

**English as an Additional Language
Course Outline
2019-2020**



DESCRIPTION OF THE COURSE

English as an Additional Language Course introduces students to the basic foundation of English Language Learning and the development of literacy skills. It also encourages students to broaden their horizons as they explore the English language and its associated culture.

This course is structured under the following four main organisers:

- Speaking
- Listening
- Reading
- Writing

Students will develop their English literacy and language skills through their planning of a wide and rich range of learning activities in order to become:

- **Successful learners**, who can reflect on how they have acquired and learned English and how this can assist them in further language learning
- **Confident individuals**, who, through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in English
- **Effective contributors**, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language
- **Responsible citizens**, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

To achieve this goal, students will be engaged in a variety of experiences and interact with their peers in teams through the usage of a range of English materials suitable to student needs. In addition, students will apply the blended learning model, that is combining the traditional classroom methods with independent study. Students will have the opportunity to work in teams on projects, face to face learning, and online learning involving technology.

MONITORING OF STUDENT PROGRESS

Within the English languages framework students will demonstrate their progression as they move through levels in terms of:

- increasing student independence and reduced level of support, including peer or teacher support, and support through word lists and dictionaries
- increasing length and complexity of text and task in listening and reading
- increasing length, complexity and accuracy of response in speaking and writing
- new areas of language content and language use (personal, transactional, language related to the world of work and to the culture of the countries in which the language is spoken)
- increasing awareness of language rules, including knowledge about language
- increasing confidence in taking the initiative (including asking for help) and sustaining communication.

ENGLISH AS AN ADDITIONAL LANGUAGE EXPERIENCES AND OUTCOMES

The experiences and outcomes of the English as an Additional Language Course will enable students to:

- develop the ability to collaborate and communicate thoughts and feelings, build relationships and respond to those of other people
- develop the high level of skills in listening, speaking, reading, writing, and vocabulary building which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how the English language works, and use English well to communicate ideas and information
- exercise intellectual curiosity and inquiry by questioning and developing student understanding, and use creative and critical thinking to synthesise ideas and arguments
- reflect on and explain literacy and thinking skills, using feedback to help improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT

GRADING

TIPS uses an online grading system called QuickSchools to allow teachers to keep ongoing records of student grades in order for students and parents to have a clear indication of each student's current level of academic performance. Missing work will be indicated as such with a "0" until it is submitted and graded.

1) 6P's: Positive/Pleasant/Polite, Prepared/Punctual/Productive - 10% of the student's grade.

Positive/pleasant/polite behaviors articulated govern how members of the TIPS community are expected to treat each other.

Prepared/punctual/productive behaviors guarantee academic success. A mark out of 10 will be awarded each class based on these criteria:

Positive/Pleasant/Polite

- 1) Do I speak positively about myself, my peers, my teachers and my school?
- 2) Do I always respond positively to adult requests?
- 3) Do I look for opportunities to help others succeed?
- 4) Do I use good manners?
- 5) Am I considerate of the point of view of others?
- 6) Am I a courteous and attentive listener?
- 7) Do I treat the environment respectfully and gently?
- 8) Do I go out of my way to include others in the activity, especially those not part of my circle of friends?

Prepared/Punctual/Productive

- 1) Do I bring all required materials to class?
- 2) Am I on time for class and ready to begin work at the bell?
- 3) Do I participate fully in all the learning activities?
- 4) Am I on task without a teacher's supervision?
- 5) Do I work at a challenging level?
- 6) Do I find ways to assist my peers in their learning?
- 7) Am I supportive of the efforts of my peers in the classroom?
- 8) Do I take care of my own health so I am fully engaged in learning?

2) Quizzes – 20% of the student's grade.

Short assessments between 5-10 questions, taking 5-10 minutes to complete. Quizzes are formative assessments used to check students' progress throughout the course.

3) Daily work – 25% of the student's grade.

Daily work is anything students complete in class and directly linked to the objective for the lesson.

4)Projects – 25% of the student’s grade.

Assignments are longer tasks, designed to practice skills including research, organization, group work, and presentation. Projects will usually take more than one class period to complete and will involve completing some of the work outside of class time.

5) Progress Tests – 20% of the student’s grade.

Progress Tests are summative assessments given at the end of a unit and cover all the material learned in that unit.

PLAGIARISM POLICY

Students who hand in school work that is not their own are guilty of *plagiarism*. Students who plagiarize will be dealt these consequences:

First offence:

- phone call to parents and the work redone and the grade reported
- explain to parents consequence for second offence

Second offence:

- phone call to parents and the work redone and assessed, with the grade of “0” recorded
- explain to parents consequence for third offence

Third offence

- phone call to parents and the work redone and assessed, and a grade of “0” recorded
- Saturday School assigned by school administration
- explain to parents the consequence for fourth offence

Fourth offence

- phone call to parents and the work redone and assessed, and a grade of “0” recorded
- 2 day Out of School Suspension by school administration
- preamble with parents expulsion on fifth offence

Fifth offence

- expulsion