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| LOGO XV | **XV. GIMNAZIJA****International Baccalaureate Department****Middle Years Programme****English Language acquisition****Course description 2019./2020.** | Worldschool-small |

**WHAT IS THE COURSE ABOUT?**

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

**English Language Acquisition** in the MYP program is a language-learning course designed to assist students in discovering, understanding and accepting the multicultural diversity of the Anglophone world. Its aim is to encourage them to use it effectively in a variety of practical situations. Along the way students develop tolerance, respect and understanding for the people of different nations whose mother tongue is English. The main focus is on language acquisition and development of language skills. They can be developed through the study and use of various spoken and written material. Such material ranges from everyday oral exchanges to literary texts that should be related to the Anglophone culture. Language is then perceived as means of self-definition and personal transformation.

Any student acquiring English B in Phases 5-6 will develop greater cultural awareness due to the exposure to varied sources of communication such as media and literature. In the classroom they can work individually or as a group creating presentations and participating in debates and discussions. The course is structured so that it allows the integration of Interdisciplinary units when necessary.

Materials to be used in the classroom are selected from various textbooks and supplementary materials, authentic sources such as reference material from the school library, songs, articles from literary and weekly magazines, videos, TED talks, etc.

At the end of the each unit students will have to fill in the self-reflection and self-evaluation sheet and sometimes the Language Portfolio-self assessment sheet.

**AIMS:**

**The aims of teaching and studying modern English language as a foreign language are to:**

* gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
* develop respect for and the understanding of diverse linguistic and cultural heritage
* develop students’ communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
* enable students to develop literacy skills through the use of a range of learning tools (i.e. multimedia) in various modes of communication
* enable students to develop the appreciation for a variety of literary and non-literary texts, and to develop critical and creative techniques
* enable students to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
* enable students to understand the nature of language and the process of language learning which comprises the integration of linguistic, cultural and social components
* offer insight into the cultural characteristics of communities where the language is spoken
* encourage awareness and understanding of the perspectives of people from own and other cultures, leading to the involvement and action in own and other communities
* foster curiosity, inquiry and a lifelong interest in the enjoyment of language learning

**OBJECTIVES:**

The language acquisition subject group objectives represent some of the essential processes of language, and have been organized under the same four communicative processes for each of the phases in order to assist teachers with planning, teaching and assessing. They are as follows:

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| **OBJECTIVE** |
| A: Comprehending spoken and visual text |
| B: Comprehending written and visual text |
| C: Communicating in response to spoken, written and visual text |
| D: Using language in spoken and written form |

In order to meet these objectives, teachers will need to concentrate on each of the macro-skills of language which are very much interactive and interrelated: listening, speaking, reading, writing, viewing and interpreting.

**Comprehending spoken and visual text** as well as **Comprehending written and visual text** encompass aspects of listening or reading and viewing, and involve a student in interpreting and constructing meaning from spoken or written and visual text to understand how images presented with oral or written text interplay to convey ideas, values and attitudes.

**Communicating in response to spoken, written and visual text**is a category that gives students opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

 **Using language in spoken and written form**is a categorywhich relates to the correct and appropriate use of the spoken and written target language.

**ASSESSMENT:**

**for Language acquisition: English, French, German and Croatian**

Assessment for phases 1 to 6 of MYP language acquisition is criterion-related based on four equally weighted assessment criteria.

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| **OBJECTIVE/CRITERION** | **MAXIMUM LEVEL OF ACHIEVEMENT** |
| A: Comprehending spoken and visual text | 8 points |
| B: Comprehending written and visual text | 8 points |
| C: Communicating in response to spoken, written and visual text | 8 points |
| D: Using language in spoken and written form | 8 points |

The language acquisition subject group objectives correspond with the assessment criteria. Each criterion has nine possible achievement levels (0–8) divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

**All**strands of **all**four assessment criteria are addressed **at least twice**in each year of the MYP Language acquisition.

Throughout a Language acquisition course, teachers use **formative assessments**  to determine students’ strengths and limitations in accessing required content knowledge and skills, provide needed support in making progress and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, language teachers use a variety of formative assessments to scaffold student development of content knowledge and skills.

 At the end of each unit in grades 9 and 10, students spike or write **summative assessment task/tasks.**

Points are awarded in each criterion at the end of the school year, taking into account achievements in each individual task (formative and summative assessment).

 Final grades are derived according to the grade boundaries provided by the IB.

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| **Grade** | **English****Language Acquisition** |
| **Boundaries** |
| **1** | **0-5** |
| **2** | **6-9** |
| **3** | **10-14** |
| **4** | **15-18** |
| **5** | **19-23** |
| **6** | **24-27** |
| **7** | **28-32** |

**IMPLEMENTATION:**

MYP 4: The school offers 4 lessons per week (Phase 5)

MYP 5: The school offers 5 lessons per week (Phase 6)

Teaching and learning in English Language Acquisition is organized in **two phases:**

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| **MYP 4, Phase 5** | **MYP 5, Phase 6** |
| A range of interpersonal and cultural contexts | A wide range of interpersonal and cultural contexts |
| Accurate and effective use of language | The use of oratory techniques |
| A range of texts | A wide range of texts |
| Engaging actively | Engaging actively |
| Understand, analyse and respond | Understand, analyse, evaluate and respond |
| Construct meaning/analyse | Evaluate |

**TOPICS:**

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| **MYP 4** |
| UNIT 1 | Welcome to my world |
| UNIT 2 | Growing up |
| UNIT 3 | No man is an island |
| UNIT 4 | Mona Lisa, To smile or not to smile? |

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| **MYP 5** |
| UNIT 1 | Whose life is it anyway, indeed? |
| UNIT 2 | Fire, fire, burning bright |
| UNIT 3 | The pen is mightier than the sword |
| UNIT 4 | All the world is a stage |