



# ***Opportunities and Challenges of supporting mother tongue speakers remotely***

**Mary Langford**

Director of Admissions, Dwight School London  
Director, International Language and Literature Teachers' Cooperative

**Gracia Lockwood**

IB Portuguese Teacher, Southbank International School London  
Academic Advisor, International Language and Literature Teachers' Cooperative



## ***Mission of the ILLTC***

***(International Language and Literature Teachers' Cooperative)***

The ILLTC aims to support and facilitate the maintenance of students' mother tongues in order to better enable schools and students:

- to meet the aims set out by the International Baccalaureate Organisation related to mother tongue and/or acquired languages;  
but also
- in recognition of the many cultural, academic, social, cognitive advantages of bilingualism/multilingualism



# ***The IB Language Policy***

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**The International Baccalaureate is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.**

**Source: IBO website**



## *Method of the ILLTC*

- **Adopt a personalised approach** based on the belief that cultural individuality is central to each student's identity, and to the development of international mindedness.
- **To help promote and develop independent learning skills** that are essential for each student's success.
- **To provide a truly global service by using technology-based programmes** that connect qualified mother tongue literature teachers to students worldwide.
- **Facilitate the support of IB languages by tailoring the service for individual students**, recognising each student's different background, and language learning proficiency, and personal interests.
- **Work in partnership with each student's IB school** to ensure the best possible collaborative relationship with the relevant IB professionals for the benefit of the student.



## ***ILLTC Trends and Growth***

	2013-15	2015-16	2016-17	2017-18
Languages	Finnish, Italian, Portuguese,	Afrikaans, Belarus, Danish*, Dutch*, French, Italian, Japanese, Khmer, Korean, Mandarin, Norwegian*, Portuguese, Vietnamese	Azeri, Belarus, Bulgarian, Danish, French, Icelandic, Indonesian, Italian, Japanese, Mandarin, Mongolia, Norwegian*, Persian, Polish, Portuguese, Slovak, Spanish, Swedish*	Arabic, Azeri, Belarus, Bulgarian, Danish*, Dutch*, Dzongkha, Finnish, French, German*, Greek, Indonesian, Italian, Japanese*, Korean, Mandarin, Mongolian, Norwegian*, Persian, Portuguese, Romanian Russian, Serbian, Slovak, Spanish, Swedish, Thai, Turkish
*incl B (HL)				
IBDP	4	14	18	62
IBMYP	14	20	29	24
Other	1	23	35	-
Schools	3	10	24	32
IBDP Average	6	5.9	5.7	

Other: Maternity cover, Halcyon London, MT, Extended Essay, Mock Exam Marking, Assessment Testing



# *Challenges of the ILLTC MT support model*

- **Relies on trust in experience and integrity of MT consultant** working in isolation
- **Requires 'e-empathy'** to establish long-distance relationship
- **Communication between stakeholders:** ILLTC, consultant, student, IB Coordinator and parents
- **Scheduling mutually convenient 'meetings'** negotiating schedules and time zones
- **Agility of the consultant to adapt** from 'teacher' to 'reflective MT facilitator' with ability to take direction and guidance for strategic approach and re-calibration.
- **IB Coordinators who lack language/literature specialisms** and understanding of the nuance of the SSST programme
- **Liaison with schools where World Lit is taught collectively** through the cultural and literary lens of English speakers with English perspective
- **Safeguarding** compliance, **global financial** operations and tax compliance



# ***Benefits of the ILLTC MT support model***

- **Honours importance of maintaining MT and cultural identity** – through what may be sole link to home culture and which forges cultural connections
- **Enables school to uphold IB values of MT and global citizenship**
- **Facilitates meaningful development of independent study skills IB Learner Profile:** (reflective, thinker, communicator, risk-taker)
- **Truly global access** – teacher and student can be anywhere in the world (moves)
- **Qualified, suitably experienced and efficient literature experts**, who know the programme/literature and who understand IB (and who can **support each other**)
- **Individually-tailored** to suit experience and interest of student
- **Serves needs of families** (and their employers) for whom MT is imperative
- **IBMYP expansion** to maintain MT and prepare for SSST IBDP Literature
- **Language B (HL)** for students whose MT proficiency is insufficient for Lit A
- **Serves schools** as they build up MT numbers or for temporary Lit A provision
- **Preparing students for future** learning though online methods used at uni or in industry



# Thank you! Obrigada!

Merci! Gracias! Gratias tibi! Grazie!, 고맙습니다, شكرا

## Mary and Gracia

 @langfordiec

[www.langfordiec.com](http://www.langfordiec.com)

[mary@langfordiec.com](mailto:mary@langfordiec.com)

[gracia@langfordiec.com](mailto:gracia@langfordiec.com)