

Language B

The subject

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Danish B, English B and German B are available at both SL and HL.

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

The Teachers



Mette Debra Ulrich (MUL)
Danish B



Susanne Egholm Pedersen (SG)
English B



Marianne Overbæk Thuesen
(MT)
English B



Niels Thøgersen (NT)
German B

Language B and Theory of knowledge

Language is itself one of the specific ways of knowing that is identified in the TOK course. In addition to this explicit exploration of language, the skills and wider conceptual understandings that students develop in TOK can make an extremely positive contribution to their study of language acquisition.

The following are examples of TOK-questions in Language B:

- To what extent is our perspective determined by our membership of a particular culture?
- To what extent are we aware of the impact of culture on what we believe or know?
- Is there anything that is true for all cultures?

Language B and International-mindedness

International-mindedness is central to the IB philosophy and instrumental in aspiring to a more peaceful world. Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. The nature of the language acquisition process supports international-mindedness and is, in turn, supported by it. The flexibility of IB course design

allows language acquisition teachers to incorporate ideas and resources that encourage students to view aspects of the language and culture from different (and sometimes differing) perspectives, to make nonjudgmental

comparisons of language and culture, and to view language and culture in a global context.

Skills and toolkit (ATL)	Topics	Assessments objectives
<ul style="list-style-type: none">• Thinking skills• Communication skills• Social skills• Self-management skills	<ul style="list-style-type: none">• Identities• Experiences• Human Ingenuity• Social organization• Sharing the planet	<ul style="list-style-type: none">• Knowledge and understanding• Communication• Focus and Analysis• Language

Examples of concepts and conceptual understanding in Language B

- **Audience:** How would the language used in a given text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text?
- **Purpose:** When I need to communicate for a specific reason, how do I plan my message and language use in order to achieve my goal?
- **Meaning:** What does the producer of a text do to make the message clear (or, on the contrary, to make it ambiguous) when there is no opportunity for the recipient(s) to reply to the text?
- **Variation:** What does the producer of a text do to make the message clear (or, on the contrary, to make it ambiguous) when there is no opportunity for the recipient(s) to reply to the text?

Link to IBO subject brief

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>