

	Level 1	Level 2	Level 3	Level 4	Level 5
Criterion A: Understanding and interpretation - To what extent does the response show an understanding of the text and make inferences from it? - To what extent are interpretations supported by references?	The response shows little knowledge and understanding of the text. Interpretations are rarely supported by references to the text.	The response shows some knowledge and understanding of the text. Interpretations are sometimes supported by references to the text.	The response shows adequate knowledge and understanding of the text. Interpretations are generally supported by references to the text.	The response shows good knowledge and understanding of the text. Interpretations are frequently supported by appropriate references to the text.	The response shows a perceptive knowledge and understanding of the text. Interpretations are effectively supported by convincing references to the text.
Criterion B: Analysis and evaluation To what extent does the response show analysis and evaluation of how the author uses stylistic and structural features to shape meaning?	The response shows little analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows some analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows adequate analysis of how the author uses stylistic and structural features to shape meaning.	The response shows good analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows insightful analysis and evaluation of how the author uses stylistic and structural features to shape meaning.
Criterion C: Coherence, focus and organisation To what extent does the response show coherence, focus and organisation?	The response shows little coherence, focus and organisation.	The response shows some coherence, focus and organisation.	The response shows adequate coherence, focus and organisation.	The response shows good coherence, focus and organisation.	The response shows effective coherence, focus and organisation.
Criterion D: Language To what extent is the student's use of vocabulary, tone, syntax, style and use of terminology accurate, varied and effective?	The student's use of vocabulary, tone, syntax, style and terminology is rarely accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is sometimes accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is generally accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is frequently accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is convincingly accurate, varied and effective.

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Debates in English Teaching Jon Davison, Caroline Daly, John Moss, 2010-12-15 What are the key debates in English teaching today Debates in English Teaching explores the major issues all English teachers encounter in their daily professional lives It engages with established and contemporary debates promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding Key issues debated include the professional identity of English teachers attitudes to correctness in grammar and standard English the importance of the media and new technologies social class and literacy the nature of the dialogic classroom the role of wider reading the politics of early literacy With its combination of expert opinion and fresh insight Debates in English Teaching is the ideal companion for all student and practising teachers engaged in initial training continuing professional development and master s level study

Towards a New Paradigm for English Language Teaching Hajime Terauchi, Judy Noguchi, Akira Tajino, 2019-10-30 This book proposes a new paradigm for English language teaching based on concepts from English for Specific Purposes ESP research and applications as well as from growing evidence relating pattern recognition to language learning ability The contributors to the volume argue that learners should not try to become proficient all around users of idealistic native like English but instead should be realistic about what they need to acquire and how to go about achieving their specific goals The book discusses the present situation by describing the status quo of English language education in Japan taking into consideration recent trends of CLIL content and language integrated learning EMI English medium instruction and TBLT task based language teaching as well as the work done on the Common European Framework of Reference for Languages CEFR It introduces new movements in ESP in Japan and in other Asian regions covering topics ranging from genre analysis to corpus linguistics and presents application examples of ESP practice in a range of educational situations in Japan from the graduate school level to elementary and middle school contexts It also offers readers application examples of ESP practice in a range of business settings and expands the discussion to the global sphere where EAP and ESP are gaining importance as the number of ELF English as a Lingua Franca speakers continue to increase The book will be of great interest to academics researchers and post graduate students working in the fields of EFL and ESL

Innovation in English Language Teaching David Hall, Ann Hewings, 2013-10-18 This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed developed and evaluated The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation The final section deals with evaluating curriculum and syllabus change

A Study on Professional Development of Teachers of English as a Foreign Language in Institutions of Higher Education in Western China Yuhong

Jiang,2016-11-17 This book offers a comprehensive up to date review of the recent professional developments of teachers of English in the western region of China in the context of English language teaching reform and teacher education reform It discusses a wealth of theories frameworks qualitative case studies and quantitative investigations while also covering a range of key practices that are indispensable It equips readers with an in depth understanding of the impact of the current curriculum reform on the promotion of teachers cognition emotions attitudes and awareness of their self development as well as teachers corresponding efforts to update their educational concepts reassess their teacher roles enhance their teaching skills and implement new approaches to their professional development It is a valuable resource for anyone pursuing research in this field as well as in service teachers teacher educators and education administrators And as it offers practical help for the potential difficulties and challenges they might encounter it is also a must read for the student teachers of English

Research in Education ,1974 *Charting New Directions for Muslim Universities (Penerbit USM)* Hafiz Zakariya,Fauziah Md. Taib,2009 With the advent of the new imperialism in the late 19th century one after another Muslim country was of cially either colonised or came under the in uence of the major Western powers This had a far reaching impact on the Muslim world It altered the political geography and replaced or transformed the indigenous politics social education and economic systems of the colonised countries Unfortunately even after the Muslim countries achieved independence they continued to be in uenced by the Western systems legally socially and educationally In the sphere of education liberation from imperialism often did not entail the creation of higher education based on indigenous tradition and values To make matters worse most of the secular leaders in the Muslim countries continued to borrow the Western models of higher education uncritically This book brings together a collection of chapters on higher education in Muslim countries Topics range from the philosophical and structural dimensions of higher education reform of higher education present achievements and gaps in the level of education and scienti c research in Muslim countries as well as ranking institutions of higher education All seven chapters present useful insights on various issues of higher education in Muslim countries Discussions from the chapters examine the current trends adopted by most Muslim countries and challenge readers to critically consider the coexistence of material and spiritual values in higher education particularly from the Islamic perspectives Equipped with such information policy makers researchers university leaders and students can be better prepared to comprehend the major trends in higher education in Muslim countries

Resources in Education ,1999

English Education at the Tertiary Level in Asia Eun Sung Park,Bernard Spolsky,2017-03-16 This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education Put together by editors and contributors selected by Asia TEFL this book provides a timely and critical review of the current trends in tertiary level English education in Asia It foregrounds the developments and trends policies and implementation as well as research and practice Written by ELT scholars and educational leaders this book presents articles on China Hong Kong India Japan

Korea Malaysia the Philippines Singapore Thailand and Vietnam While the authors focus on their own local issues providing an overview of the state of tertiary English teaching in their respective territories they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field Chapters in the book include Heading toward the global standardization of English education in Korean universities English in tertiary education in India A Janus faced perspective with special reference to University of Delhi Developing English language skills in the Singapore higher education context ELT at tertiary institutions in China A developmental perspective This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher education *English Language Education Across Greater China* Anwei Feng,2011 This volume offers a comprehensive examination of the spread of English and English education across Greater China through sociolinguistic studies of Mainland China Singapore Taiwan Hong Kong and Macau and in depth analysis of English language use and education in economically booming areas of Mainland China such as Shanghai and Guangdong and underdeveloped regions like Xinjiang
 Integrating English D. Scott Enright,Mary Lou McCloskey,1988

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