**Language Development Guidance**

IBCP Language Development is a key component of preparing for your career pathway. After having completed not only the language learning but also reflecting on the process, you will be able to use what you learn about learning a language to further develop your skills and make yourself more marketable for employment.

**REFLECTION**

“Reflection is central to building a deep and rich experience in language development. Developing a culture of reflection helps students to recognize and understand how to be reflective as well as to decide the best methods and appropriate timing. Student learning is more effective when it is enhanced by reflection. Reflection enables students to explore skills, strengths, limitations and areas for further development.

Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection can also help students to improve their problem-solving skills, develop higher cognitive processes and achieve a greater depth of understanding of their studies (e.g. how they might use prior learning in new contexts) in addition to exploring how learning experiences may influence future possibilities.” (IBO)

1. Reflecting on the FOUR Learning Objectives listed below is key to successful reflections.
2. “Describing what happened: students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
3. Expressing feelings: students articulate emotional responses to their experiences.
4. Generating ideas: rethinking or re-examining choices and actions increases students’ awareness about themselves and their situations.
5. Asking questions: questions about people, culture, processes or issues prompt further thinking and ongoing inquiry.” (IBO)

“The form that reflection takes must be the students’ own choice to encourage more honest, forthcoming and expressive insights. Allowing students a degree of choice also helps to cater for differences in learning styles. By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences and acquire sensitivity to the experiences of self and others.” (IBO)

“Students could consider which might be best to facilitate reflection on:

* themselves—their thoughts, ideas, values, feelings, ethics, opinions, actions and hopes
* others—their peers, or people they meet or interact with
* community— concerns, culture and values of their community (e.g. their school or where they live), to gain insights and wider understandings
* society and the world—concerns, culture and values of their society and/or the world, to gain insights and wider understandings.” (IBO)

**LEARNING OBJECTIVES**

**1. Oral communication**

“This encompasses all aspects of listening and speaking. Students construct meaning through the process of internalizing meaning and articulating thoughts using speech in the target language.

Students are expected to be able to:

* listen and respond
* interact socially
* speak for specific purposes.” (IBO)

**2. Visual interpretation**

“Students interpret and construct meaning from visual texts. Students develop their understanding of how images interact with oral and written text to convey ideas, values and attitudes.

Visual texts include:

* posters
* maps
* graphics
* films.

Engaging with visual text requires students to:

* think creatively and critically about what they are viewing
* be aware of opinions, attitudes and cultural references within the text.

Students are expected to be able to:

* interpret, and engage with, images presented with spoken and written language
* support their opinions and personal responses with examples from the text.” (IBO)

**3. Reading comprehension**

“Students learn to construct meaning from written texts by making inferences and interpretations.

Engaging with written text requires students to:

* think creatively and critically about what they are reading
* be aware of opinions, attitudes and cultural references within the text.

Students are expected to be able to:

* understand information
* interpret, and engage with, written text
* support their opinions and personal responses with examples from the text.” (IBO)

**4. Writing**

“This relates to the developmental process of writing.

Students are expected to be able to:

* organize and express thoughts, feelings, ideas, opinions and information in writing
* write for specific purposes
* write with increasing accuracy in the target language.” (IBO)

**What do I do when I meet with my supervisor?**

* Before the initial meeting:
  + Look over **Self-Assessment of Language Proficiency** and **Language & Culture Questionnaire**
  + Write a rough draft of your goals using the **Language Development Goals Form**. Note that these goals should be stated based on the Language Phases as found in the Self-Assessment Form and are organized by the four Language Objectives.
* During initial meeting (April 2017): Bring any materials you have related to LD.
  + Discuss and finalize your goals with your supervisor.
  + Have your supervisor initial your **Language Development Goals Form**.
  + Brainstorm ideas with your supervisor about how you can develop over the course of the year. Examples are studying the language through a program like Duolingo or Mango (free through the public library), attending cultural events at local colleges, visiting a country where the language is spoken, improving speaking ability in the language, learning an additional “topic” for their language B course, reading literature written in the language, etc.
  + You should begin writing reflections related to these activities as they occur.
  + Ask your supervisor to initial, sign and date your **Language Development Progress Form**.
* Spring Junior meeting (May 2017): Bring your ENTIRE **Language Development Portfolio.**
  + You should have been writing reflections, so your supervisor will ask to see your entries.
  + Additionally, you should have started organizing evidence of your language development activities in your portfolio so your supervisor will need to check these as well.
  + Brainstorm ideas with your supervisor about how you can continue to develop over the summer.
  + Ask your supervisor to initial and date your **Language Development Progress Form**.
* Early Fall Senior meeting (August 2017): **Bring your Language Development Portfolio.**
  + The focus will be on the Language Development Portfolio, especially the work you did over summer. Ask your supervisor for feedback so that you can address any deficiencies that you currently have.
  + Ask your supervisor to initial and date your **Language Development Progress Form**.
* Late Fall Senior meeting (November 2017): **Bring your Language Development Portfolio.**
  + Focus on the Language Development Portfolio. Ask your supervisor for feedback so that you can have your portfolio completed by March when it is due.
  + Ask your supervisor to review your reflections.
  + Develop final steps toward meeting goals to ensure success.
  + Ask your supervisor to initial and date the **Language Development Progress Form**.
* Winter Senior meeting (January 2018): **Bring your Language Development Portfolio.**
  + Focus on the Language Development Portfolio. Ask your supervisor for feedback so that you can have your portfolio completed by March when it is due.
  + Ask your supervisor to review your reflections.
  + Develop final steps toward meeting goals to ensure success.
  + Ask your supervisor to initial and date the **Language Development Progress Form**.
* Final Senior meeting (Feb.-March 2018): **Bring your Language Development Portfolio.**
  + Your LD Portfolio should be completed so your supervisor can ensure that you have no gaps in what you need regarding completion of the LDP process.
  + Ask your supervisor to look over EVERYTHING and even score your portfolio to see where you stand.
  + Ask your supervisor to initial and date the **Language Development Progress Form**.

**What if my supervisor doesn’t speak or teach the language I want to study?**

* You are still responsible for meeting with your supervisor during the months indicated and performing the tasks listed on the Guidelines for Language Development Supervisors.
* You must find another person who will assist you (such as a family member) with learning the language itself. You must also tell your supervisor who this person is and provide them with contact information for that person, such as an email address, at your initial meeting so that it can be added to their records.