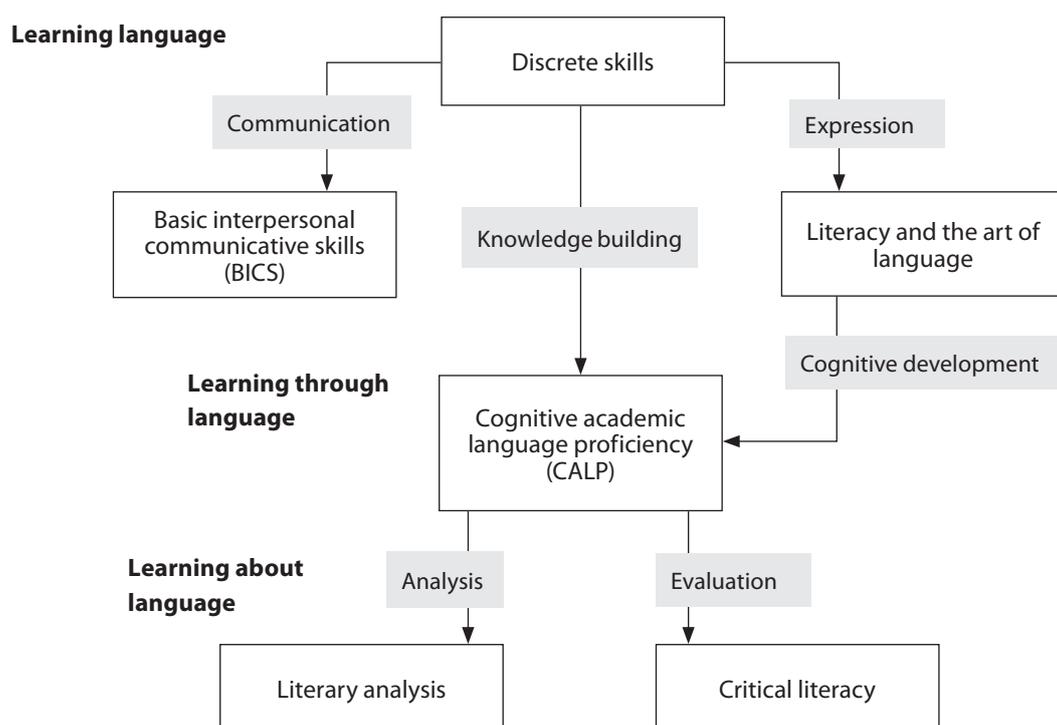


Figure 7

The roles of language across the domains

Language profiles and language mapping

The notion of a continuum suggests and supports the idea of a developmental progression in language and learning. This progression, however, may not necessarily develop in the same way in the learning of all languages. Mapping a multilingual language profile may demonstrate capabilities in all the domains in one or more language, but also one language may be more dominant in some domains and less so in others. For example, someone may be fluent in BICS in English and Japanese but capable of only limited CALP in Japanese. Many academics have high levels of CALP in English but have very limited BICS in that language. Furthermore, language profiles are in a constant state of flux as language learning continues throughout life. Mapping the dynamics of individual language profiles can be useful when planning for future learning.

The multilingual profiles of entire communities may reflect the use of different languages for different purposes. These may or may not relate to legislation or language policies. For example, Putonghua is the official language of China; English is the working language in the IB.

The diverse and complex multilingual language profiles of communities and individuals are a potential resource in curriculum planning for developing intercultural awareness and international-mindedness. “Section 5” of this document looks at the necessary pedagogy and principles of good practice that should be in place so that the potential is realized.

A common pedagogy for language and learning

A pedagogy that reflects the values, beliefs and understandings of language and learning in the IB programmes is essential if all multilingual IB students, including those learning in a language other than their mother tongue, are able to have access to the curriculum. A pedagogy for an IB international education is described elsewhere in detail by Judith Fabian (2011). The focus here is on aspects that relate specifically to developing a threshold level of cognitive academic language proficiency or CALP (as described in “Section 4”), which is essential for the participation and engagement that is necessary for subsequent success in learning and knowledge construction.

The four dimensions of teaching

Jim Cummins (Inugai-Dixon 2007) proposes a pedagogy that emphasizes four dimensions of teaching that are particularly important in ensuring learner participation, promoting engagement and successfully constructing understandings. As illustrated in figure 8, they are:

- activating prior understanding and building background knowledge
- scaffolding learning
- extending language
- affirming identity.

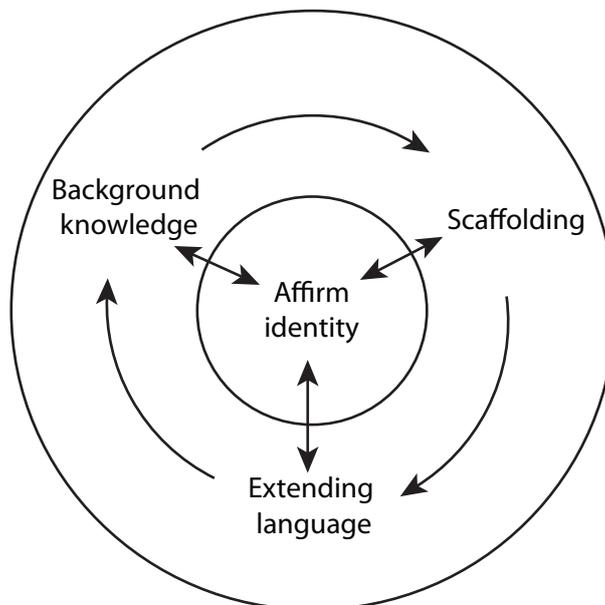


Figure 8

The language and learning cycle of good practice (based on the work of Jim Cummins, 2007)

Activating prior understanding and building background knowledge

New learning and understanding is constructed on previous experiences and conceptual understandings in a developmental continuum. Stephen Krashen (2002) stresses the importance of **comprehensible input** for learning to take place. If new information cannot be understood, it cannot be linked to prior knowledge and become part of deep learning. The psychologist Lev Vygotsky (1978) describes a **zone of proximal development** (ZPD) within which new learning can take place if there is support. The ZPD lies beyond the zone of prior knowledge, which is where a learner can work independently without support. Anything outside the ZPD is not yet able to be learned.

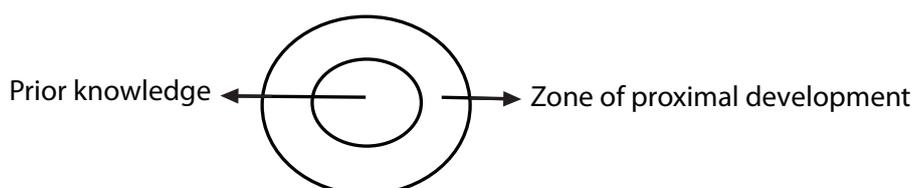


Figure 9
Zone of proximal development

When planning new learning, previous learning experiences or prior knowledge must be taken into consideration. It cannot be assumed that those students who are learning in a language other than their mother tongue will necessarily all share the same previous learning, background knowledge and understandings. It may be, however, that these students have a wealth of relevant background knowledge encoded in their mother tongue or other languages that can be activated as a base for further learning. However, the teacher may also have to build up background knowledge in preparation for further learning.

Therefore, teachers should:

- explicitly activate students' prior understanding, using the mother tongue and other languages when appropriate
- use their knowledge of students' prior understanding in all languages to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur
- record information in student language profiles and maps that will support planning for future differentiation
- consider the time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.

Scaffolding learning

Teaching methodology has identified a variety of specific ways in which teachers can scaffold new learning in the ZPD to help learners understand text. Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. The use of a mother tongue or other language to carry out research that would be impossible for the learner in the language of instruction is an example of scaffolding. Other scaffolding strategies may provide a more concrete and less abstract context for understanding. Examples of these are:

- visual and practical aids
- graphic organizers
- demonstrations

- dramatization
- small, structured collaborative groups
- language of instruction.

Learning about the use of language and how linguistic genres work as frameworks in constructing meaning in particular contexts also provide valuable scaffolding that gives learners access to a rich diversity of sophisticated texts. Writing frames developed from a branch of linguistics concerned with functional grammars provide one way of understanding how the language and text features that characterize various genres encountered in a school curriculum (such as “a report”, “an explanation” or “a persuasive essay”) achieve their communicative purposes.

All scaffolding should foster learners’ increasing independence in taking responsibility for developing strategies for their own learning, thus always extending the ZPD.

Extending language

As students progress through school, they are required to read and write increasingly sophisticated texts both in the subject areas and across the curriculum. The academic language of such texts reflects:

- the complexity and abstraction of the concepts that students are required to understand
- the increased density of low-frequency and technical vocabulary—much of which, in the case of English, comes from Latin and Greek sources (for example, “photosynthesis”, “revolution”)
- increasingly sophisticated grammatical constructions (for example, the passive voice).

Teachers can help students extend their language and reading by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences. Students who read extensively both inside and outside an IB programme will have far greater opportunities to extend their academic language and concepts than those whose reading is limited. Opportunities for enjoying reading and writing in a wide range of genres (as described in “Section 4” of this document under the heading “Literacy and the art of language”) are important in developing cognitive academic language proficiency.

Affirming identity

A growing body of research shows that sustained efforts to create environments that include activities, artefacts, and practices that constantly and explicitly valorise the first languages of learners in multicultural settings outside as well as inside schools are key to learner and programme success.

(Suarez-Orozoco et al, in Hornberger and McKay 2010: 28)

Language is integral to identity, which in turn determines how a person will act. A mother tongue and any other languages used in constructing meaning are intimately connected to a person’s relationship with the world and how they come to feel about that world. Social and emotional conditions for learning that value all languages and cultures, and affirm the identity of each learner, promote self-esteem and develop intercultural awareness. Such conditions also encourage the attributes identified in the IB learner profile, as well as promoting responsible action and international-mindedness.

Conditions that do not affirm identity result in learners with poor self-esteem and consequent social and emotional issues that adversely affect learning. Such learners will be unable to develop many of the attributes of the IB learner profile, intercultural awareness and international-mindedness.

The identity of each learner must therefore be affirmed. This can be done by:

- promoting a class and school environment that welcomes and embraces the diversity of languages, cultures and perspectives
- valuing and using the diversity of languages, cultures and perspectives to enhance learning
- establishing a mother-tongue programme for all students
- liaising with parents to establish understanding of how best to collaborate to achieve shared goals.

Guidelines for developing a school language policy

Major approaches to language planning include language policy [...] as problem solving, and [...] as an interactive democratic practice.

(Hornberger and McKay 2010: xv)

The need for a school language policy

Implementing effective pedagogy (as described in “Section 5” of this document) depends on whole-school collaborative practices. For this reason, every IB World School authorized to offer one or more of the three IB programmes is required to have a written language policy, as stated in the *Programme standards and practices* document (October 2010). The language policy must be consistent with the stipulated principles and practices of the IB. The language policy must therefore:

- recognize that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication
- outline how students are to learn at least one other language in addition to their mother tongue
- describe how the development and maintenance of the mother tongue for all students is to be supported
- describe how the language of the host country is to be promoted
- ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all students, including those who are learning in a language other than their mother tongue
- recognize that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and in how to make sure the language policy becomes a working document
- consider what resources and practices are to be used to involve parents in planning their children’s language profile and development.

What is a school language policy?

Language policy [...] is shaped by three main factors: **language practices**, the actual-related behaviour of individuals and institutions; **language management**, the official and unofficial rules regarding the choice and nature of language codes; and **language ideologies** [...] the understandings, beliefs and expectations that influence all choices made by language users.

(Hornberger and McKay 2010: 28)

Apart from the IB requirements, a school language policy is also derived from the school’s language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action, describing practices for achieving and evaluating goals. It must take into consideration the particular language factors of the local context.

A language policy is a statement of action[...] It is concerned not so much with where the children in a school [...] are going but more with how they are going to get there.

(Corson 1990: 3–4)

Each school exists in a unique social context with complex language and learning-related needs. A language policy must therefore also take into consideration the particular sociocultural circumstances of each school community. Since these circumstances are not static, a language policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population. Thus it is essential that, when developing a language policy, initial and ongoing collaborative reflective practices are in place that will monitor change and consider the views and wishes of the whole community.

Developing a language policy

Step 1: Establish a language policy steering committee

In order to democratically compile a language policy that is accepted by the school community as meaningful and workable, the process must be collaborative and involve all stakeholders of the school.

A language policy steering committee should be established, comprising representatives from the community who have a range of expertise. This might include:

- teachers
- librarians
- administrators
- IB programme coordinators
- parents
- students
- other members of the school community.

The steering committee will be responsible for overseeing the procedures needed to develop the language philosophy and policy of the school, and for communicating with those they represent.

A school language philosophy, which states beliefs about languages and how they are learned, is the starting point for developing a language policy. The language philosophy should be written clearly and unequivocally so that the whole school community has a common understanding. If a school does not already have a clear language philosophy, one should be written before a school language policy is developed.

Step 2: Write a school language philosophy

A school language philosophy must reflect the interests of the whole school community. The steering committee is responsible for gathering, presenting and collating the views of this community. This data may be gathered in a variety of ways, including:

- informal discussions
- questionnaires
- observations
- interviews with students and other members of the school community.

Collecting data can be included as part of the curriculum, thereby actively involving students.

The language philosophy should be informed through reading, among other publications, the relevant documents published by the IB.

Step 3: Review the current language situations and practices and compile a school language profile

In order to develop a language policy that concurs with the language philosophy of the school and the IB, and that will lead to effective practice, a thorough understanding of the particular circumstances of the school community is needed. It is therefore recommended that schools compile a comprehensive language profile of the school community that identifies the following points:

- the diversity of language needs for students following the IB programme(s). This should include:
 - information on the languages of teaching and learning
 - the languages of communication used in the school and outside the classroom
 - the range and types of mother tongue and other languages in the community
- the other language needs of the community (including any legal requirements as a result of government legislation)
- current practices relating to language teaching and learning, for example:
 - practices relating to the choice and planning of language courses for learners
 - spelling and referencing protocols
 - preferred bibliographic styles
 - rules and expectations about language use around the school
- beliefs held about language teaching and learning
- other policies that relate directly to language teaching and learning such as admissions and assessment policies.

This data-gathering exercise could involve activities such as informal discussions, questionnaires, observations and student interviews. It requires all members of the school community to reflect on their thoughts and practices regarding language in the school.

The resulting language profile of the school should be scrutinized for any areas of mismatch, contradictions, omissions in practice, ambiguities and other issues to be addressed with regard to the language philosophy. Any matters identified in this way should be investigated and resolved.

The language profile may also identify the need for a school-based inquiry that will evaluate ideas for future inclusion in the language policy. For example, schools may need to:

- look at the way in which library and media resources are linked to teaching programmes
- consider alternative models for developing and maintaining mother-tongue languages
- consider alternative models for addressing the needs of those learning in a language other than their mother tongue
- initiate or further develop a system for keeping a language profile of each student

- review the processes used to identify the language needs of each student
- monitor the effectiveness of differentiation strategies for students with specific language-learning needs
- develop a language continuum scope and sequence based on language domains.

Step 4: Address further considerations

Once the school language philosophy and language profile have been compiled, the school language policy can be written. Further considerations, however, should be taken into account for each of the IB programmes.

Primary Years Programme

In IB World Schools offering the PYP, a language policy should further consider how to:

- promote inquiry-based authentic language learning
- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop and interrelate the skills of listening, speaking, reading and writing
- provide for the teaching of additional languages
- promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used.

Making the PYP happen: A curriculum framework for international primary education (November 2009) contains a subject annex that explains what language teaching and learning in the PYP should look like. Together with the *Language scope and sequence* (February 2009), this document should inform the construction of a language policy in the school.

Middle Years Programme

In IB World Schools offering the MYP, a language policy should further consider how to:

- formulate practices for the provision of languages A and B
- integrate the learning of languages with learning in the subject groups
- integrate language learning with interdisciplinary planning.

The MYP subject guides for language A and language B and the document *MYP: From principles into practice* (August 2008) provide further guidance for schools.

Diploma Programme

In IB World Schools offering the DP, a language policy should enable a student's language profile to be developed by providing:

- well-resourced special request and school-supported self-taught options in group 1 to maintain the mother-tongue development
- opportunities for learning languages ab initio and languages B.

Further guidance and support can be found in the DP subject guides for language A1, language B and language ab initio, and in the document *The Diploma Programme: From principles into practice* (April 2009).

Making the language policy a working document

Once a language policy has been constructed, further steps need to be taken in order to ensure that it becomes a working document.

Step 1: Establish a review process

The timing and responsibilities associated with a review process should be stipulated in the policy. As new ideas are developed, the results of research are gathered and the school language profile changes, the school language policy should be reviewed. The review procedure should also include roles and responsibilities for the evaluation of the effectiveness of the language policy as a working document.

Step 2: Link the language policy to other documents

The language policy should be explicitly linked to other working documents such as assessment, admissions and special educational needs (SEN) policies. This may lead to:

- a consideration of the role of a student language profile in admissions as well as in formative and summative assessment
- a review of criteria used for language assessment
- a system of reporting and feedback on language development, early intervention and differentiation strategies for SEN students.

Step 3: Communicate the policy

There should be consideration of how to keep the whole school community informed of the policy process and how they might make contributions.

Resources

The IB Category 3 Topical Workshop “Implementing a school language policy” provides the opportunity to compile and review in depth a school language policy. Many schools already give access to their language policy on their website. The IB appreciates schools submitting their policy to be uploaded as a resource on the online curriculum centre (OCC) “Language and learning” page.

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