

ENGLISH LANGUAGE

Paper 1123/11
Composition

Key Messages:

- It is essential to read the question carefully and be clear about its particular focus.
- In **Section 1** tasks it is important to develop the bullet points as evenly as possible.
- Register and tone are important aspects of Directed Writing and need consideration.
- Greater focus on the accurate punctuation and layout of speech would improve performance.
- Concentration on correct tenses and agreement would improve candidates' writing in both sections.

General Comments:

The overall standard of the vast majority of responses this year seemed to be on a par with that of previous years. **Section 1** was done well by most candidates but some underestimated the demands of the question. The narrative questions in **Section 2** were generally more popular than the others and this is a sensible approach for many candidates who are clearly comfortable writing narratives. The vast majority of candidates used the time well, wrote appropriate amounts for each question and avoided rubric infringements, all of which is very encouraging given the changes to the exam format last year, and it demonstrated how well they had been prepared. The strengths and weaknesses of the linguistic ability were similar to previous sessions: there was a great deal of very fluent, imaginative and accurate writing. Few prepared openings to essays were used and this worked to the benefit of candidates. Other responses included prepared essays which either were not wholly relevant to the set questions or which could not include a prescribed sentence in a natural way. Candidates are advised that the inclusion of text messaging language, abbreviations and expressions such as 'gonna' and 'wanna' can sometimes suggest the wrong register and are best avoided.

Comments on specific questions:

Section 1

For the second year the Directed Writing task was assessed with equal marks given to **Task Fulfilment** and **Language** criteria. Candidates had to write a speech to their class bidding farewell to a best friend and classmate moving overseas. In particular, the candidates had to offer reasons for the move, and outline what they and the class would miss most about their friend. This was a scenario that was within the everyday experience of the candidates, the majority of whom responded extremely well to this task. The scenario allowed use of a range of real and imaginary information and this contributed greatly to the success and interest of the responses.

Section 1 is Directed Writing and so involves more reading than **Section 2**. In this task candidates had to be aware that they were focusing on writing an effective speech for the specified audience, which included both the teacher and the class, in addition to the subject of the speech. In order to satisfy the requirements of the bullet points this year, responses needed to include:

- the name of the friend leaving and the specific overseas destination
- the reasons for the move overseas
- what the speaker personally, and the class, would miss about the friend.

In the first bullet point it was essential to offer the first name of the friend and give a clear indication of where they were moving. It also had to be clear that they were moving to a different country. The second bullet point required a reasonably developed and appropriate reason (or reasons) for the move and Bullet 3 required a full explanation of what would be missed by the class and wider school following the friend's departure.

O Level English Paper 2013

Carol Griffiths



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Grammar in ELT and ELT Materials Graham Burton, 2023-06-06 This book investigates the content of the grammar syllabus typically employed in mainstream English Language Teaching Using a mixed methods approach the author examines how the syllabuses used in coursebooks are actually constructed how they evolved and how valid their contents are as a basis for teaching The research reported consists of a broad exploration of primary sources in order to outline the evolution of ELT pedagogical grammar ten interviews with key ELT authors and publishing professionals which allows for the investigation of the decision making processes underlying the choice of grammar content in ELT teaching materials and finally the presentation of case studies which examine three areas of grammar analysing the evolution of their treatment in ELT materials both historical and contemporary and comparing their current treatment to data on real learner use This book contributes to the literature on syllabus design and pedagogical grammar and builds on existing research into materials design It will be of interest to researchers and professionals working in the fields of applied linguistics pedagogical grammar curriculum design and materials design

Study Guide for CTET Paper 1 (Class 1 - 5 teachers) with Past Questions 4th Edition Disha Experts, The new edition of the book Study Guide for CTET Paper 1 English Class 1 5 teachers English 5th edition has been updated with the CTET July 2013 to Sep 2016 Solved question papers The languages covered in the book are English 1st language and Hindi 2nd language The book provides separate sections for Child Development Pedagogy English Language Hindi Language EVS and Mathematics Each section has been divided into chapters For each chapter an exhaustive theory has been provided which covers the complete syllabus as prescribed by the CBSE NCERT NCF 2005 This is followed by 2 set of exercises The exercise 1 contains a set of MCQs from the PREVIOUS YEAR Question Papers of CTET and various STET s The exercise 2 TEST YOURSELF provides carefully selected MCQs for practice The book is a must for all the candidates appearing in the Paper 1 of the CTET and State TETs like UPTET Rajasthan TET Haryana TET Bihar TET

Uttarakhand TET Punjab TET Tamil Nadu TET etc **2013 International Conference on Advanced Education Technology and Management Science(AETMS2013)** S. K. Chen,T.R. Vijayaram,2013-12-12 2013 International Conference on Advanced Education Technology and Management Science AETMS2013 aims to provide a forum for accessing to the most up to date and authoritative knowledge from both Education Technology and Management Science AETMS2013 features unique mixed topics of Education technology Teaching theory psychology Sport Pedagogy Management science and engineering Finance and economics and so on The goal of this conference is to bring researchers engineers and students to the areas of Education Technology and Management Science to share experiences and original research contributions on those topics Majulah! Zainul Abidin bin Rasheed,Norshahril Saat,2016 The Malay Muslim community is an integral part of the formative years of modern Singapore The Singapore Malay Muslim community comprises approximately 13% of Singapore s population of about 5 5 million people More than 90% of Singaporean Muslims are Malays while the remaining are Indians Arabs Chinese and members of other ethnic groups This book highlights the progress of the community its contributions and also the challenges for the last 50 years since 1965 Education and Migration Prue Holmes,Richard Fay,Jane Andrews,2020-06-04 From an international research led perspective this book explores how languages are foregrounded in education in different countries and educational sectors and among different groups of people in contexts of migration It is concerned with the movement of people and their languages as they migrate across borders and as languages and their speakers are under threat pressure and pain even to the point of being silenced The contributors explore the multilingual possibilities and opportunities that these situations present For example where children s education is neglected because of displacement or exclusion or in classrooms where teachers and educational leaders seek to meet the needs of all learners including those who are new citizens refugees or asylum seekers Together the findings and conclusions emerging from these studies open up a timely space for interdisciplinary inter practitioner and comparative researcher dialogue concerning languages and intercultural education in times of migration Originating from an Arts and Humanities Research Council funded project Researching multilingually at the borders of language the body law and the state this book provides readers with a natural impetus for exploring how languages and their speakers create new imaginaries and new possibilities in educational contexts and communities as people engage with one another in and through these languages This book was originally published as a special issue of Language and Intercultural Communication **The Routledge Handbook of English Language Teaching** Graham Hall,2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum

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The Practice of English as a Medium of Instruction (EMI) Around the World Carol Griffiths, 2023-08-08 This edited volume presents eleven empirical papers reporting the existing literature and the results of an original study focusing on EMI English as a medium of instruction in a particular area Central and Eastern Europe Western and Southern Europe Nordic Baltic countries Central Asia the Middle East East Asia South East Asia North Africa Sub Saharan Africa South Asia and Latin America Each of these different areas tends to have its own ways of dealing with the EMI issue and these are brought together in a meta analysis in the final chapter Implications for the conduct of English as a medium of instruction are drawn both on a chapter by chapter basis and also in the meta analysis The examination of EMI on a contextual basis is a unique feature of this book setting it apart from others in the field which almost all deal with a single or limited context The volume will be of interest to policymakers institutional heads graduate students and their teachers and to thesis writers and researchers

The Oxford Handbook of Deaf Studies in Language Marc Marschark, Patricia Elizabeth Spencer, 2016 Language development and the challenges it can present for individuals who are deaf or hard of hearing have long been a focus of research theory and practice in D deaf studies and deaf education Over the past 150 years but most especially near the end of the 20th and beginning of the 21st century advances in the acquisition and development of language competencies and skills have been increasing rapidly This volume addresses many of those accomplishments as well as remaining challenges and new questions that have arisen from multiple perspectives theoretical linguistic social emotional neuro biological and socio cultural Contributors comprise an international group of prominent scholars and practitioners from a variety of academic and clinical backgrounds The result is a volume that addresses in detail current knowledge emerging questions and innovative educational practice in a variety of contexts The volume takes on topics such as discussion of the transformation of efforts to identify a best language approach the sign versus speech debate to a stronger focus on individual strengths potentials and choices for selecting and even combining approaches the effects of language on other areas of development as well as effects from other domains on language itself and how neurological socio cognitive and linguistic bases of learning are leading to more specialized approaches to instruction that address the challenges that remain for deaf and hard of hearing individuals This volume both complements and extends *The Oxford Handbook of Deaf Studies and Deaf Education Volumes 1 and 2* going further into the unique challenges and demands for deaf or hard of hearing individuals than any other text and providing not only compilations of what is known but setting the course for investigating what is still to be learned

Education and Development in Zimbabwe Edward Shizha, Michael T. Kariwo, 2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe It challenges scholars to think about the role of education its funding and the egalitarian approach to widening access to education The nexus between education democracy and policy change is a complex one The book provides an illuminating account of the constantly evolving notions of national identity language and citizenship from the Zimbabwean experience The book

discusses educational successes and challenges by examining the ideological effects of social political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in-depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe. Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic crisis, covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide-ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education, how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia.

English-Medium Instruction in European Higher Education Slobodanka Dimova, Anna Kristina Hultgren, Christian Jensen, 2015-07-24. This volume provides a focused account of English Medium Instruction (EMI) in European higher education, considering issues of ideologies, policies and practices. This is an essential book for academics, students, policy makers and educators directly or indirectly implicated in the internationalization of European higher education. **Language, Borders and Identity** Dominic Watt, 2014-10-12. Identifying and examining political, socio-psychological and symbolic borders, *Language, Borders and Identity* encompasses a broad, geographically diverse spectrum of border contexts, taking a multi-disciplinary approach by combining sociolinguistics research. **Navigating TESOL** Rod Neilsen, Hossein Shokouhi, 2025-08-13. *Navigating TESOL* is a comprehensive, research-based resource which serves as a practical guide for students of Teaching English to Speakers of Other Languages (TESOL) for the duration of their master's or certificate program. It also serves as a resource for university educators and language teachers who wish to know more about key aspects of TESOL. Providing an

accessible overview of the often complex issues and perspectives in TESOL this book covers the pedagogical and linguistic knowledge crucial for professional learning at master s level summarises the major sub fields and explores recent and influential research that has shaped the field Ideal for foundational courses in TESOL and certificate programs the book features discussion activities directions for new research and typical assessment items Assessing English Proficiency for University Study J. Read, 2015-01-27 This book focuses on strategies and procedures for assessing the academic language ability of students entering an English medium university so that those with significant needs can have access to opportunities to enhance their language skills

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