Course description 2020/2021

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:

OBJECTIVE
A: Listening
B: Reading
C: Speaking
D: Writing

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. These skills are very much interactive and interrelated, though in some instances, they may be dealt with as discrete skills.

Listening encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken or multimodal texts to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

Reading encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes.

Speaking provides students with ample opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

Writing relates to the correct and appropriate use of the written target language, and involves recognising and using language suitable to the audience and purpose, for example,

the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

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.

OBJECTIVE/CRITERION	MAXIMUM LEVEL OF ACHIEVEMENT
A: Listening	8 points
B: Reading	8 points
C: Speaking	8 points
D: Writing	8 points

The language acquisition subject group objectives correspond to 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.

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 (Capable Level)

MYP 5: The school offers 5 lessons per week (Proficient Level)

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

MYP 4, Capable Level	MYP 5, Proficient Level
A range of interpersonal and cultural contexts	A wide range of interpersonal and cultural contexts
A range of vocabulary	A wide range of vocabulary
A wide range of grammatical structures	A wide range of grammatical structures
Wide variety of simple and some complex authentic multimodal texts	Wide variety of complex authentic multimodal texts
Distinct simple and some complex modes	Distinct complex modes
Previewing, noticing, naming	Previewing, noticing, naming
Searching for and using information	Searching for and using information
Making connections	Making connections
A wide range of simple and complex cohesive devices	A wide range of simple and complex cohesive devices
Interpreting and analysing	Interpreting, analysing and evaluating
Authentic/spontaneous interaction	Authentic/spontaneous interaction

TOPICS:

MYP 4	
UNIT 1	Welcome to my world
UNIT 2	Growing up
UNIT 3	No man is an island
UNIT 4	Advertising and the art of persuasion

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