



19th September 2019

Re: MYP1 (Year 7) French and Mandarin Language Acquisition Programme

Dear Parents, Guardians and Students in MYP1,

This letter aims to clarify the MYP1 Language Acquisition (French and Mandarin) programme in Secondary School.

At Chatsworth, we offer MYP French or Mandarin language acquisition to students who study **English Language & Literature** and are not in our Mother Tongue Programme. Students are encouraged to continue learning the language they have chosen in MYP1 until they graduate.

According to the MYP Language Acquisition Guide, "teaching and learning in the language acquisition subject group is organized in six phases." Please refer to the Global Proficiency Table attached to this letter for more details. The six phases are similar to the 6 levels of foreign language proficiency in Common European Framework of Reference for Languages (CEFR). In the first two years of the MYP programme students are usually "emergent communicators".

Language classes at Chatsworth are organised according to students' year level and language level (phase) wherever possible. Students in **MYP1 (Year 7)** will be placed in the appropriate phase to study French or Mandarin acquisition. Although many students have started learning French or Mandarin as an additional language in primary school and therefore would have some prior knowledge, they have not usually, due to the limited exposure they have, attained up to the level of proficiency of MYP Phase 1. Therefore, Year 7 students are typically placed in MYP Phase 1 to start with when they enter secondary. Meanwhile, teachers use a variety of assessment tools to evaluate students' language proficiency in the four language skills: speaking, listening, reading and writing. This evaluation process is usually completed at the end of each quarter.

Students may remain in Phase 1 during one or two years, based on language background and effort. However, some students may move up to Phase 2 in a



shorter period of time, based on their language backgrounds.

Where there are mixed abilities in one class, teachers differentiate instruction and assessments to allow students to progress at their own pace. Students with higher language proficiency are then challenged with a higher level of learning and work.

I hope this letter clarifies the MYP1 French and Mandarin Acquisition programme.

Please do not hesitate to contact me, or your children's teacher, if you have any questions regarding this matter.

Sincerely,

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HOD, LOTE

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MYP Language Acquisition (Mandarin and French) Global Proficiency Table:

Phase	Emergent communicators
1	Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.
2	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.
Phase	Capable communicators
3	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.
4	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing



	relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.
Phase	Proficient communicators
5	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.
6	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.