

## Planning a progression of learning

Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases represent a developmental continuum of **additional** language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

### Language acquisition objectives for the levels

See the section that follows this table for evidence of progression.

Table 2

*Language acquisition objectives for emergent, capable and proficient levels*

	<b>Emergent Phase 1–2</b>	<b>Capable Phase 3–4</b>	<b>Proficient Phase 5–6</b>
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
<b>Objective A: Listening</b>			
i.	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
<b>Objective B: Reading</b>			
i.	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
<b>Objective C: Speaking</b>			

	<b>Emergent Phase 1–2</b>	<b>Capable Phase 3–4</b>	<b>Proficient Phase 5–6</b>
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate all or almost all the required information clearly and effectively	communicate all or almost all the required information clearly and effectively	communicate all or almost all the required information clearly and effectively
<b>Objective D: Writing</b>			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.	communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

## Progression through the levels

As students progress through the three levels and six phases, they are expected to develop their ability to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

As students develop their language understanding, increasing cognitive and skills demands are also set. These are expressed as command terms. Table 3 illustrates this progression of additional language learning in the MYP.

Table 3

### *Progression of additional language learning*

<b>Aspects of the objectives</b>	<b>Emergent level</b>	<b>Capable level</b>	<b>Proficient level</b>
<b>Situations (context)</b>	A range of interpersonal and cultural contexts relating to oneself and	A range of interpersonal and cultural contexts, including a range of unfamiliar situations	A wide range of interpersonal and cultural contexts, including topics of personal,

Aspects of the objectives	Emergent level	Capable level	Proficient level
	others, and one's immediate environment		academic and global significance
<b>Language use:</b>			
i) vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary
ii) grammatical structures	Use a wide range of grammatical structures generally accurately	Use a wide range of grammatical structures generally accurately	Use a wide range of grammatical structures generally accurately
<b>Multimodal texts:</b>			
<b>Texts</b>	A wide variety of simple authentic multimodal texts	A wide variety of simple and some complex authentic multimodal texts	A wide variety of complex authentic multimodal texts
<b>Modes</b>	Distinct simple modes. For example, image and caption or visual that matches oral language	Distinct simple and some complex modes	Distinct complex modes. Such as, each mode used in the distinct text has to be understood on its own followed by a synthesis of the meaning of the entire text.
<b>Multimodal meaning making</b>	<ul style="list-style-type: none"> <li>• Previewing, noticing and naming</li> <li>• Searching for and using information</li> <li>• Making connections</li> <li>• Interpreting</li> <li>• Analysing</li> </ul>	<ul style="list-style-type: none"> <li>• Previewing, noticing and naming</li> <li>• Searching for and using information</li> <li>• Making connections</li> <li>• Interpreting</li> <li>• Analysing</li> </ul>	<ul style="list-style-type: none"> <li>• Previewing, noticing and naming</li> <li>• Searching for and using information</li> <li>• Making connections</li> <li>• Interpreting</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>
<b>Interaction</b>	Basic unrehearsed exchanges	Authentic/spontaneous interaction	Authentic/spontaneous interaction
<b>Communication (ease of communication)</b>	Comprehensible—errors may still occur Increasing accuracy—occasional errors Accurate and fluent with few errors		
<b>Command terms in the assessment criteria</b>	<ul style="list-style-type: none"> <li>• Analyse</li> <li>• Communicate</li> <li>• Identify</li> <li>• Interpret</li> <li>• Organize</li> <li>• Use</li> </ul> See full list of other command terms for MYP language acquisition. Sub-skills of these command terms also need to be considered during teaching and learning.		