

# SUCCESS CRITERIA

## YEAR 4 ENGLISH

### AUSTRALIAN CURRICULUM – VERSION 9 – YEAR 4 ENGLISH

#### LANGUAGE

##### AC9E4LA01

#### CONTENT DESCRIPTION

Explore language used to develop relationships in formal and informal situations.

#### I CAN STATEMENT

I can explore language used to develop relationships in formal and informal situations.

#### SUCCESS CRITERIA

I can identify the differences between formal and informal language in different conversations.  
I can choose appropriate words and phrases when speaking formally or informally.  
I can explain why certain language is used to build relationships in different situations.

##### AC9E4LA02

#### CONTENT DESCRIPTION

Identify the subjective language of opinion and feeling, and the objective language of factual reporting.

#### I CAN STATEMENT

I can identify the subjective language of opinion and feeling, and the objective language of factual reporting.

#### SUCCESS CRITERIA

I can recognise words and phrases that show opinions and feelings in a text.  
I can find words and phrases that present facts and information without personal feelings.  
I can explain the difference between language that expresses opinions and language that reports facts.

##### AC9E4LA03

#### CONTENT DESCRIPTION

Identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes.

#### I CAN STATEMENT

I can identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes.

#### SUCCESS CRITERIA

I can recognise different language features used in texts for different subjects (e.g. science, history, or stories).  
I can identify the stages or sections commonly found in different types of texts, like introductions, body paragraphs, and conclusions.  
I can explain why different texts are organised and written differently based on their purpose, like to inform, persuade, or entertain.

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VERSION 9.0

# THE CURRICULUM BELL

# New Curriculum Criterion English Learnin

**Yuhong Jiang**



## **New Curriculum Criterion English Learnin:**

**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

**English 5-11** David Waugh, Wendy Jolliffe, 2016-06-23 English is central to the primary school curriculum and successfully mastering the basics

has a significant influence on pupils ability to learn and achieve their future goals Now fully updated English 5 11 provides comprehensive up to date and creative guidance on teaching English in the primary school Each chapter provides the busy teacher with indispensable advice and guidance as well as opportunities to reflect upon current practice in the classroom Key areas covered include language and literacy development grammar punctuation and spelling talk for learning systematic synthetic phonics fiction poetry and non fiction drama and creativity teaching in a multilingual classroom ICT Planning and assessment This third edition reflects changes in government policy and gives greater attention knowledge about language and is closely related to the changing curriculum for primary English The highly experienced authors are former literacy advisors and have frontline teaching school management and teacher training experience This book will be an invaluable resource for all trainee and practising teachers interested in teaching English in an accessible contemporary and dynamic way Resources in Education ,1999 **Research in Education** ,1974 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

**CATESOL News** ,2004 **English Learners at the Top of the Class** Mayra C. Daniel,2017-06-14 English Learners at the Top of the Class is a practice oriented book that also contributes to the professional literature It is written for teacher candidates and both new and experienced practicing teachers who want to design and deliver effective instructional paradigms across this country s diverse classrooms Chapter authors bring to this book their experiences as teachers at levels K 12 Many of them learned English as a second language and experienced life as an EL in U S classrooms They were all teachers who along the way began to work with ELs Their engagement with culturally diverse students led them to become teacher educators They are committed to preparing teachers who are energized to learn about their ELs cultures and who want to make the schoolhouse a culturally responsive environment **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.

**Executive Functions, Self-Regulation and External-Regulation: Relations and new evidence** Jesus de la Fuente, Luis J. Fuentes, Flávia H. Santos, Maria Carmen Pichardo, Unai Diaz-Orueta, 2023-12-18

**Global Perspectives on Education Research, Vol. II** Liesel Ebersöhn, Ingrid Gogolin, 2023-05-31

Presenting a wide range of new research from World Education Research Association (WERA) affiliated scholars pertaining to democracy and education, this volume includes topics such as school readiness in Mongolia, high stakes teacher evaluation policy in Japan, and family and community involvement in global educational advocacy. This collection arrives at a time of extreme global challenges, leaving researchers, teachers, students, families, and policymakers without a baseline of how to act, react, and be proactive to stem the chronic flow of disruption to global education systems. These challenges require researchers worldwide to consider how evidence can support individuals and systems to buffer against extreme global health distress and conflict whilst simultaneously supporting the continued functioning of education systems and processes. Such processes must allow students, teachers, leaders, administrators, and members of the educational communities to retain positive self-esteem and maintain supportive relationships and systems that provide the appropriate conditions for such processes. *Global Perspectives on Education Research* pulls together contributions from different contexts and cultures to distil vistas and research results that can enlighten a worldwide community of researchers, education professionals, and practitioners as well as policymakers and local, national, or supra-national decision makers. This text is also the ideal companion for educators and leaders alike as they navigate the uncertainty within global health and social justice.

**Powerful Practices for Supporting English Learners** Fern Westernoff, Stephaney Jones-Vo, Paula Markus, 2021-03-03

Highlight the assets of English Learners in your classroom. Students do better in school when their voices are heard. For English Learners that means not only supporting their growing language proficiency but also empowering them to share their linguistic and cultural identities. This practical guide, grounded in compelling research and organized around essential questions and answers, is designed to help all educators build on their

current competencies to authentically harmonize home languages and cultures in the classroom Inside you ll find The emotional social linguistic cognitive and academic rationale for incorporating cultural and linguistic assets Creatively illustrated powerful practices with concrete examples of successful implementation Myth busting reflections to spark critical thinking about diversity inclusive education and family engagement Curriculum connections tied to American and Canadian standards By recognizing and validating every student s linguistic and cultural assets you create a supportive environment for academic success

**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

**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

**New York State Education** ,1929

**Technology-Mediated Learning Environments for Young English Learners** L. Leann Parker,2023-05-31 This book explores issues related to the use of technologies to support young second language learners and looks at promising areas for research design and development Grounded in a sociocultural theoretical framework it invites educators researchers and educational technology developers to consider a range of social and cultural factors in utilizing technology as a tool to help children from diverse linguistic and cultural backgrounds develop their English language and reading skills A major contribution is the authors consideration of ways that technology outside of

school can benefit these students English language development in school The central chapters are counter pointed by invited reflections that bring to the discussion different yet complementary perspectives from notable scholars in the field of second language literacy and learning Technology Mediated Learning Environments for Young English Language Learners is targeted to researchers educators and policymakers in the areas of elementary education after school learning second language teaching and learning English language and literacy development and reading English in State Teachers Colleges Ida Adele Jewett,1927 *Essential Subject Knowledge for Primary Teaching* Nasreen Majid,2023-03-25 As a trainee teacher you have a huge amount to grapple with when it comes to developing expertise in the suite of subjects within the primary national curriculum Subject knowledge cannot be developed in isolation it must relate to the curriculum knowledge and pedagogical knowledge enabling ways to teach the subject with confidence This book takes you though a journey of the national curriculum supporting you to think about each subjects positioning within the national curriculum the subject knowledge you need to know and how to teach each subject in a creative way Highlighting the importance of diversity equity and inclusion across all chapters this book enables new teachers to bring new voices and perspectives to the classroom It includes Key subject knowledge Examples of sequenced lessons Classroom ideas Links to further learning and subject associations A chapter exploring the subject knowledge needed to teach sustainability and climate change

Bilingual Special Education for the 21st Century: A New Interface Colón, Gliset,Alsace, Tamara O.,2022-05-13 Bilingual students with disabilities have an established right to be educated in their most proficient language However in practice many culturally and linguistically diverse students still do not receive the quality of education that they are promised and deserve Multilingual learners with disabilities must be acknowledged for the assets they bring and engaged in classroom learning that is rigorous and relevant Bilingual Special Education for the 21st Century A New Interface addresses the complex intersection of bilingual education and special education with the overlay of culturally and linguistically sustaining practices This work provides practical solutions to current dilemmas and challenges today s educators of multilingual learners with disabilities face in the classroom Covering topics such as dual language education identification practices and transition planning this book is an essential resource for special education experts faculty and administration of both K 12 and higher education pre service teachers researchers and academicians

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