



## ELICOS Teaching and Assessment Policy and Procedure

<b>Institution</b>	Kingsway Institute
<b>Policy Name</b>	ELICOS Teaching and Assessment Policy and Procedure
<b>Policy Governance</b>	Academic Manager
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<b>Version No.</b>	2.0

### 1 PURPOSE

Kingsway Institute establishes this policy and procedure in relation to the:

- 1.1 Method of teaching
- 1.2 Number of face-to-face delivery hours per week
- 1.3 Assessment methodology and assessment principles
- 1.4 Customized and student-centred teaching style
- 1.5 Level up procedure

### 2 DEFINITIONS

**The Institute** Kingsway Institute

### 3 POLICY

- 3.1 The Institute will only use the “Direct Method” of teaching for English classes
- 3.2 The Institute will deliver all English classes face to face over a 20-hour week timetable
- 3.3 The Institute will allow and support teachers to customise their teaching to suit student needs

### 4 RESPONSIBILITY

- 4.1 The Academic Manager is responsible for the implementation of this policy, and also ensuring that staff members and students are aware of and following this policy.

### 5 PROCEDURE

#### 5.1 Teaching modes and methods

The Institute will teach all ELICOS courses face-to-face 20 hours a week. There are no online, distance or blended delivery components.

The Institute uses the TESOL Method of delivery known as the “Direct Method”. The lessons immerse the students in English, in the same way as when a first language is learnt. All teaching is conducted in English (the target language), grammar is taught inductively and there is a focus on speaking and listening.

#### 5.2 Direct Method benefits

The Direct Method facilitates understanding English by establishing a direct association between the word and its meaning and it enables the student to grasp the sentence patterns they hear or read in English. Students are able to express their thoughts and feelings directly in English. It develops fluency of speech and efficiency in writing.



The Direct Method makes the study of English interesting and lively. Study of language through this method becomes interesting and motivating because of its emphasis on the spoken idiom. The use of illustrations, objects, use of audio-visual aids, demonstrations etc. assist with the uptake of the language.

The Direct Method facilitates reading, so students learn to speak fluently, and learn to write fairly quickly and correctly. Students develop a love for the English language as they are constantly immersed in it. More emphasis is put on practice than on theory, and the use of every day vocabulary and structures are the first priority.

Oral skills are developed through carefully graded programmes involving question-answer lessons, interaction between the teacher and the learners, and intensive classroom drills.

The Institute feels this is the best method to adopt to learn the English language in a practical and functional manner.

### **5.3 Class approach in using Direct Method**

Utilising the Direct Method, teachers are able to use the Presentation, Practice and Production approach (PPP Approach) to teach English. This approach is taught in the CELTA course and many other TESOL courses.

The PPP approach used by The Institute is as follows:

<b>Presentation</b>	Presentation is the beginning or introduction to learning language. It's also presenting the current language lesson to the student. Depending on the course, this could be such subjects as sounds, parts of speech, vocabulary, sentence structure and grammar.
<b>Practice</b>	Practice is the process that facilitates progress from the initial stage through to the second one. The students will Practice what they are learning through activities, role plays, demonstrations that require them to speak English. Practice exercises progress toward mastery of the concepts presented.
<b>Production</b>	The final component is Production, which is an advanced form of Practice that requires students to think on their own rather than completing the more closely targeted Practice exercises. Production is also the culmination of the learning process, where a learner has become a "user" of the language as opposed to a "student" of the language. Production can be in the form of debates, writing essays, letters, oral presentations, project work etc.

### **5.4 Student Support**

The Institute will ensure that:

- 5.41 Students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs.
- 5.42 Where a special need is identified for a student, arrangements are put in place to address the need and support the student to learn effectively.
- 5.43 Teacher-to-student ratios do not exceed 1:18 per class.



### **5.5 Customised student-centred teaching**

The Institute will ensure that:

- 5.51 Teachers are provided with a detailed syllabus outlining learning outcomes for every week.
- 5.52 The syllabus has a supplementary material section which provides teachers with options of other material which can be used and target the same learning outcomes.
- 5.53 A range of supplementary material is made available for teachers to readily access and use.
- 5.54 Support and supplementary material are always available for teachers to customise their teaching to suit student needs.

### **5.6 Assessment methodology**

- 5.61 The Institute provides flexible learning and assessment procedures that take into account the learning styles and preferences of learners.
- 5.62 The Institute's assessment system includes provision of assistance with targeted remedial assistance to help students improve/achieve success in their studies.
- 5.63 A placement test is always conducted on the student's first day. Formal assessment of student achievement is conducted every 5 weeks.
- 5.64 Each of the macro skills is assessed separately and students will be assessed on the range and control of the language in appropriate contexts.
- 5.65 Assessment will take place in class under teacher supervision.
- 5.66 Assessment format may vary in regards to group sizes (individuals, pairs and small groups) and activities
- 5.67 Students will be provided feedback on the outcomes of the assessment process and guidance on future options in relation to those outcomes either in writing or verbally.

### **5.7 Assessment principles**

The Institute's assessments are valid, reliable, fair, flexible, equitable and clearly referenced to criteria. All assessments have been pre-validated and ensure the above are met. All assessments are:

- 5.71 Valid: assessment methods assess what they claim to assess
- 5.72 Reliable: assessment tools and procedures result in consistent interpretation of evidence from the students within given contexts
- 5.73 Fair: assessment procedures are fair and do not disadvantage particular students
- 5.74 Flexible: assessments encompass a wide variety of assessment materials and methods depending on the context surrounding the assessment
- 5.75 Equitable: all individual needs are taken into account and adjustments are made (where applicable) before completing the assessment. The Institute accommodates for any students with special needs
- 5.76 Able to be accommodated to candidates with special needs
- 5.77 Students have the right to appeal and request for their assessment to be reassessed.

### **5.8 Assessment Moderation and Validation**

Assessments will be moderated and validated at least once a year in accordance with the Assessment Moderation and Assessment Validation policies.



## **5.9 Assessment Conduct**

The Institute will ensure that:

- 5.91 Teachers adopt formative assessment during the whole teaching cycle and summative assessments every 5 weeks, in all ELICOS courses.
- 5.92 Results of students' language learning progress in the assessment results are added to each students Assessment Results (AR).
- 5.93 Movement between classes mid-way through a level is possible if a student is not being sufficiently challenged.
- 5.94 The assessments cover the four macro skills: Reading, Writing, Speaking and Listening as well as grammar.
- 5.95 The Academic Manager will approve the assessments to be used which can be found on the teachers' drive.
- 5.96 Assessment tasks may include:
  - Formal class tests
  - Assessment types include:
    - multiple choice
    - fill-in-the-blank questions
    - writing of various types of texts
    - listening tests
    - short answer questions
    - paired interviews
    - role plays
    - discussions
  - Interview with a student/staff member
  - Research projects
  - Participation in group activities
- 5.97 Students will be made aware of their achievement levels after each assessment and individual feedback is provided. Remedial work is also discussed if students are experiencing difficulty with an activity
- 5.98 This information is used to inform decisions regarding academic performance and class-level promotion.