English as an Additional Language

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<table>
<thead>
<tr>
<th><strong>Policy:</strong></th>
<th>English as an Additional Language</th>
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<tbody>
<tr>
<td><strong>Version:</strong></td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Synopsis:</strong></td>
<td>The policy is to provide details of the educational provision for students for whom English is an additional language.</td>
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<tr>
<td><strong>Policy Owner:</strong></td>
<td>Academic Director (London)</td>
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<td>All Academic Staff (London)</td>
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<td>30/8/18</td>
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<td><strong>Related Study Group Documents:</strong></td>
<td>Bellerbys College General Curriculum Policy</td>
</tr>
<tr>
<td><strong>Date(s) modified/reviewed:</strong></td>
<td>10/11/16 (Chris Hovell) General document tailored to Bellerbys London. 13/09/17 (Vici Hodges) Reviewed and Updated</td>
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English as an Additional Language

1. Overview
As an international college, only a minority of students who join Bellerbys College are from families with English as a first language. We aim to eliminate as rapidly as possible any disadvantage a student may have in this respect and, therefore, on arrival all students undertake an assessment test in order to identify their strengths and weaknesses in the use of English and are given appropriate advice on future support.

The College has a large faculty of qualified English teachers who deliver a range of courses to support our students in gaining confidence and fluency in using the English language but also in gaining the necessary qualifications for progression. The type of support will vary depending on the type and duration of programme our students are studying. Support will range from a full timetable of English lessons in small groups for those on the English Language Preparation Programme to IELTS Preparation arranged as additional lessons on the timetable for as long as is needed to obtain the individual’s university entry requirements.

The teachers of other subjects at Bellerbys College will also tailor their teaching to suit the learning needs of international students.

2. Details of Course
Our aim is to ensure that each student acquires the skills needed to comprehend and communicate in good, clear English so that all students can achieve the best possible standard in their studies.

2.1. English Language Preparation Programme
If a student requires additional English language support before embarking on the GCSE, Foundation, UG1 or A level programmes, they can first join the English Language Preparation Programme (ELP). The length of the ELP course will depend on a student’s level of English and can vary between one and two terms. Typically, students with an initial IELTS score of 4.0 or above would study ELP for one term only.

2.2. University Foundation Course
All students on a Foundation course will study three English modules, one in each of the three terms of study. These are ‘core’ modules and they aim to develop the academic skills necessary for success both on the Foundation course and in preparation for university studies.

2.3. IELTS
These classes support the students in preparing for the unique format and style of assessment used in IELTS. Teachers will use in–house bespoke materials as well as commercial materials. Students may attend these lessons for as long as necessary to achieve the IELTS score needed for progression to university or further study.

3. Staff in the English Faculty
There are 8 teachers in the English Faculty led by a Head of Faculty.
4. **Time allocated for each programme per week**

The following indicates the number of hours allotted for teaching English as an additional language:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>6 hours per week throughout Foundation year</td>
</tr>
<tr>
<td>Foundation IELTS</td>
<td>2 hours per week until student achieves the required level</td>
</tr>
<tr>
<td>A2</td>
<td>2 hours per week for IELTS until student achieves required level</td>
</tr>
<tr>
<td>ELP</td>
<td>25 hours per week</td>
</tr>
<tr>
<td>AES</td>
<td>6 hours per week</td>
</tr>
<tr>
<td>GCSE Additional English</td>
<td>1 hour per week</td>
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</table>

5. **English Language Preparation Programme**

5.1. **Course Aims**

The English Language Preparation Programme has the following course aims:

- To introduce at a basic level the reading, writing, listening and speaking skills that students will need to study in an HE environment in English and to start to familiarise them with aspects of HE academic culture.
- To expand students’ active vocabulary in both general and academic English.
- To extend the students’ knowledge of and ability to use the language, structures and phonology needed to function at an overall English language level of CEFR B1.
- To develop independent study habits and active language engagement skills.

5.2. **Learning Outcomes**

On successful completion of this course a student will be able to:

- Communicate with reasonable accuracy in familiar contexts with generally good control over language structures and vocabulary and express ideas clearly despite some errors.
- Understand the main points of clear spoken and written input on familiar topics within everyday contexts such as school, leisure, work, etc.
- Produce appropriate (B1) connected written text on academic topics.
- Speak with some fluency to describe experiences and events, and give reasons for opinions and future plans.
- Give evidence of independent and team study skills and active language engagement.
6. ELP Programme delivery Outline
General English (15 hours), EAP skills (7 hours), Business/media skills (2 hours) and PHSE (1 hour)

**Continuous Assessment (Formative)**
2 Progress Test each half-term based on the General English course book 60%

**Content**
Reading
Writing
Listening
Speaking
  Attendance, punctuality, effort, H/W 10%
  Continuous Speaking 10%
  EAP skills 1 (writing) 10%
  EAP skills 2 Presentation (British Culture) 10%
**Total** 100%

**Final Progression Test (Summative)** 100%

**Listening (30 mins)**
2 texts
10 questions on each text
**Question types**: gap-fill, answer in no more than 3 words, MC 20%

**Speaking**
**Question type**: 1-2-1 interview with assessor from choice of 3 topics 20%

**Reading (1 hour)**
2 texts
15 questions each text 30%

**Writing (45mins)**
Compare and contrast or discursive essay format 30%
7. **Foundation English Skills 1 (FES1)**
   Topics covered:
   Key academic vocabulary/ Writing styles / Study skills / Research skills

   1 reading, note-taking and writing test: Notes and summary-10%
   1 listening and writing test: Process -20%
   2 speaking tests: 20%
   3 min speaking- answering questions on given academic text -10%

   Mock exam at half term
   End of term exam: Reading and Listening

   Exam (30%)

   Listening - 30 questions, 40 mins
   Reading – 40 questions, 1 hour

8. **Foundation English Skills 2 (FES2)**
   The FES2 course is designed to help develop reading, writing, listening and speaking skills, to introduce students to study skills.

   **Syllabus**
   The course will cover the following topics:
   Cause and Effect language and essays
   Discursive essays
   Discussion language and skills
   Listening skills
   Research skills
   Mini-presentation skills
   Synthesis

   **Assessment**
   The FES2 course is 100% coursework-assessed as follows

   1. **EITHER Cause and Effect essay OR Discursive essay**
      **Weighting:** 15%
      **Time:** 1 hour
      **Content:** essay in response to question. Min 250 words
      **Assessment criteria:** task response, vocabulary, coherence and cohesion, grammatical range and accuracy

   2. **Small group problem-solving discussion**
      **Weighting:** 15%
      **Time:** 10-20 mins
      **Content:** Discussion and consensus-building in groups of 3-5 students in response to a task
      **Assessment criteria:** Coherence, fluency, pronunciation; Teamwork; Content and relevance; Vocabulary and grammar

   3. **Listening**
      **Weighting:** 15%
      **Time:** 2 x 1 hour
      **Content:** Lecture and note-taking
Assessment criteria: marked out of 15: content (10) and organisation (5); average reduced to 15% weighting

4. **Mini-presentation**
   - **Weighting:** 15%
   - **Time:** 3 mins
   - **Content:** ideas for FES3 research topic
   - **Assessment criteria:** Coherence, fluency, pronunciation; Content & relevance; Dealing with questions; Body language & delivery

5. **Synthesis**
   - **Weighting:** 40%
   - **Time:** 2 hours
   - **Content:** Answering question by selecting, paraphrasing, re-working and referencing information from 3 articles on same topic.
   - **Assessment criteria:** Notes, Content & Relevance, Vocabulary & Paraphrase, Coherence and Cohesion, Grammatical Range and accuracy, Referencing

9. **Foundation English Skills 3 (FES3)**
The FES3 course is designed to increase efficiency in academic work through improvement of study skills. It will help students to experience the varying methodologies and expectations of UK university courses and to gain a broad understanding and critical awareness of British culture and some of the key factors that comprise modern British society.

**Syllabus**
The course will cover the following skills:
- Research
- Essay-writing (extended)
- Harvard Referencing
- Listening, Note-taking and Summarising
- Discussion
- Participating in a Tutorial
- Oral Presentation

**Assessment**
The FES3 course is 100% coursework-assessed as follows:

1. **Extended academic essay**
   - **Overall Weighting:** 50%
   - **Time:** Continuous throughout the term
   - **Content:** 1,500 word essay developed from topics given in FES 2. Essay will be a researched, referenced, analytical academic essay relevant to British culture
   - **Assessment criteria:**
     - **First draft (Weighting 10%)**: Research and planning (10); Writing (10)
     - **Final draft (Weighting 40%)**: Research and content (10); Structure (10) Language and Vocabulary (10); Referencing and Bibliography (5); Presentation and Study Skills (5)
2. Tutorial Assessment
   Weighting: 7.5%
   Time: 10 mins
   Content: 1:1 tutorial discussing questions pre-prepared by student based on feedback from essay draft in order to establish clear outcomes needed to improve essay.
   Assessment criteria: Prepared questions (5); Tutorial (5); Outcomes (5)

3. Debates and discussions
   Weighting: 7.5%
   Time: Varied in length
   Content: Debates and discussions on current issues. Formats include formal debate, balloon debates, and role plays. Tasks may be for pairs, small groups or the whole class.
   Assessment criteria: Preparation/content/organisation (5); Counter argument and style (5); Language use (5)

4. Listening, Note-taking, Summarising
   Weighting: 15%
   Time: Varied in length
   Content: Lecture style listening’s (1 from audio and 1 from visual input) to produce notes to be used as the basis for a piece of writing, incorporating key information as given.
   Assessment criteria: Notes (5); Organisation and understanding (5); Language and vocabulary (5)

5. Oral Presentation
   Weighting: 20%
   Time: 8-10 minutes (including Q&A)
   Content: Researched, organised and analytical academic presentation on the same subject area as the extended academic essay
   Assessment criteria: Design and presentation (15); Content (20); Organisation and structure (20); Grammar/vocabulary/pronunciation (30); Delivery (15)

10. AES (Academic English Skills)

The main aims for this module are:

1. To develop awareness and competency in the range of language-related skills required for successful study at Higher Education level. These include the processes and conventions of academic writing, effective and extensive reading strategies, effective participation in seminars and delivery of presentations, and listening to and recording information effectively from lectures.

2. To develop the accuracy and range of written and spoken language so as to enable students to use language effectively and appropriately, with clarity and confidence.

3. To support students in reflecting on their learning and identifying how to improve their skills and language.
4. To ensure students are able to meet the requirements of the UKVI and partner institutions through demonstrating an English language level of CEFR B2+ in the skills of reading, writing, listening and speaking.

**Learning Outcomes:**

The learning outcomes for this module relate to key skills, which are developed through knowledge and understanding of English language and academic conventions. The teaching content and assessment tasks for IY1 are linked to FHEQ level 4 benchmark statements.

The learning outcomes are related to core skills and knowledge identified by The Council of Europe (C/ CA), and Pearson Academic (P) at CEFR B2+ level, RQF Level 4 and FHEQ level 4.

**On successful completion of the module, students will be able to:**

**Knowledge and Understanding**

1. Use a broad active reading vocabulary to read with a large degree of independence, adapting style and speed of reading to different texts and purposes. (C)

2. Express him/herself clearly and without much restriction, maintaining good grammatical control(C), with appropriate style and register realised.

3. Follow the essentials of lectures, talks, reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (C)

**Subject-Specific**

4. Write a linguistically complex essay in response to a specific question (P), synthesising and evaluating information and arguments from a number of sources. (CA)

5. Take effective notes on a complex and unfamiliar text, presentation or lecture. (P)

**Key Skills**

6. Analyse, interpret and evaluate relevant information and ideas. (RQF Level 4)

7. Contribute to a group discussion even when the speech is fast and colloquial. (P)

8. Present ideas with precision and respond to complex lines of argument convincingly in writing and speaking. (CA)

9. Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. (FHEQ Level 4)

10. Give a well-structured, detailed academic presentation on a given subject. (CA)

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>% of Skill Total</th>
<th>Total Weighting</th>
<th>Timing *</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW1 Source evaluation and synthesised summary</td>
<td>25% R</td>
<td>12.5% (6.25% R)</td>
<td>Week 16</td>
<td>1, 2, 5, 6, 9</td>
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<tr>
<td></td>
<td>25% W</td>
<td>(6.25% W)</td>
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<tr>
<td>EX1 Listening - comprehension and note-taking</td>
<td>30% L</td>
<td>7.5%</td>
<td>Week 18</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>EX2 Seminar discussion</td>
<td>50% S</td>
<td>12.5%</td>
<td>Week 18</td>
<td>2, 6, 7, 8</td>
</tr>
<tr>
<td>EX3 Presentation</td>
<td>50% S</td>
<td>12.5%</td>
<td>Week 24</td>
<td>2, 6, 8, 9, 10</td>
</tr>
<tr>
<td>EX4 Integrated reading and writing exam</td>
<td>25% R</td>
<td>6.25%</td>
<td>Week 25</td>
<td>1, 5, 6</td>
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<tr>
<td></td>
<td>6.25% W</td>
<td></td>
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<tr>
<td>CW2 Extended research essay</td>
<td>50% W</td>
<td>12.5%</td>
<td>Week 28</td>
<td>1, 2, 4, 6, 8, 9, 9</td>
</tr>
<tr>
<td>EX5 Listening - comprehension and note-taking</td>
<td>70% L</td>
<td>17.5%</td>
<td>Week 30</td>
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<td>EX6 Integrated reading and writing exam</td>
<td>50% R</td>
<td>12.5%</td>
<td>Week 30</td>
<td>1, 2, 4, 5, 6, 8, 8</td>
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<tr>
<td></td>
<td>25% W</td>
<td>6.25%</td>
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11. GCSE Additional English

Additional classes are provided to act as support and direct intervention when required. These classes provide specific language support to learners who it has been identified require help to develop specific skills or to build general English language competence.

Additional classes are provided when learners are clearly of an advanced level of English. These classes provide opportunities for learners to stretch and challenge their ability. Critical awareness is developed and learners are exposed to content which is challenging and contains lexical items which will expand and develop their vocabulary range.