

# English Language Syllabus 2010 Ministry Of Education

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**Critical Qualitative Research in Second Language Studies** Kathryn A. Davis 2011-03-01 This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and anti-immigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

**Codeswitching in University English-Medium Classes** Roger Barnard 2013-12-11 In the multilingual societies of the 21st century, codeswitching is an everyday occurrence, and yet the use of students' first language in the EFL classroom

has been consistently discouraged. This volume begins by examining current theoretical work on codeswitching and then proceeds to examine the convergence and divergence between university language teachers' beliefs about codeswitching and their classroom practice.

**Language Curriculum Innovation in a Chinese Secondary School** Yan Zhu 2017-11-29

This book offers a comprehensive overview of the changes in foreign language teachers' cognition and practices during a four-year innovation project at a Chinese secondary school, and explores the factors that influenced the trajectory of those changes. It makes a substantial contribution to research on educational change by offering a longitudinal observation of the facts and voices in EFL settings in China; as such, the book offers a valuable resource for scholars, teacher educators, teachers, and others interested in initiating, managing and evaluating innovations in EFL classrooms.

Education and Globalization in Southeast Asia Lee Hock Guan 2017-09-27

Prior to the era of globalization, education in Southeast Asia was viewed in the context of the national state and it was deployed in the service of state and nation-building and national economic development. States monopolized education, and public-funded centralized education systems were established to teach literacy, transmit national cultures and promote social cohesion, and to produce literate workers. Globalization forces, however, dramatically impacted in varying ways and degrees the national education systems across the region. As states begun to see their citizens as resources to enhance the countries' competitiveness in the global market, it, among other things, led to the increasing demand for highly skilled and qualified human capital. The accompanying neoliberal ideology led to varying degrees of decentralization, privatization and internationalization of education, especially of higher education, in Southeast Asia. The chapters in this volume focus on a number of issues and challenges confronting the education sector in Southeast Asia, including: (i) the contrasting language in education policy in Singapore and Malaysia; (ii) the introduction of an English-medium private education sector in Malaysia; (iii) the internationalization of Thai higher education; (iv) access and quality issues in the massification of Malaysian higher education; (v) secondary school quality and higher education participation in Indonesia; (vi) equity, access and retention in primary school education in Malaysia; and (vii) reforms in the primary and secondary education in Myanmar.

*Primary School English-language Education in Asia* Bernard Spolsky 2012 "In Asia, English is no longer a foreign language but a key resource for education, government, business and the general public. Whereas thirty years ago, British and American experts believed that the best way to improve the quality of English teaching was to cancel any programs below the secondary level, Asian nations as well as European are now introducing English in primary school. But there are major obstacles to overcome: the training of enough local teachers or the hiring of English speakers, the preparation of suitable teaching materials, the development of useful tests, and the design of workable curriculums. The

chapters in this book, written by leading English-teaching professionals in seven Asian countries and originally delivered at the 2010 annual conference of Asia TEFL which took place in Hanoi, Vietnam, describe and analyze national policies and how they are implemented. The coverage is wide: China with its huge number of students learning English, Japan working to make the transition from elementary to secondary school seamless, Singapore continuing to use English as medium of instruction for its multilingual population, Korea developing English education policies to recognize the increased role of English alongside the national language, India building on its colonial past to make English an economic resource, Vietnam fitting English into a program of national rebuilding, and Taiwan spreading its English teaching outside the national capital. This is not a report of the views of outside experts, but of local experiences understood by local scholars of international standing. Policy makers, educators, researchers and scholars will be able to gain valuable insights from Asian experts"--

**World Englishes: A Critical Analysis** Mario Saraceni 2015-02-26 Winner of the BAAL Book Prize 2016 The field of "World Englishes" takes on ever more importance in the modern era. Mario Saraceni's *World Englishes: A Critical Analysis* looks at the developments in the field from a critical perspective. It examines the historical, linguistic, ideological and pedagogical aspects in the study of the ever-evolving forms, roles and statuses of English around the world. The principal aim is to offer a critical overview of the field in order both to inform readers about the main issues at stake and to challenge established positions and descriptive/analytical paradigms. The book has four sections, each of which reviews established accounts and offers alternative perspectives on those. "History" considers representations of the evolution of 'old English' and 'new Englishes' and begins to unveil the strong link between conventional accounts and ideological motivations. "Language" critically examines the traditional notion of 'difference' in the description of varieties of English, and discusses more recent orientations which aim to describe English as a lingua franca and the phenomenon of language hybridity. "Ideology" examines ideological debates around the presence and status of English in the world, such as linguistic imperialism, language ownership and language ecology. The final section, "Pedagogy" discusses pedagogical implications, such as the choice of appropriate 'models' of English and considers the possibility of teaching English as a fully de-anglicised language.

**The Handbook of Asian Englishes** Kingsley Bolton 2020-09-09 The first volume of its kind, focusing on the sociolinguistic and socio-political issues surrounding Asian Englishes *The Handbook of Asian Englishes* provides wide-ranging coverage of the historical and cultural context, contemporary dynamics, and linguistic features of English in use throughout the Asian region. This first-of-its-kind volume offers a wide-ranging exploration of the English language throughout nations in South Asia, Southeast Asia, and East Asia. Contributions by a team of internationally-recognized linguists and scholars of Asian Englishes and Asian languages survey existing works and review new and

emerging areas of research in the field. Edited by internationally renowned scholars in the field and structured in four parts, this Handbook explores the status and functions of English in the educational institutions, legal systems, media, popular cultures, and religions of diverse Asian societies. In addition to examining nation-specific topics, this comprehensive volume presents articles exploring pan-Asian issues such as English in Asian schools and universities, English and language policies in the Asian region, and the statistics of English across Asia. Up-to-date research addresses the impact of English as an Asian lingua franca, globalization and Asian Englishes, the dynamics of multilingualism, and more. Examines linguistic history, contemporary linguistic issues, and English in the Outer and Expanding Circles of Asia Focuses on the rapidly-growing complexities of English throughout Asia Includes reviews of the new frontiers of research in Asian Englishes, including the impact of globalization and popular culture Presents an innovative survey of Asian Englishes in one comprehensive volume Serving as an important contribution to fields such as contact linguistics, World Englishes, sociolinguistics, and Asian language studies, The Handbook of Asian Englishes is an invaluable reference resource for undergraduate and graduate students, researchers, and instructors across these areas.

**Language Planning in Primary Schools in Asia** Richard B. Baldauf 2013-09-13 In foreign language education, decisions must be taken on what languages to teach, who will teach them, in which schools (i.e. all, only urban, only rural), in which grades, the number of hours a week, and the cost involved. This book explores the answers to these questions across a number of Asian polities. It illustrates why some of the efforts undertaken are successful and why some are not, why – despite significant investments of time and resources – some students do not seem to acquire the languages being taught, and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties. It suggests some strategies various polities might attempt to achieve their stated language learning objectives. This book was originally published as a special issue of Current Issues in Language Planning.

**Comparing High-Performing Education Systems** Charlene Tan 2018-09-03 Comparing High-Performing Education Systems provides original insights into the educational structures, ideologies, policies, and practices in Singapore, Shanghai, and Hong Kong. Taking as its basis their global reputation and consistently strong performance in formal assessments, the author provides an in-depth analysis and comparison of these three education systems that draws on cutting-edge research. Chapters explore the dominant cultural and educational norms in Singapore, Shanghai, and Hong Kong to give a wider picture of these high-performing education systems. The performance of students in international large-scale assessments such as Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS) is considered, alongside an exploration of attitudes to schooling, tutoring, and assessment. The book shows how Singapore, Shanghai, and Hong Kong exemplify an East Asian

Educational Model (EAEM). Such a model – is rooted in and shaped by Confucian habitus: unconscious and ingrained worldviews, dispositions, and habits that reflect the standards of appropriateness in a Confucian Heritage Culture; aspires high performance: a balance between academic excellence and holistic development; and utilises educational harmonisation: the art of bringing together different and contradictory means and ends to achieve desired educational outcomes. Informative and thought-provoking, this book is a useful reference for policymakers, researchers, educators, and general readers on high-performing education systems, school reforms in East Asia, Confucian influences on education, and cross-cultural policy learning and transfer.

**Textbook Policies in Asia** Andy Smart 2018-12-01 This comparative study provides an overview of the textbook production chain, starting with its origins in the curriculum, and suggests ways in which policymakers can make improvements at every point in the chain. With evidence from a range of countries, mainly in Asia, the study is intended as a resource for policymakers and as a reference and benchmark for education systems. Although the study focuses on textbooks, which are the priority for governments and teachers and represent the greatest item of expenditure on teaching and learning materials, it also includes other teaching and learning materials including digital resources.

**English Language Teaching Textbooks** N. Harwood 2013-11-29 English language teaching textbooks (or coursebooks) play a central role in the life of a classroom. This edited volume contains research-informed chapters focusing on: analysis of textbook content; how textbooks are used in the classroom; and textbook writers' accounts of the materials writing, design, and publishing process.

*Secondary School English Education in Asia* Bernard Spolsky 2015-03-27 Continuing on from the previously published *Primary School English-Language Education in Asia: From Policy to Practice* (Moon & Spolsky, 2012), this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul, Korea. It surveys the current status, practices, challenges, and future directions of Secondary English education in 11 diverse countries - in Israel, Japan, Korea, Singapore, Bangladesh, India, Indonesia, Malaysia, Pakistan, Vietnam and China. Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia, each contributed chapter includes key policies, theories, and practices related to the development and implementation of country-specific curricular and instructional programs in secondary English educational contexts in these countries. *Secondary School English Education in Asia: From Policy to Practice* critically analyses both sides of the English language debate – from advantages to complications – in its chapters including: *Educating for the 21st Century: The Singapore Experience* *Miles to Go ...: Secondary Level English Language Education in India* *English Language Education Innovation for the Vietnamese Secondary School: The Project 2020* *Exploring the Value of ELT as a Secondary School Subject in China: A Multi-goal Model for English Curriculum* *Secondary*

School English Education in Asia will appeal to English Language Teaching (ELT) researchers, teacher educators, trainee teachers and teachers, primarily those teaching in Asia.

**The Handbook of Critical Literacies** Jessica Zacher Pandya 2021-09-08 The Handbook of Critical Literacies aims to answer the timely question: what are the social responsibilities of critical literacy academics, researchers, and teachers in today's world? Critical literacies are classically understood as ways to interrogate texts and contexts to address injustices and they are an essential literacy practice. Organized into thematic and regional sections, this handbook provides substantive definitions of critical literacies across fields and geographies, surveys of critical literacy work in over 23 countries and regions, and overviews of research, practice, and conceptual connections to established and emerging theoretical frameworks. The chapters on global critical literacy practices include research on language acquisition, the teaching of literature and English language arts, Youth Participatory Action Research, environmental justice movements, and more. This pivotal handbook enables new and established researchers to position their studies within highly relevant directions in the field and engage, organize, disrupt, and build as we work for more sustainable social and material relations. A groundbreaking text, this handbook is a definitive resource and an essential companion for students, researchers, and scholars in the field.

**Initial English Language Teacher Education** Darío Luis Banegas 2017-05-18 Trainees' voices, beliefs and experiences as learners, shaped by the tension and dialogue between internal and external theories of teaching and learning, inevitably penetrate the Initial English Language Teacher Education (IELTE) curriculum. Scrutinising these beliefs and experiences, Initial English Language Teacher Education provides readers with vivid and informed accounts of IELTE from around the world. Approaching IELTE from a sociocultural perspective, the authors analyse future teachers' trajectories and educational histories in order to understand their experiences as learners, unpack internal beliefs, and problematise the relationships between such beliefs with theories and research in the field. Exploring accounts from a number of under-researched contexts, Initial English Language Teacher Education investigates and analyses perspectives from Argentina, Brazil, China, Colombia, Kenya, Singapore, South Africa, Spain and Uruguay. Through the eyes of future teachers, the chapters address issues such as: trainee motivation, tensions between theory and practice, role of feedback, teacher development and identity, critical pedagogies, online teacher education and intercultural awareness.

**Creating Holistic Technology- Enhanced Learning Experiences** Lee Yong TAY 2013-02-11 Creating Holistic Technology-Enhanced Learning Experiences: Tales of a Future School in Singapore Editors: Lee Yong TAY & Cher Ping LIM The global level of economic, ecological, social, political and cultural integration across nation states and the rapid advancement of technology have brought about transformations that are part of globalisation. Our students are expected to be agents of change rather than passive observers of world events; and at the same

time, to live together in an increasingly diverse and complex society and to reflect on and interpret fast changing information. In such a new world order, the holistic development of our students, namely in the cognitive, aesthetics, physical, social and moral, leadership and global domains, is pivotal. This edited book provides descriptive and interpretive accounts of how an elementary school in the FutureSchools@Singapore programme creates holistic technology-enhanced learning experiences for its students at the classroom and school levels. By documenting these accounts and linking them to student learning outcomes, the school will lead the way in providing possible models for the seamless and pervasive integration of information and communication technologies (ICT) into the curriculum for the holistic development of our students.

Language Policy and Planning for the Modern Olympic Games Jie Zhang 2021-04-19

This book is the first longitudinal study that addresses language policy and planning in the context of a major international sporting event and examines the ideological, political, social, cultural, and economic effects of such context-specific policy initiatives on contemporary China. The book has important reference value for future research on language management at the supranational level and language services for linguistically complex events. At the same time, it presents some broader implications for current and future language policy makers, language educators and learners, particularly from non-English speaking backgrounds. Foreword by Ingrid Piller

New Studies in Multimodality Ognyan Seizov 2017-07-27

Multimodality is one of the most popular and influential semiotic theories for analysing media. However, the application and conceptual anchoring of multimodality often remains geographically and disciplinarily grounded within local systems of thought. *New Studies in Multimodality* combines the expertise of multimodalists from around the globe, offering novel readings and applications of central concepts in multimodality and inviting innovative synergies between previously disparate schools. Combining perspectives from the most actively developing traditions of theory and research, this book progresses from classic concepts to more empirically and practice-motivated contributions. Contributors engage in mutual dialogue to present new theoretical perspectives and compelling applications to a variety of old and new media. Expanding the basis and scope of multimodality, this volume shows awareness and experience of this field in many disciplines and illustrates how versatile, pervasive and relevant it is for studying today's communication phenomena.

The Routledge Handbook of English as a Lingua Franca Jennifer Jenkins

2017-08-23 The Routledge Handbook of English as a Lingua Franca (ELF) provides an accessible, authoritative and comprehensive introduction to the main theories, concepts, contexts and applications of this rapidly developing field of study. Including 47 state-of-the-art chapters from leading international scholars, the handbook covers key concepts, regional spread, linguistic features and communication processes, domains and functions, ELF in academia, ELF and pedagogy and future trends. This handbook is key reading for all those

engaged in the study and research of English as a lingua franca and world/global Englishes more broadly, within English language, applied linguistics, and education.

**The Wiley Handbook of Teaching and Learning** Gene E. Hall 2018-09-12 Provides a comprehensive reference for scholars, educators, stakeholders, and the general public on matters influencing and directly affecting education in today's schools across the globe This enlightening handbook offers current, international perspectives on the conditions in communities, contemporary practices in schooling, relevant research on teaching and learning, and implications for the future of education. It contains diverse conceptual frameworks for analyzing existing issues in education, including but not limited to characteristics of today's students, assessment of student learning, evaluation of teachers, trends in teacher education programs, technological advances in content delivery, the important role for school leaders, and innovative instructional practices to increase student learning. The Wiley Handbook of Teaching and Learning promotes new, global approaches to studying the process of education, demonstrates the diversity among the constituents of schooling, recognizes the need for and presents a variety of approaches to teaching and learning, and details exemplary practices in education. Divided into four sections focused on general topics—context and schooling; learners and learning; teachers and teaching; and educators as learners and leaders—and with all-new essays that look at what has been, what is, and what could be, this book is destined to inspire thoughtful contemplation from readers about what it means to teach and learn. Examines teaching, learners, and learning from a contemporary, international perspective, presenting alternative views and approaches Provides a single reference source for teachers, education leaders, and agency administrators Summarizes recent research and theory Offers evidence-based recommendations for practice Includes essays from established and emerging U.S. and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence-based ideas for improving and modifying current educational practices, making The Wiley Handbook of Teaching and Learning an important book for the global education community and those planning on entering into it.

**Improving Reading and Reading Engagement in the 21st Century** Clarence Ng 2017-05-31 This book presents cutting-edge research findings in areas critical to advancing reading research in the 21st century context, including new literacies, reading motivation, strategy instruction, and reading intervention studies. While students' reading performance is currently receiving unprecedented attention, there is a lack of research that adopts an international perspective and draws on research expertise from different parts of the world to present a concerted effort, discussing key research models and findings on how to improve reading education. Addressing this gap in the literature, the book also responds to the challenge of promoting higher levels of literacy, and supporting and developing readers who can enjoy and critique texts of every genre.

Charting an Asian Trajectory for Literacy Education Su Li Chong 2021-03-15  
Weaving outwards from a centripetal force of biographical stances, this book presents the collective perspectives of literacy researchers from Brunei, China, Hong Kong, Malaysia, Singapore, the Philippines and Taiwan. It represents the first all-Asian initiative to showcase the region's post-colonial, multilingual and multicultural narratives of literacy education. This book provides a much-needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home and school contexts; transactions of literature, text and reader; and considerations of the literacy policy-practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot be understated. This book on literacy education in Asia contributes to the larger narrative.

*Education in Singapore* Yew-Jin Lee

*Global Developments in Literacy Research for Science Education* Kok-Sing Tang 2018-01-19  
This book highlights recent developments in literacy research in science teaching and learning from countries such as Australia, Brazil, China, Finland, Germany, Hong Kong, New Zealand, Norway, Singapore, Spain, South Africa, Sweden, Taiwan, and the United States. It includes multiple topics and perspectives on the role of literacy in enhancing science teaching and learning, such as the struggles faced by students in science literacy learning, case studies and evaluations of classroom-based interventions, and the challenges encountered in the science classrooms. It offers a critical and comprehensive investigation on numerous emerging themes in the area of literacy and science education, including disciplinary literacy, scientific literacy, classroom discourse, multimodality, language and representations of science, and content and language integrated learning (CLIL). The diversity of views and research contexts in this volume presents a useful introductory handbook for academics, researchers, and graduate students working in this specialized niche area. With a wealth of instructional ideas and innovations, it is also highly relevant for teachers and teacher educators seeking to improve science teaching and learning through the use of literacy.

*EFL/ESL Teachers' Professional Development: Approaches, Applications, and Impact* Ali Derakhshan 2022-09-29

**English Language Syllabus 2010** Singapore. Curriculum Planning & Development Division 2008

*English Language Education in Southeast Asia: Problems and Possibilities* (Penerbit USM) Ruanni Tupas 2016 This book addresses the problems and possibilities of English language education in Southeast Asia from the point-of-view of researchers who are themselves also English language teachers. The researchers are from Malaysia, Indonesia, Philippines, Singapore and New Zealand. The articles in this edited book examine teaching and language learning goals in relation to the desired development of linguistic knowledge. More importantly, the articles also reflect on the nurturing of appropriate learning abilities and independent thinking that is framed by the expanding learner awareness of identity, culture, and society within and beyond the classroom. Ultimately, the book tackles issues that emerge from the fact that we teach and learn English in a region that is hugely multicultural and multilingual.

**Purposeful Teaching and Learning in Diverse Contexts** Darrell Hucks 2022-01-01 Teachers have faced serious public critique regarding their effectiveness and professionalism in classrooms. At every level, their work is often measured solely against student achievement outcomes, often on standardized tests (Darling-Hammond & Youngs, 2002; Ravitch, 2010). Unfortunately, students who are coming from culturally, economically, and linguistically diverse backgrounds are often occupying the bottom rungs regarding academic achievement (Ladson-Billings, 1995; Milner, 2010; Hucks, 2014). What are the obstacles and challenges teachers and students face in their respective school settings and how do they grapple with and overcome them? Finally, what do these teachers and students know that motivates and informs their work? The scholars in this volume will take up these questions and share the findings of their research in the field of leadership, teacher education, and achievement. These concerns are not limited to the geographic boundaries of the United States of America. Engaging purposeful teaching is an imperative that concerns students, teachers, teacher educators, educational leaders, and education policy makers around the globe. There are many educators worldwide who are committed to delivering this type of teaching and promoting learning that is engaged and active. The four sections of the book capture the work of educators in teaching in diverse global settings such as the Australia, United Kingdom, Jamaica, Turkey, and across America. As diverse populations of students enter American classrooms, it is important for their teachers to have relatable examples of purposeful teaching that are culturally responsive and culturally relevant.

Reconceptualizing the Digital Humanities in Asia Kaby Wing-Sze Kung 2020-09-09 This book examines new forms of representation that have changed our perception and interpretation of the humanities in an Asian, and digital, context. In analyzing written and visual texts, such as the use of digital technology and animation in different works of art originating from Asia, the authors demonstrate how literature, history, and culture are being redefined in spatialized relations amid the trend of digitization. Research studies on Asian animation are in short supply, and so this volume provides new and much needed insights into how art, literature, history, and culture can be presented in innovative ways in the Asian digital world. The first section of this volume

focuses on the new conceptualization of the digital humanities in art and film studies, looking at the integration of digital technologies in museum narration and cinematic production. The second section of the volume addresses the importance of framing these discussions within the context of gender issues in the digital world, discussing how women are represented in different forms of social media. The third and final section of the book explores the digital world's impacts on people's lives through different forms of digital media, from the electromagnetic unconscious to digital storytelling and digital online games. This book presents a novel contribution to the burgeoning field of the digital humanities by informing new forms of representation and interpretations, and demonstrating how digitization can influence and change cultural practices in Asia, and globally. It will be of interest to students and scholars interested in digitization from the full spectrum of humanities disciplines, including art, literature, film, music, visual culture, media, and animation, gaming, and Internet culture. "This is a well-written book, and I enjoyed reading it. The first impression of the book is that it is very innovative - a down-to-the-earth academic volume that discusses digital culture." - Professor Anthony Fung, Professor, Director, School of Journalism and Communication, The Chinese University of Hong Kong "This book has contributed to the existing field of humanities by informing new forms of representation and interpretations, and how digitization may change cultural practices. There is comprehensive information on how the humanities in the digital age can be applied to a wide range of subjects including art, literature, film, pop music, music videos, television, animation, games, and internet culture." - Dr Samuel Chu, Associate Professor, The Faculty of Education, The University of Hong Kong

**Education in the Global City** Aaron Koh 2017-10-02 Education in the Global City examines education in Singapore through the critical lens of 'manufacturing'. The book brings together two disparate fields which inform each other, education and the 'global city'; and the book's contributors analyse and critique the manufacturing of Singapore education and Singapore's global city formation. The collection covers vocational education, language policies, Higher Education, English education, critical thinking, sex education, creativity, and critical feminist scholarship. Collectively, the book pries open the ideology of the manufacturing education system, and points out the tension between the nation and its ideologies, and the 'global city' aspirations. It also asks how education contributes to, and is shaped by, the market realities of Singapore's global city ambitions – which are at odds with the nationalistic local agenda and priorities of nation-building. In interrupting and speaking against the prevailing (and narrow) manufacturing of education for a teleological end, in spite of Singapore's successful nation-building, this book is an important contribution to critical education scholarship. This book was originally published as a special issue of Discourse: Studies in the Cultural Politics of Education.

**Transforming Literacies and Language** Caroline M. L. Ho 2011-01-20 >

**Pragmatics of Discourse** Klaus P. Schneider 2014-06-18 Discourse is language as it occurs, in any form or context, beyond the speech act. It may be written or spoken, monological or dialogical, but there is always a communicative aim or purpose. The present volume provides systematic orientation in the vast field of studying discourse from a pragmatic perspective. It first gives an overview of a range of approaches developed for the analysis of discourse, including, among others, conversation analysis, systemic-functional analysis, genre analysis, critical discourse analysis, corpus-driven approaches and multimodal analysis. The focus is furthermore on functional units in discourse, such as discourse markers, moves, speech act sequences, discourse phases and silence. The final section of the volume examines discourse types and domains, providing a taxonomy of discourse types and focusing on a range of discourse domains, e.g. classroom discourse, medical discourse, legal discourse, electronic discourse. Each article surveys the current state of the art of the respective topic area while also presenting new research findings.

**Quadrilingual Education in Singapore** Rita Elaine Silver 2016-01-21 This book explores Singapore's language education system. Unlike previous volumes, which discuss the bilingual requirement for learning, it focuses on Singapore's quadrilingual system, bringing together articles on each of the four languages – English, Mandarin, Malay and Tamil – as well as articles that examine more than one language. It highlights past successes, current concerns, and future directions for language education. The book focuses on classroom pedagogy in all four official languages, showcasing how languages are taught and learned in Singapore as a basis for better understanding the system “from the inside out.” The authors present empirical, classroom-based studies on language pedagogy in all four languages, as well as updated information on the current socio-political context and how it has influenced attempts at pedagogical innovation. Consideration is given to the dialectical relationship between policy and practice. The chapters also include discussions of pre-school-age learning, influences of language policy, home literacy practices, and commentaries by international language-in-education scholars. This approach also provides a basis for international comparison – especially for those who are interested in fostering English proficiency while maintaining one or more national languages. The volume is particularly important in light of the continuing international efforts to integrate English into national educational systems where it is not the dominant language.

English Language Teaching and Teacher Education in East Asia Amy Bik May Tsui 2020-11-05 This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

**English Language Education and Assessment** David Coniam 2014-07-06 This volume gathers contributions in the closely linked fields of English language assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula, as well as the huge field of

China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked onscreen, to quality control issues in the administration of China's College English Test, which is taken by over 10 million candidates every year.

English Language Syllabus 2010 Singapore. Curriculum Planning & Development Division 2008

Innovative Applications of Online Pedagogy and Course Design Sharma, Ramesh C. 2018-05-09 New tools and technologies are being developed to cater to the e-learning triangle of content, technology, and services. These developments (in technology, needs of students, emergence of new modes of education like MOOCs or flipped classrooms, etc.) have resulted in a change in the approach to teaching. Innovative Applications of Online Pedagogy and Course Design is a critical publication that explores e-learning as a tool for instructional delivery across various kinds of educational institutions and at all levels. Featuring coverage on a wide range of topics such as distance education, cumulative sentence analysis, and primary teacher training, this book is geared toward educators, professionals, school administrators, researchers, and practitioners seeking current and relevant research on instructional design and delivery in online and technology-based courses.

**Educational Policy Innovations** Sing Kong Lee 2013-10-27 This volume presents how high performing education systems over the world are constantly innovating their educational policies to nurture their citizens for the challenges of the future economy and the anticipation of the unknown. This volume includes a state-of-the-art review of the literature in this field, several commissioned focal chapters focusing on the distinctive case of Singapore and internationally commissioned chapters of several other accomplished education systems around the world. A comparative study of Singapore against other high performing education systems is included to provide greater insights to the possible applications to other education systems.

Curriculum for High Ability Learners Liang See Tan 2016-12-26 Given the increasing speed of change and the information explosion around the world, this book draws attention to the practice of teaching for conceptual understanding, which has been heralded as an effective approach within many curriculum frameworks. This book is pivotal in documenting and analyzing efforts in creating concept-based curriculum and pedagogies for high ability learners. Contributors of this book discuss key concepts and trends in their curriculum development efforts for high ability learners, as well as the challenges and solutions in their work. Drawing from a wide group of educators – practitioners, curriculum writers, administrators and researchers – this book has assembled together a range of perspectives on the processes, outcomes and implications of using concept-based curriculum and pedagogies in a dynamic educational landscape. These informed perspectives highlighted by the contributors will prove insightful and inspirational to practitioners, policy

makers and other stakeholders alike.

**Situating Moral and Cultural Values in ELT Materials** Handoyo Puji Widodo  
2017-09-27 This volume accentuates how ELT materials can be a mediation of capitalizing on moral and cultural values, which are more locally-grounded in respective Southeast Asia (SEA) countries. It features critical studies on locally-produced ELT materials (textbooks) situated in the following SEA countries: Timor-Leste, The Philippines, Singapore, Malaysia, Cambodia, Vietnam, Indonesia, and Thailand. The chapters, written by experts who know the ELT context of their respective SEA country, critically examine the design and use of ELT materials widely used in local and national contexts. Thus, the volume provides fresh insight into how values are uniquely manifested in language classroom materials. The present text also brings together empirical, conceptual and practical grounds for incorporating moral and cultural values into ELT materials development in such a way that it views morality and culture as a mutually complementing entity. This much-needed volume will be a valuable resource for those interested in the design and use of language materials in culturally and linguistically diverse contexts, such as in the Asia Pacific, America, Africa, and Europe.

*Principles and Practices for Teaching English as an International Language*  
Lubna Alsagoff 2012-04-23 What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, *Principles and Practices for Teaching English as an International Language* fills a critical need in the field.