

TASC advice *English* [as of 13 May 2020]

*English as an Additional Language or Dialect* (EAL215114)

TASC, with a focus on honouring the nature and intention of the EALD courses, also recognises the extraordinary circumstances facing learners and teachers in 2020. Due to these extraordinary circumstances TASC has made the following necessary considerations for 2020 [only].

It is recognised that learning from home arrangements impact students' engagement and development in fundamental aspects of language acquisition courses such as: oral skills; listening skills; reading skills; and writing skills. For example, in order to develop oral communication skills in an additional language, students must have regular opportunities to practise one-to-one with competent speakers of that language. It is not possible to develop speaking skills without individual practice and one-to-one feedback. While it is acknowledged that virtual individual oral skills development is more challenging than face-to-face, it does provide some scope for progress.

After consultation with the community of teachers of *English - English as an Additional Language or Dialect* (EAL215114) the following course content considerations have been made for 2020 [only]:

<i>English as an Additional Language or Dialect</i> (EAL215114)	
Language acquisition skills	<p>Scenario A - Medium term Return to <i>school environment</i> mid/end of July</p> <p><i>Specific 2020 considerations have been applied to this course for 2020 [only].</i></p> <p>While presenting challenges, the on-going development of students' language skills can be achieved via the use of technology when face-to-face teaching and learning are not available.</p>
Work requirements	<p><i>Specific 2020 considerations have been applied to this course for 2020 [only].</i></p> <p><b>Work requirements   Learner-created SAE texts</b></p> <p>These are <i>minimum</i> work requirements. <i>For internal assessment purposes learners will create:</i></p> <p>The learner will create written texts using both handwritten and digital (e.g. word processor) mediums. The learner will write:</p> <ul style="list-style-type: none"> <li>• a range of short written texts (e.g. a short letter or note, written responses to comprehension questions, a diary entry)</li> <li>• a minimum of <del>two</del> <b>one</b> substantial texts (approximately 400-500 words).</li> </ul>

		<p>The learner will create multimodal texts:</p> <ul style="list-style-type: none"><li>• a range of short multimodal texts (e.g. a simple poster, a brief presentation of music and images, a simple webpage, a simple cartoon, a few slides for a PowerPoint presentation)</li><li>• a minimum of <del>two</del> <b>one</b> substantial multimodal texts (e.g. a 3-fold brochure, a website consisting of several linked pages, a PowerPoint presentation, a series of cartoons, a 3 minute video, travel diary extracts comprising written text, images (such as photos or maps) and artefacts (such as an entrance ticket or post card), a storyboard series).</li></ul> <p><b>TASC notation:</b> Group presentations and the formation of groups to meet work requirements is at the discretion of the teacher.</p>
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