A CRITICAL EXAMINATION OF NEWLY REVISED CHINESE LANGUAGE SYLLABUS AND TEXTBOOKS AND THEIR IMPLEMENTATION FOR SINGAPORE PRIMARY SCHOOL STUDENTS (REPORT 2)

A critical examination of the newly revised Chinese syllabus for Singapore primary school students

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Abstract

In this report, we analyze critically the newly revised Chinese syllabus for Singapore primary school students. In this report, we divide the discussion into four parts. In the first part, we have a brief overview of the current pedagogic discourses in the Singapore context. In the overview, we outline the theoretical motivation that has driven the current pedagogic discourses in comparison with the traditional Chinese pedagogic principles. In the second part we discuss the research method where we identify the major parameters (e.g., curricular goals, objectives, linguistic/cultural emphases, theory/beliefs of Chinese language learning) common to any syllabus design and highlight our analytical foci in the syllabus examination. In the third part, we describe and analyze the contents of the syllabus within the theoretical framework with the main parameters/categories identified in the overview for capturing specific emphases/features stipulated in the syllabus and discuss their (in)coherence. In conclusion, we discuss the implications of the findings for possible changes in Chinese curriculum development.

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