



Grade thresholds – June 2022

Cambridge IGCSE™ (9–1) English as a Second Language (Count-In Speaking) (0991)

Grade thresholds taken for Syllabus 0991 (English as a Second Language (Count-In Speaking)) in the June 2022 examination.

	maximum raw mark available	minimum raw mark required for grade:								
		9	8	7	6	5	4	3	2	1
Component 11	60	–	–	–	–	–	45	38	31	23
Component 12	60	–	–	–	–	–	44	37	29	22
Component 21	80	76	72	67	62	57	51	–	–	–
Component 22	80	76	72	67	62	57	50	–	–	–
Component 31	30	–	–	–	–	–	20	16	12	8
Component 32	30	–	–	–	–	–	19	15	11	7
Component 41	40	36	34	33	31	29	27	–	–	–
Component 42	40	36	35	34	31	29	27	–	–	–
Component 51	30	27	26	25	23	21	20	16	12	8
Component 52	30	27	26	25	23	21	20	16	12	8

The overall thresholds for the different grades were set as follows:

Option	Maximum mark after weighting	Combination of Components	9	8	7	6	5	4	3	2	1
AX	200	11, 31, 51	–	–	–	–	152	143	117	92	67
AY	200	12, 32, 52	–	–	–	–	148	140	114	89	64
FX	200	21, 41, 51	186	176	167	154	142	130	103	–	–
FY	200	22, 42, 52	186	177	168	155	142	129	102	–	–

Paper English Second Language Grade Thresholds 2013

JS Bruner



Paper English Second Language Grade Thresholds 2013:

Effective Educational Programs, Practices, and Policies for English Learners Liliana Minaya-Rowe, 2014-10-01 The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners ELs At the center of educational turns is the role of school professionals in this Common Core Standards era Teacher education programs and professional development or pre service and in service programs for teachers of ELs are currently being reframed to reflect the new demands placed on all teachers in light of the new standards The expectation is that ELs can learn and their teachers possess the expertise to teach both discipline content and academic English at the same time The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively This practical handbook brings together research policy and practice on teacher effectiveness pre service and in service programs in the context of student linguistic and cultural diversity Key features include Clearly articulated teacher training and professional development programs Coverage of Common Core curriculum and a variety of instructional programs and practices with research based tools to implement them and Policies to equitably and effectively prepare ELs academically and linguistically Dual Language Bilingual Education Kathryn I.

Henderson, Deborah Palmer, 2020-04-15 This book explores the role of the teacher in dual language bilingual education DLBE implementation in a time of nationwide program expansion in large part due to new and unprecedented top down initiatives at state and district level The book provides case studies of DLBE teachers who a implemented the DLBE model with fidelity b struggled to implement the DLBE model and c adapted the DLBE model to meet the needs of their local classroom context The book demonstrates the way teachers as language policymakers navigate and interpret district wide DLBE implementation and the tensions that surface through this process The research conducted over four years using a variety of methods highlights the challenges and opportunities faced by teachers implementing DLBE and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education **The Routledge**

Handbook of Second Language Acquisition and Technology Nicole Ziegler, Marta González-Lloret, 2022-01-31

Technology mediated language learning has matured over the past few decades with various tools and contexts now widely used in language education for all ages and levels Many of today s language learners have experienced technology as an ever present feature both within and beyond the classroom highlighting how the role of technology has expanded into many daily activities and underscoring how research in Second Language Acquisition SLA can inform and support the use of established and emerging technologies The role of technology in language learning has continued to grow with the recent COVID 19 global pandemic further demonstrating the potential contributions of technology for supporting and facilitating second language development Answering this increasing interest this Handbook provides students teachers and scholars with a comprehensive collection of chapters on foundational topics and key issues related to technology SLA and where relevant

pedagogical applications Chapter 25 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license available at <http://www.taylorfrancis.com>

Heritage and School Language Literacy Development in Migrant Children Raphael Berthele, Amelia Lambelet, 2017-11-15 This book discusses literacy development in heritage language speakers and presents the results of four different quantitative studies that investigate the transfer of literacy skills in bi and multilingual language development The empirical studies focus on different populations of pupils most of them located in various parts of Switzerland and emphasise the potential residing in shared or transferred resources between their heritage languages and the languages spoken in the region to which their family has immigrated The goal of all studies was to gain an understanding of the factors both linguistic and non linguistic in nature that contribute to the development of language skills in both the heritage and school languages Theoretical assumptions are put to the test via hypothesis testing and the generally shared assumptions on bilingual education are questioned based on the data Furthermore methodological problems in the investigation of linguistic interdependence are discussed This book contributes to the scholarly investigation of potential beneficial effects in academic proficiency across languages in migrant children

Building Literacy with Multilingual Learners Kristin Lems, Tenena M. Soro, Gareth Charles, 2024-02-29 Now in a revised and expanded third edition this established course text and teacher guide explores the processes involved in second language acquisition and translates the research into practical instructional strategies for PreK-12 Engaging classroom vignettes and personal reflections from the authors and other seasoned educators bring the teaching methods and linguistic concepts to life Highlighting ways to draw on emergent bilingual and multilingual students strengths the book presents innovative learning activities lesson planning ideas technology applications downloadable reproducible forms and other resources Pedagogical features include key vocabulary and study questions in every chapter plus an end of book glossary Second edition title Building Literacy with English Language Learners Key Words Subject Areas English as a second language ELLs ESL TESOL bilingual education teaching teachers dual language programs reading methods graduate classes courses textbooks instruction translanguaging emergent bilinguals equity based second language acquisition classrooms Audience Teachers of 4 to 17 year olds grades PreK-12 in ESL bilingual and general education teacher educators and students in ESL TESOL certification programs ELL specialists literacy specialists and coaches

What works in early grade literacy instruction Jennae Bulat, Margaret Dubeck, Paula Green, Karon Harden, Catherine Henny, Mónica Mattos, Alison Pflepsen, Ana Robledo, Yasmin Sitabkhan, 2017-02-28 Over the past decade RTI International has pursued the goal of quality inclusive differentiated early grade literacy instruction in nearly 30 early grade reading or early grade literacy programs in low and middle income LMI countries Across our diverse portfolio we have supported Ministries of Education Ministries in diverse contexts in their development and implementation of research based early grade literacy programs and have learned important lessons based on our experience working with Ministries to design develop and implement early grade literacy

programs This paper describes the core elements that we have found to improve early grade literacy instruction and learner outcomes the approach to teaching Teach the availability of quality relevant learner materials Text the effective use of instructional time Time the use of formative assessment to guide instruction Test and provision of instruction in the most effective language Tongue This paper focuses on the acquisition of literacy in alphabetic and alphasyllabic languages in the early primary years most typically academic levels 1 through 3 and the kinds of exposures instruction and support learners need to become fully literate These are the elements of a literacy program that can be taught that should be present in teaching and learning materials and in teacher trainings and that relate specifically to what happens in a classroom Many more factors contribute to literacy acquisition However we focus on the core elements in this paper to delve deeper and facilitate a richer discussion about these components No one size fits all approach to the development and implementation of literacy programs exists the local context and constraints of any implementation can require adaptation and adjustments In many cases the fully diversified approach to early grade literacy instruction described in the classroom scenario has not yet been achieved However we hope that this compilation of lessons learned and best practices achieved through our experiences will help to further the efforts of all to provide high quality effective literacy instruction to all learners particularly those in LMI countries

The Language Issue in the Teaching of Mathematics in South Africa Lindiwe Tshuma, 2021-01-26 The book is the result of a five year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000

Why Do English Learners Struggle With Reading? John J. Hoover, Leonard M. Baca, Janette K. Klingner, 2016-03-22 Make the right instructional and eligibility decisions to help your English Learners Do your students reading difficulties reflect language acquisition issues or a learning disability Now in an updated second edition this essential guide helps educators make informed accurate choices about strategies and services to support English Learners Developed for general and special education teachers and service providers this trusted resource offers a variety of research based best practices and includes Nine common misconceptions that can lead to wrongful placement of students in special education Theories of second language acquisition Select evidence based methods for teaching reading to students learning English Issues to consider and techniques to use when assessing students for special education and making data based decisions Role of cultural influences in reading instruction Expanded coverage of multi tiered system of supports MTSS Readers will find helpful vignettes checklists and suggestions that support outstanding teaching practices and appropriate effective use of assessment and referrals This book provides a wealth of information on ELs within the RTI process The authors provide a number of practical checklists that can be used by any school district Very few books address the topic as well as this one does Jennifer Urbach

Associate Professor University of Northern Colorado

Linjun Zhang,Zaizhu Han,Yang Zhang,2023-07-12

Reading acquisition of chinese as a second/foreign language

Academic Language In Second Language Learning Christian J.

Faltis,M. Beatriz Arias,2013-03-01 Language in academic settings also referred to academic language has gained attention in the field of second language learning owing to new understandings of the complexities of language inherent in learning academic content and new efforts to assess English learners language proficiency in the context of school learning The concept of academic language as distinct from social language has been in the academic literature since the mid 1950s and surfaced as a major construct in the field of bilingual education in the 1980s Many readers will be familiar with the ideas of BICS and CALP first introduced by Jim Cummins in the 1980s This book presents a critique of academic language as a separable construct from social language and introduces current research efforts to understand how English learners interact interpret and show understanding of language in academic contexts in ways that re think and go beyond the distinction between social and academic language The book is organized into three main sections each with a range of chapters that consider how academic language plays into how children and youth learn academic content as emergent bilingual students in school settings A Foreward and Afterward offer commentary on the book and its contents The intended audience for this book is graduate students teacher educators and researchers interested in issues of language and content learning for English learners the new mainstream of schools across the nation There is something for a wide range of readers and students of second language acquisition in this volume

Language Policy, Ideology and Educational Practices in a Globalised World Delombera Negga,Monika Szirmai,Daniel Chan,2017 The challenges posed by globalization for languages policies and education form the basis of this collection of selected doubly blind peer reviewed articles which have been put together following the 2014 PLIDAM conference on Policies and Ideologies in Language Teaching Actors and discourses The chapters collected in this volume revolve around the topic of globalization which we understand to be a blend of ideas covered by at least four meanings 1 internationalization in reference to the growing interdependence and transactions between countries 2 liberalization which has to do with the forming of an open and borderless world economy 3 universalization of certain phenomena around the world and 4 westernization with an emphasis on the influence of Western values gender equality freedom of speech and other ideas inspired by the West over the rest of the world The four broad themes that the chapters are organised into are I Policies in Language Teaching and Learning II Language Policy Ideology and Minority Languages III Language Teaching and Learning across Cultures IV Language Teaching and Learning with Technology Contributing to the knowledge discussion and debate about the impact that globalization has had on languages policies and education in a wide variety of contexts we hope that this book will be useful and informative to language researchers policy makers and anyone with an interest in the intersecting field between languages policies and education

Complexity Theory and Language Development Lourdes Ortega,ZhaoHong Han,2017-11-15 This volume is both a

state of the art display of current thinking on second language development as a complex system It is also a tribute to Diane Larsen Freeman for her decades of intellectual leadership in the academic disciplines of applied linguistics and second language acquisition The chapters therein range from theoretical expositions to methodological analyses pedagogical proposals and conceptual frameworks for future research In a balanced and in depth manner the authors provide a comprehensive and interdisciplinary understanding of second language development with a wealth of insights that promise to break the status quo of current research and take it to exciting new territory The book will appeal to both seasoned and novice researchers in applied linguistics second language acquisition bilingualism cognitive psychology and education as well as to practitioners in second or foreign language teaching of any language

Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the

literature Children's Literature in Second Language Education Janice Bland, Christiane Lütge, 2013-03-28 Bringing together leading scholars and teacher educators from across the world from Europe and the USA to Asia this book presents the latest research and new perspectives into the uses of children's literature in second language teaching for children and young adults Children's Literature in Second Language Education covers such topics as extensive reading creative writing in the language classroom the use of picturebooks and graphic novels in second language teaching and the potential of children's literature in promoting intercultural education The focus throughout the book is on creative approaches to language teaching from early years through to young adult learners making this book an essential read for those studying or embarking on second language teaching at all levels *Learning and Teaching Early Math* Douglas H. Clements, Julie Sarama, 2020-12-29 The third edition of this significant and groundbreaking book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching Using straightforward practical language early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers understand children's level of mathematical understanding and lead to better teaching By focusing on the inherent delight and curiosity behind young children's mathematical reasoning learning trajectories ultimately make teaching more joyous helping teachers understand the varying levels of knowledge exhibited by individual students it allows them to better meet the learning needs of all children This thoroughly revised and contemporary third edition of *Learning and Teaching Early Math* remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become confident credible professionals The new edition draws on numerous new research studies offers expanded international examples and includes updated illustrations throughout This new edition is closely linked with *Learning and Teaching with Learning Trajectories LT 2* an open access web based tool for early childhood educators to learn about how children think and learn about mathematics Head to LearningTrajectories.org for ongoing updates interactive games and practical tools that support classroom learning **Archives of Acoustics Quarterly**, 2016

Training Social Actors in ELT Ahmet ACAR, 2021-03-11 *The Routledge Handbook of Language Testing* Glenn Fulcher, Fred Davidson, 2013-10-15 Winner of the SAGE ILTA Book Award 2016 The Routledge Handbook of Language Testing will provide a comprehensive account of the area of language assessment and testing Written by leading specialists from around the world this volume brings together approximately 35 authoritative articles around 8000 words each The proposed outline for the Handbook below is divided into ten sections The section titles reflect the contents of their Language Testing and Assessment textbook in our RAL series and sketch a useful overview of the discipline Each chapter has been carefully selected to relate to key issues raised in the respective topic providing additional historical background critical discussion reviews of key research methods and an assessment of what the future might hold The Science of Writing C. Michael Levy, Sarah Ransdell, 2013-11-05 Conceived as the successor to Gregg and Steinberg's *Cognitive Processes in*

Writing this book takes a multidisciplinary approach to writing research. The authors describe their current thinking and data in such a way that readers in psychology, English education and linguistics will find it readable and stimulating. It should serve as a resource book of theory, tools and techniques and applications that should stimulate and guide the field for the next decade. The chapters showcase approaches taken by active researchers in eight countries. Some of these researchers have published widely in their native language but little of their work has appeared in English language publications.

Handbook of Automated Essay Evaluation Mark D. Shermis, Jill Burstein, 2013-07-18. This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing, language testing, cognitive psychology and computational linguistics. This greatly expanded follow up to *Automated Essay Scoring* reflects the numerous advances that have taken place in the field since 2003, including automated essay scoring and diagnostic feedback. Each chapter features a common structure including an introduction and a conclusion. Ideas for diagnostic and evaluative feedback are sprinkled throughout the book. Highlights of the book's coverage include: The latest research on automated essay evaluation. Descriptions of the major scoring engines including the E-rater, the Intelligent Essay Assessor, the Intellimetric™ Engine, e-rater™ and LightSIDE. Applications of the uses of the technology including a large scale system used in West Virginia. A systematic framework for evaluating research and technological results. Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China. Chapters from key researchers in the field. The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom. Next, the book highlights the capabilities and applications of several scoring engines including the E-rater, the Intelligent Essay Assessor, the Intellimetric™ engine, e-rater™ and LightSIDE. Here readers will find an actual application of the use of an AEE in West Virginia. Psychometric issues related to AEEs such as validity, reliability and scaling and the use of automated scoring to detect reader drift, grammatical errors, discourse coherence, quality and the impact of human rating on AEEs. A review of the cognitive foundations underlying methods used in AEE is also provided. The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy. Ideal for educators, professionals, curriculum specialists and administrators responsible for developing writing programs or distance learning curricula, those who teach using AEE technologies, policy makers and researchers in education, writing, psychometrics, cognitive psychology and computational linguistics, this book also serves as a reference for graduate courses on automated essay evaluation taught in education, computer science, language, linguistics and cognitive psychology.

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