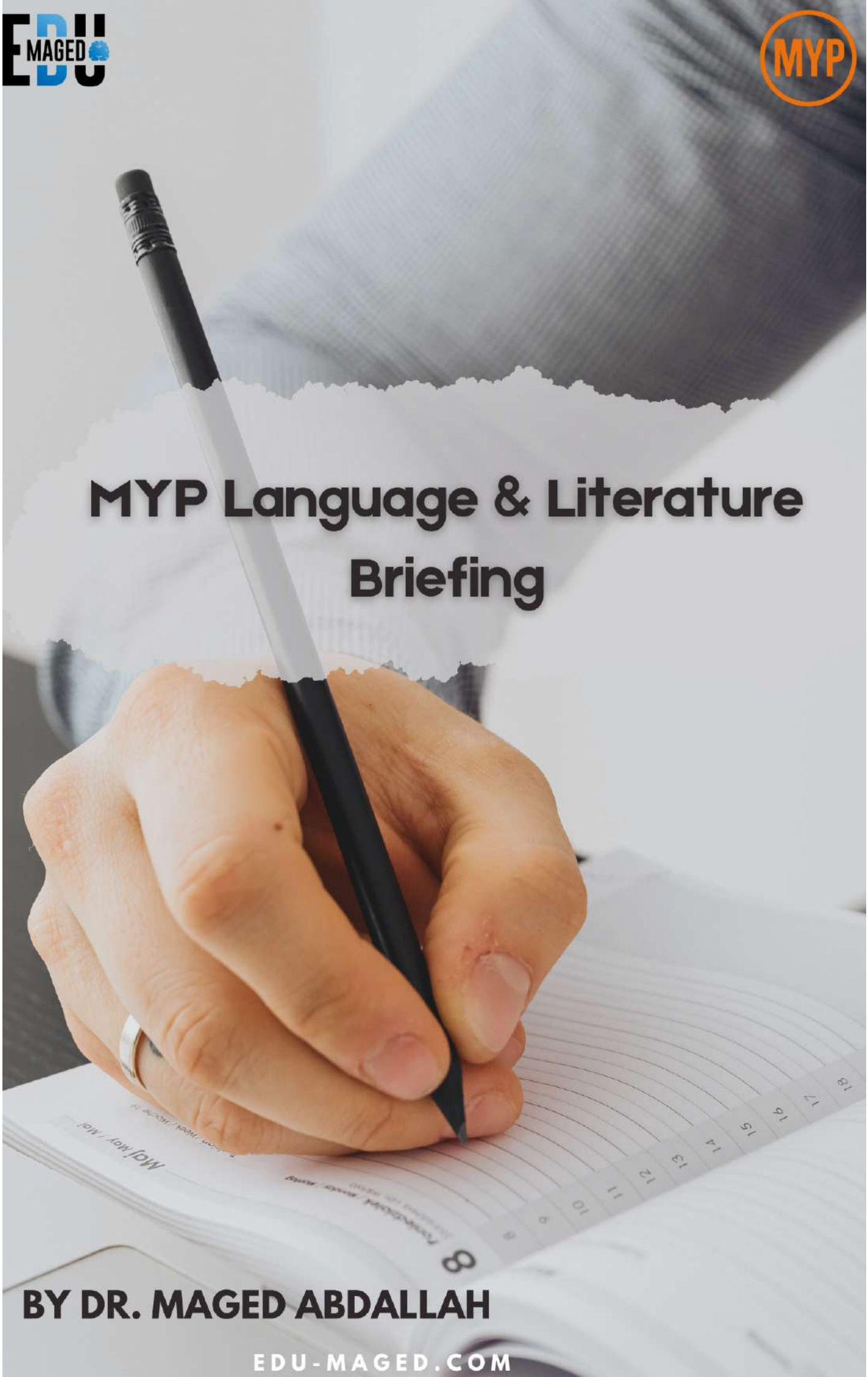


MYP Language & Literature Briefing

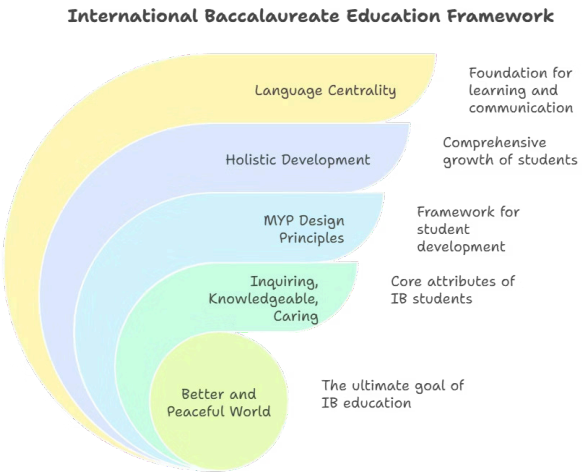
BY DR. MAGED ABDALLAH

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International Baccalaureate Middle Years Programme (MYP) Language and Literature Briefing Document

This document outlines the framework for teaching, learning, and assessment in the International Baccalaureate (IB) Middle Years Programme (MYP) Language and Literature subject group, effective from September 2014/January 2015. The MYP Language and Literature course is a compulsory component designed for students aged 11 to 16, aiming to develop inquiring, knowledgeable, and caring young people who contribute to a more peaceful world through intercultural understanding and respect. It emphasizes language as fundamental to critical thinking, personal development, cultural identity, and communication across various contexts. The curriculum is inquiry-based, conceptually driven, and focuses on developing six key skill areas: listening, speaking, reading, writing, viewing, and presenting. Assessment is criterion-related, aligning directly with the program's objectives.

IB Mission and MYP Program Philosophy



IB Mission Statement

The IB aims "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." This is achieved through challenging international education programs and rigorous assessment that encourage students to become "active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

MYP Design Principles

The MYP is a flexible framework for students aged 11-16, fostering "creative, critical and reflective thinkers." It promotes intellectual challenge, connections between subjects and the real world, and the development of skills for communication, intercultural understanding, and global engagement.

Holistic Development

The MYP addresses students' "intellectual, social, emotional and physical well-being" and provides opportunities to develop knowledge, attitudes, and skills to "manage complexity, and take responsible action for the future."

Language Centrality

"Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about." Proficiency in one or more languages is vital for students to achieve their full linguistic potential and appreciate the power and beauty of language and literature.

Nature and Aims of MYP Language and Literature

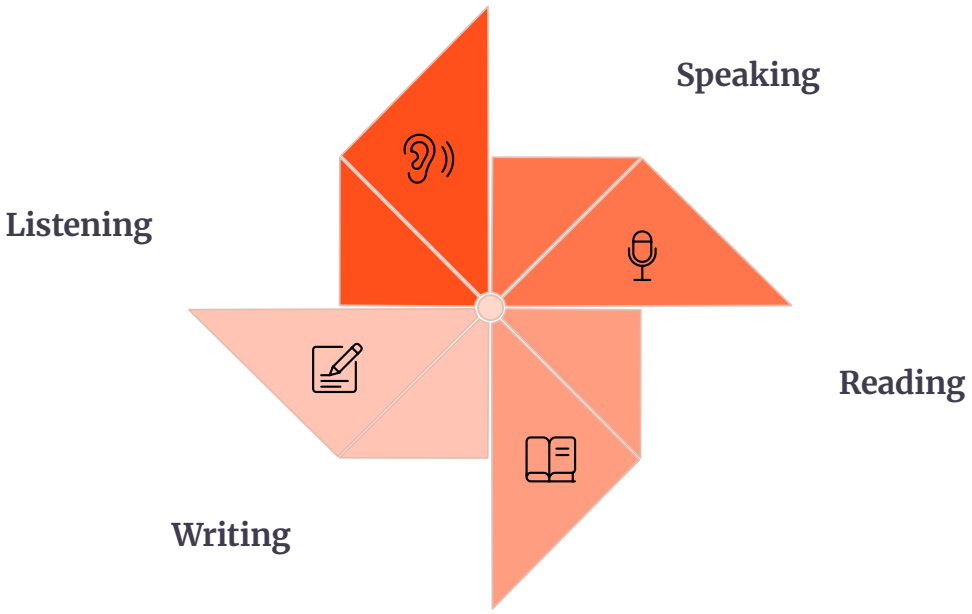
> "Language is central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities."

Core Role of Language

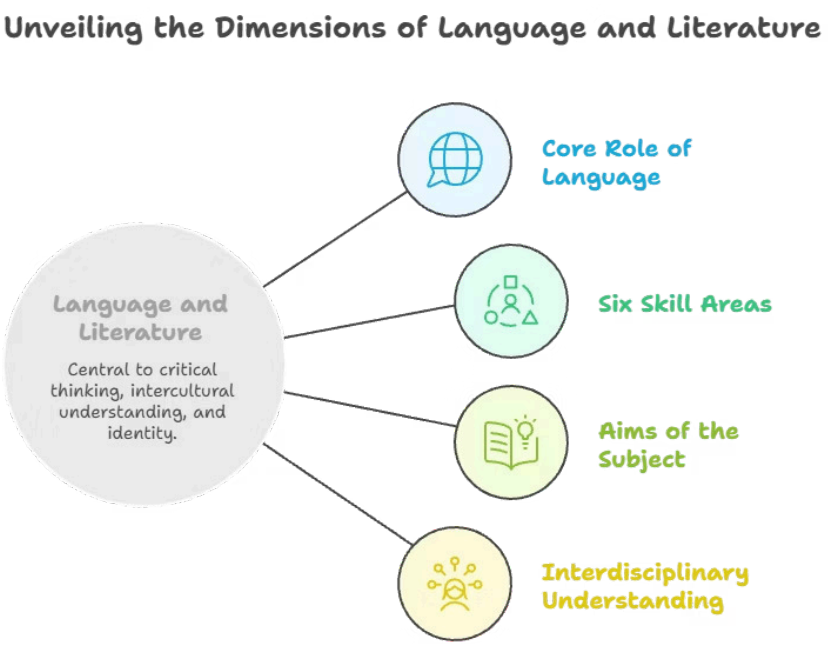
Language is central to "developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities." It is integral to "exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development."

Six Skill Areas

The subject focuses on developing "listening, speaking, reading, writing, viewing and presenting" skills, both independently and interdependently, within an inquiry-based learning environment.



Aims of the Subject



01

Language as a Vehicle

"Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction."

02

Skill Development

"Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts."

03

Critical Approaches

"Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts."

04

Diverse Engagement

"Engage with text from different historical periods and a variety of cultures."

05

Cultural Exploration

"Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts."

06

Reading Interest

"Develop a lifelong interest in reading."

07

Authentic Application

"Apply linguistic and literary concepts and skills in a variety of authentic contexts."

Interdisciplinary Understanding

Language and literature "equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups." Interaction with texts can generate insights into "moral, social, economic, political, cultural and environmental factors."

Curriculum Structure and Requirements

1

Teaching Hours

A minimum of 50 hours of teaching time is required for each subject group annually. For students pursuing the IB MYP certificate, "language and literature courses should include at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5)." More time is recommended for comprehensive coverage and interdisciplinary study.

2

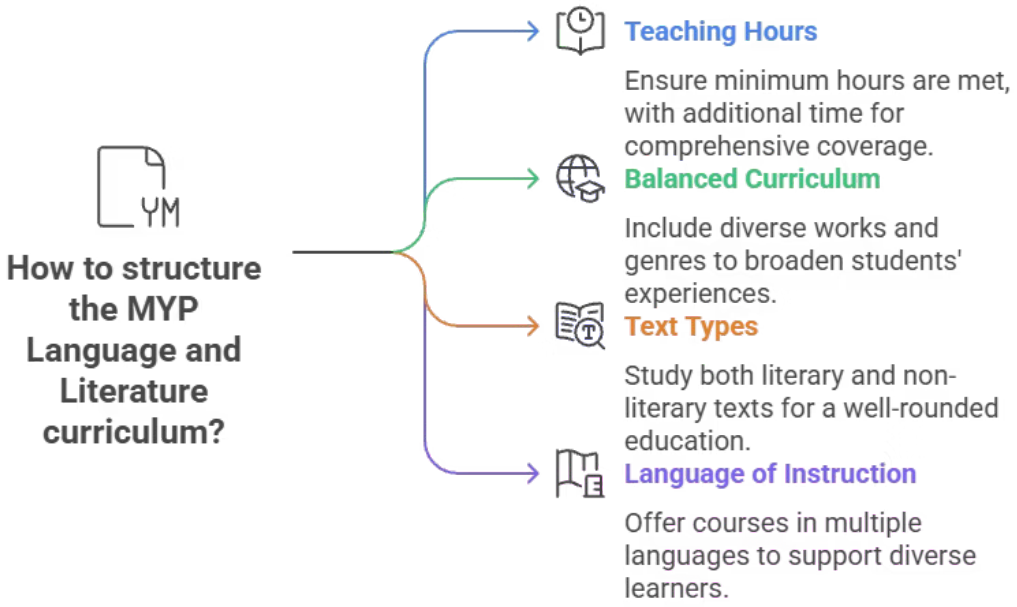
Balanced Curriculum

Schools must plan a curriculum that includes:

- "Challenging works from their own sources to suit the particular needs and interests of their students."
- "Diverse works that broaden their students' experiences and perspectives, and encourage increased intercultural understanding through the study of a rich variety of cultures, historical periods and places."
- A balance of language and literature, and a range of genres (e.g., short/long fiction, poetry, drama, non-fiction, visual texts).
- A "world literature component" each year, including "literature from different parts of the world and works in translation, each of which clearly shows diverse cultures."

The MYP Language and Literature curriculum emphasizes both breadth and depth, requiring students to engage with diverse texts from around the world while developing specific skills and competencies.

Text Types and Language of Instruction



Literary Texts

"Visual, written or spoken, contemporary or traditional that use language in aesthetic, imaginative and engaging ways—to entertain, to evoke empathy, to express cultural identity and to reflect on ideas and issues."

Examples include:

- Poetry
- Prose (novels, short stories)
- Mythology
- Drama
- Graphic novels
- Film
- Oral traditions

Non-Literary Texts

"Visual, written or spoken, contemporary or traditional texts that use language in precise and accurate ways to inform, to transact, to report on ideas, events and issues, to explain, analyse, argue, persuade and express an opinion."

Examples include:

- Advertisements
- Opinion columns
- Essays
- Blogs
- Brochures
- Memoirs
- Speeches

Language of Instruction

Schools are encouraged to offer language and literature courses in multiple languages, including students' mother tongue or the school's language of instruction. Support strategies are advised for students studying in an additional language.

Inquiry-Based Learning Framework

> **Inquiry is "the process that is used to move to deeper levels of understanding" and involves "speculating, exploring, questioning and connecting."**



Core of MYP

Inquiry is "the process that is used to move to deeper levels of understanding" and involves "speculating, exploring, questioning and connecting." It develops curiosity and promotes critical and creative thinking.



Conceptual Understanding

Concepts are "big ideas"—principles that transcend specific origins or time. They are the "vehicle for students' inquiry into the issues and ideas of personal, local and global significance."

The inquiry-based approach encourages students to actively engage with content rather than passively receive information. By questioning, exploring, and connecting ideas, students develop deeper understanding and more meaningful learning experiences.

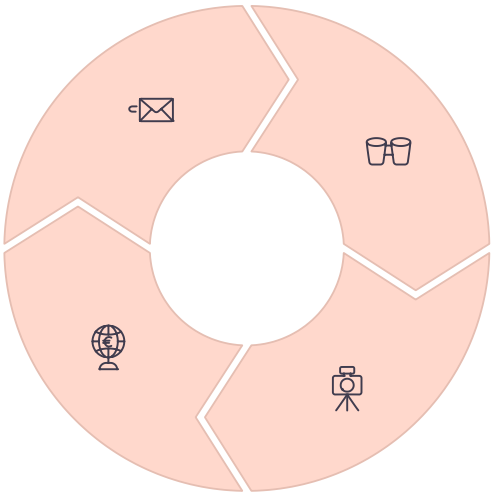
Key Concepts in Language and Literature

Communication

"The exchange or transfer of signals, facts, ideas and symbols." It is "the basis of what makes us human and bridges communities across the globe."

Perspective

"The position from which we observe situations, objects, facts, ideas and opinions." It "influences text, and text influences perspective." Understanding this is crucial "to recognize and respond to over-simplistic and biased interpretations."



Connections

"Links, bonds and relationships among people, objects, organisms or ideas." This is "central to the study of language and literature" and allows for "exploration of language and relationships between text, creator and audience."

Creativity

"The process of generating novel ideas and considering existing ideas from new perspectives." In language and literature, it's "the process of synthesizing ideas with language that is a vehicle for creativity."

These four key concepts form the foundation of the MYP Language and Literature curriculum, providing a framework for students to explore and understand the complexities of language and its role in human communication and expression.

Related Concepts and Global Contexts

Related Concepts

These promote deep learning and are grounded in specific disciplines, helping to explore key concepts in detail.

Examples include:

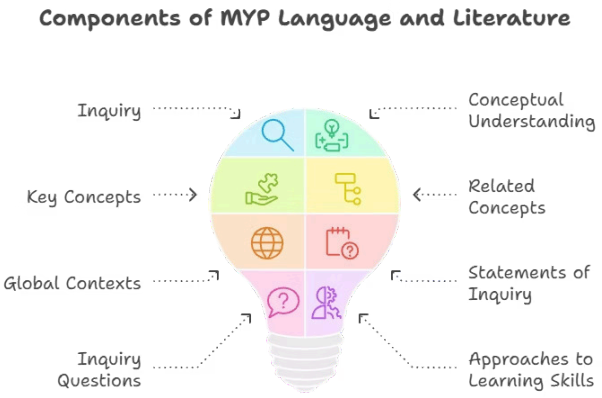
- Audience imperatives
- Character
- Context
- Genre
- Intertextuality
- Point of view
- Purpose
- Self-expression
- Setting
- Structure
- Style
- Theme

Global Contexts

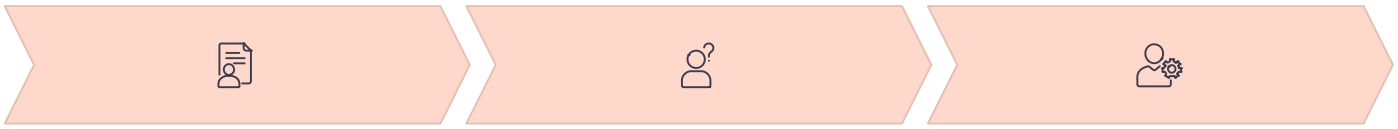
These direct learning towards "our common humanity and shared guardianship of the planet," making inquiry relevant.

Examples include:

- Identities and relationships
- Personal and cultural expression
- Orientation in space and time



Inquiry Framework Components



Statements of Inquiry

These "set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning."

Inquiry Questions

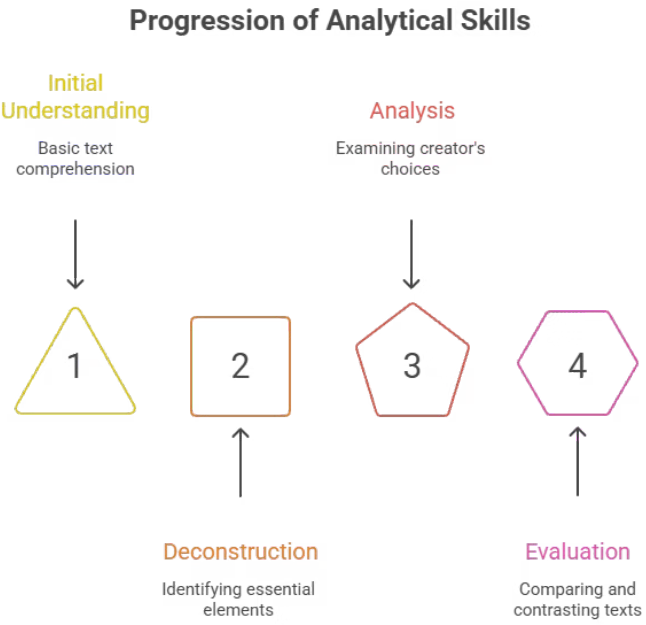
Factual, conceptual, and debatable questions guide teaching and learning. For example, "Why do we tell stories?" (Conceptual) or "When do advertisements become unethical?" (Debatable).

Approaches to Learning (ATL) Skills

MYP units integrate ATL skills (thinking, social, communication, self-management, research) to support student learning and achievement. Examples relevant to language and literature include "Evaluate evidence and arguments" (Thinking) and "Read critically and for comprehension" (Communication).

ATL Skill Category	Examples in Language and Literature
Thinking	Evaluate evidence and arguments, analyze and draw reasonable conclusions
Communication	Read critically for comprehension, write for different purposes
Social	Listen actively to other perspectives and ideas, give and receive meaningful feedback
Self-management	Meet deadlines, organize and depict information logically
Research	Collect, record and verify data, identify primary and secondary sources

Progression of Learning: Objective A - Analysing



Objective A: Analysing

Students learn to deconstruct texts to identify essential elements and meaning. This involves understanding the creator's choices, relationships between texts, audience response, and supporting personal responses with textual evidence.

- ### Year 1

  Students begin to identify and comment on significant aspects of texts, recognize some features of the creator's choices, and justify opinions with examples.

- ### Year 3

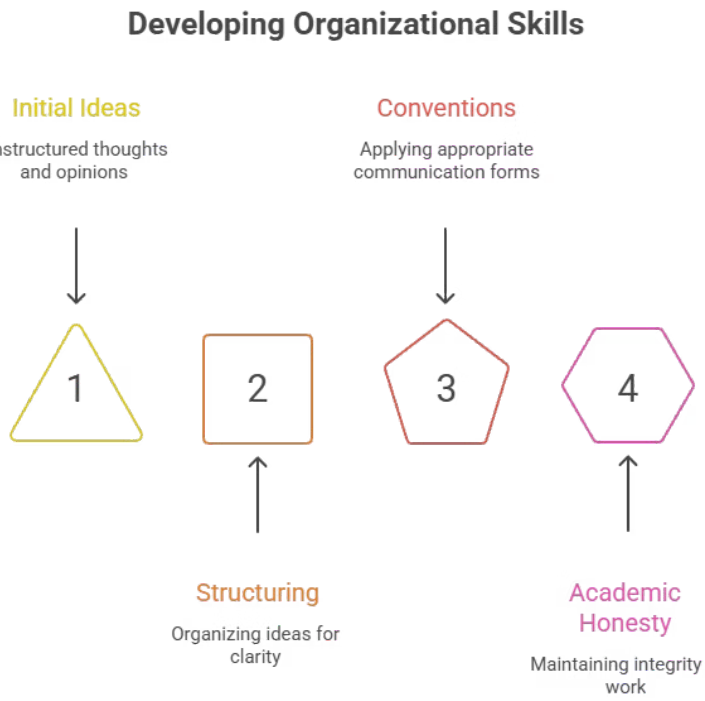
  Students develop the ability to identify and explain the content, context, language, structure, technique, and style of texts, and the relationships among texts.

- ### Year 5

  By Year 5, students should be able to "analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts" and "evaluate similarities and differences by connecting features across and within genres and texts."

> The progression in Objective A demonstrates how students move from basic identification and commentary to sophisticated analysis and evaluation of texts over the course of the MYP.

Progression of Learning: Objective B - Organizing



Objective B: Organizing

Students learn to structure their ideas and opinions using appropriate conventions for different communication forms and purposes, while maintaining academic honesty.

Year 1

Students begin to organize opinions and ideas in a logical manner, using basic organizational structures and referencing sources according to expected conventions.

Year 3

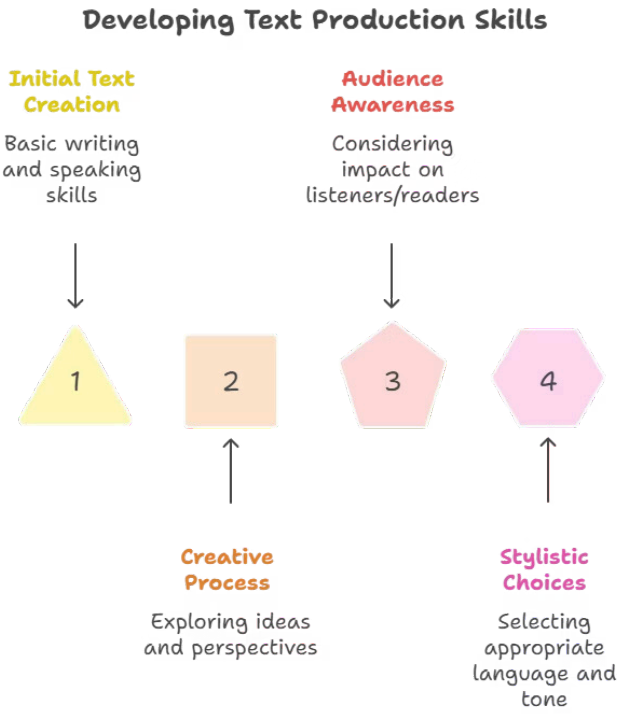
Students develop the ability to organize opinions and ideas in a coherent and logical manner, with a developing understanding of organizational structures and referencing conventions.

Year 5

By Year 5, students should be able to "employ organizational structures that serve the context and intention" and "organize opinions and ideas in a sustained, coherent and logical manner."

Throughout the MYP, students are expected to develop increasingly sophisticated organizational skills, moving from basic logical structures to purposeful, context-appropriate organization that effectively serves their communicative intentions.

Progression of Learning: Objective C - Producing Text



Objective C: Producing Text

Students produce written and spoken texts, focusing on the creative process and the connection between creator and audience.

Year 1

Students begin to produce texts that demonstrate thought and imagination, make stylistic choices in terms of linguistic, literary and visual features, and demonstrate awareness of impact on an audience.

Year 3

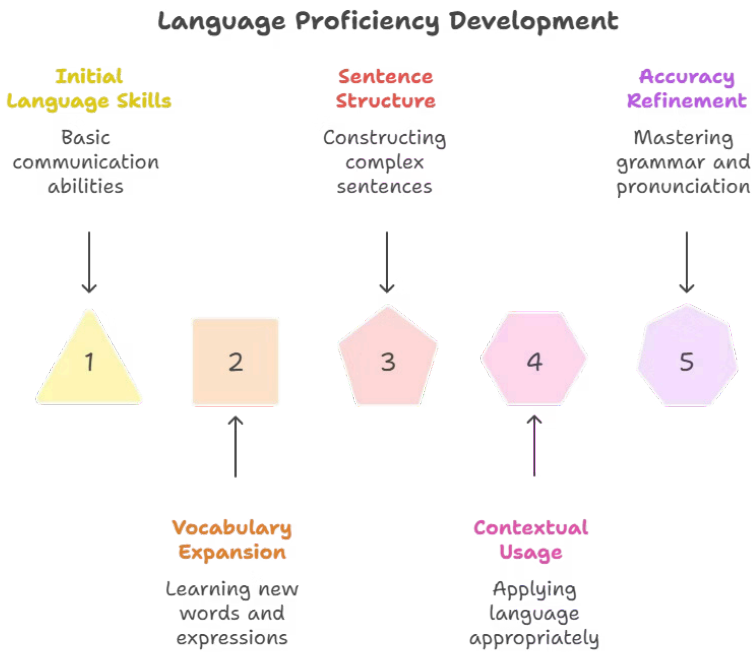
Students develop the ability to produce texts that demonstrate thought, imagination and sensitivity, make stylistic choices in terms of linguistic, literary and visual features, and select relevant details and examples to develop ideas.

Year 5

By Year 5, they should "produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process" and "make stylistic choices... demonstrating awareness of impact on an audience."

The progression in Objective C shows how students develop from basic text production to creating sophisticated texts that demonstrate insight, imagination, and critical reflection, with an increasing awareness of audience impact.

Progression of Learning: Objective D - Using Language



Objective D: Using Language

Students develop, organize, and express themselves using accurate and varied language appropriate to context and intention across written, oral, and visual texts.

- **Year 5**

  "High degree of accuracy" in grammar, syntax, punctuation, spelling/writing, and pronunciation

- **Year 3**

  Appropriate vocabulary, sentence structures, and forms of expression with some consistency

- **Year 1**

  Basic vocabulary, sentence structures, and conventions

By Year 5, students should "effectively use a range of appropriate vocabulary, sentence structures and forms of expression" and "write and speak in a register and style that serve the context and intention" with "a high degree of accuracy" in grammar, syntax, punctuation, spelling/writing, and pronunciation.

The progression in language use demonstrates how students move from basic language competency to sophisticated, accurate, and contextually appropriate language use over the course of the MYP.

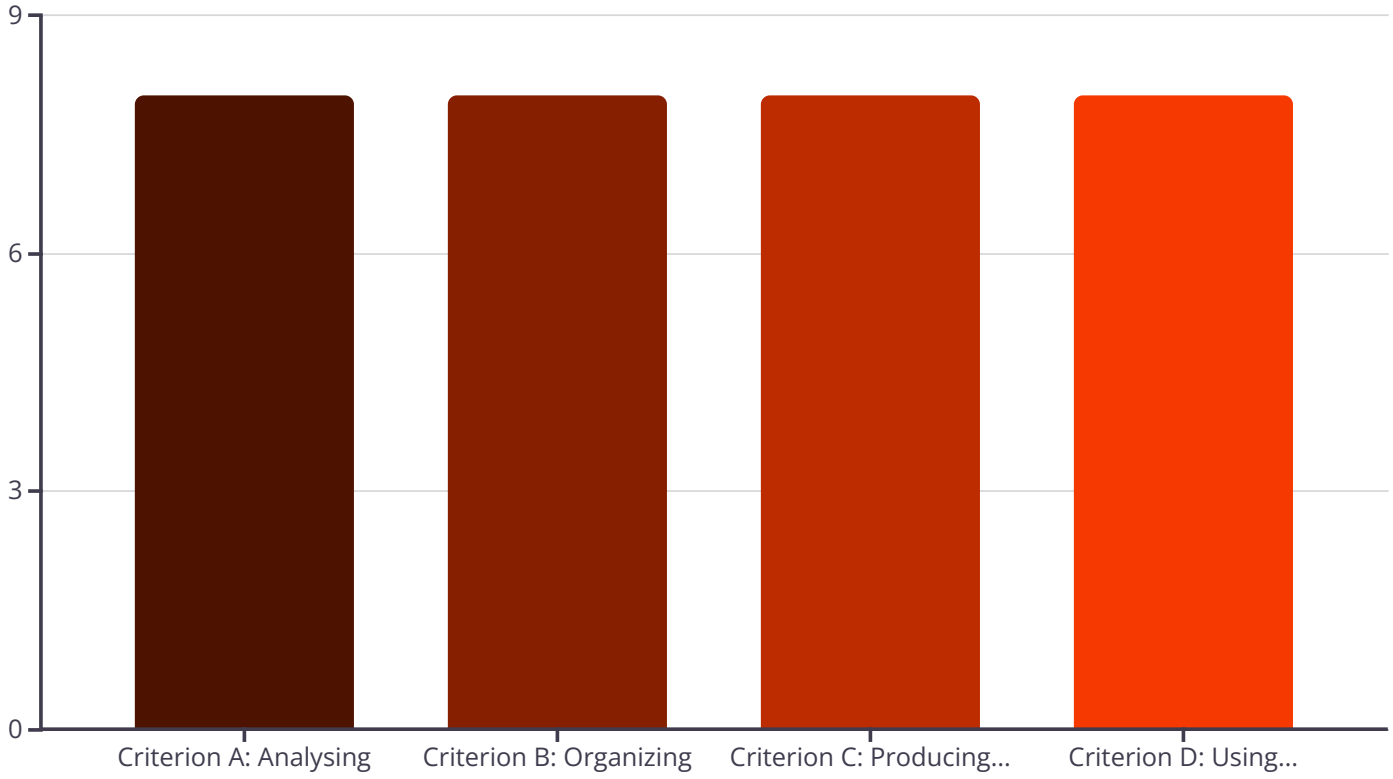
Assessment

Criterion-Related Assessment

Assessment is aligned with the written and taught curriculum, based on four equally weighted assessment criteria: Analysing (A), Organizing (B), Producing text (C), and Using language (D), each with a maximum of 8 marks.

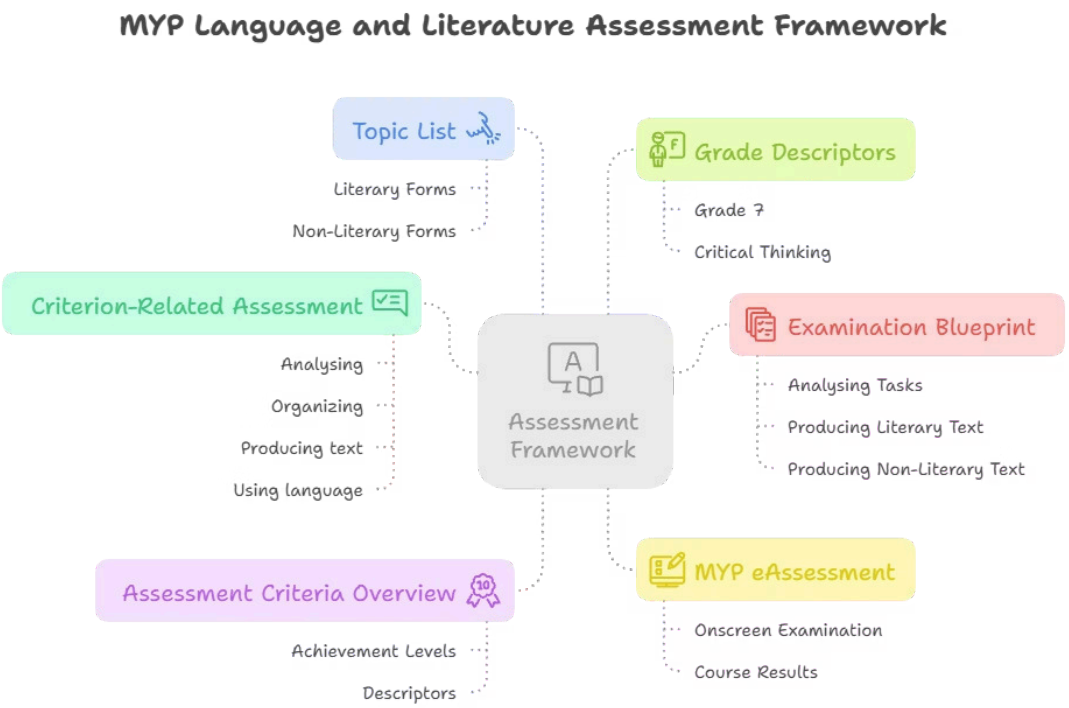
Assessment Criteria Overview

Each criterion has eight achievement levels, divided into four bands (limited, adequate, substantial, excellent), with unique descriptors for "best-fit" judgments. All strands of all four criteria must be assessed at least twice each year.



The assessment criteria are designed to evaluate students' abilities across the full range of language and literature skills, from analysis and organization to text production and language use, ensuring a comprehensive assessment of student achievement.

MYP eAssessment and Grade Descriptors



MYP eAssessment (Optional)

Students seeking IB MYP course results can complete an onscreen examination.

Topic List

The eAssessment topics are flexible and culturally sensitive, with no prescribed texts. They include various literary and non-literary forms and allow for exploration of themes like:

- "Identity, heritage, culture, diversity"
- "Communities, globalization, migration"
- "Power and protest, justice, peace and conflict"

Examination Blueprint

The eAssessment includes tasks for:

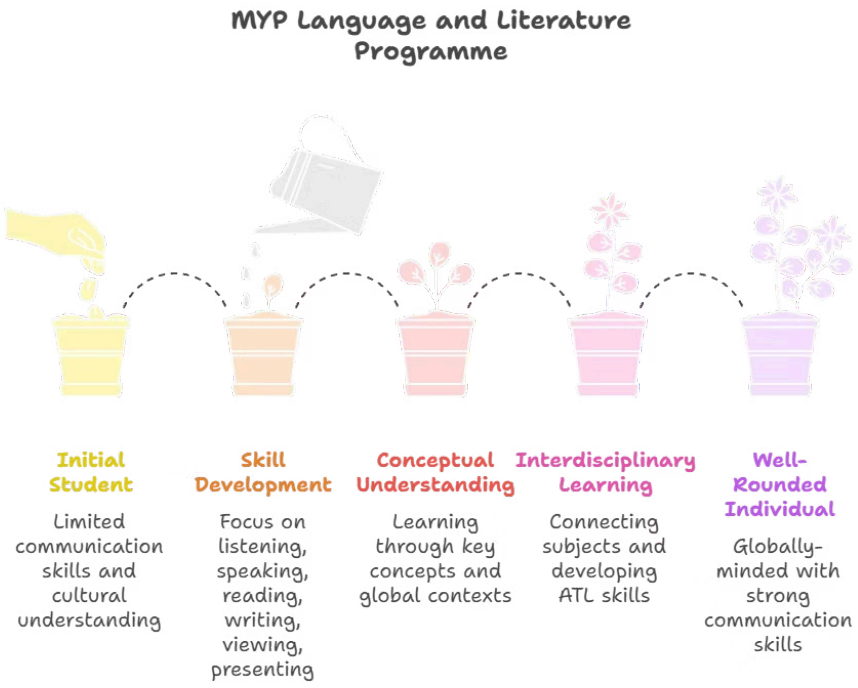
- "Analysing" (shorter and extended response, comparing unseen texts)
- "Producing literary text" (extended creative writing with visual stimuli)
- "Producing non-literary text" (extended writing connected to a global context)

These tasks assess all four criteria (A, B, C, D).

Grade Descriptors

Subject-specific grade descriptors guide the assessment process, helping teachers predict grades and ensuring consistent standards for awarding final grades. A Grade 7, for example, signifies producing "high-quality frequently insightful, imaginative and sensitive work," communicating "comprehensive, nuanced understanding," and consistently demonstrating "sophisticated critical and creative thinking."

Key Takeaways



Holistic Approach

The MYP Language and Literature program is a holistic, inquiry-based curriculum designed to develop well-rounded, globally-minded individuals.

Language Foundation

Language is considered a foundational skill, essential for learning, thinking, communication, and cultural understanding.

Six Key Skills

The program emphasizes the development of six key communication skills (listening, speaking, reading, writing, viewing, presenting) through engagement with diverse literary and non-literary texts from around the world.

Conceptual Framework

Conceptual understanding, framed by key and related concepts within global contexts, drives the learning process.

Rigorous Assessment

Assessment is rigorously linked to clear objectives and criteria, with a clear progression of expected student achievement throughout the MYP years.

Interdisciplinary Approach

Interdisciplinary learning and the development of ATL skills are integral to the program, preparing students for further academic pursuits and real-world challenges.