A CRITICAL EXAMINATION OF NEWLY REVISED CHINESE LANGUAGE SYLLABUS AND TEXTBOOKS AND THEIR IMPLEMENTATION FOR SINGAPORE PRIMARY SCHOOL STUDENTS (REPORT 3)

A critical examination of Chinese language textbooks for Singapore primary schools

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Abstract

In this report, we analyze critically the newly revised Chinese textbooks for Singapore primary school students. We divide the discussion into four parts. In the first part, we have a brief introduction of the context where the Chinese language textbooks were revised. In the introduction, we also discuss the rationale why the study of the textbooks are important and outline our research questions. In the second part we discuss the research method where we identify the major parameters and highlight our analytical foci in the textbook examination. In the third part, we describe and analyze how lessons are organized and what pedagogic activities are planned. In the fourth part, we examine what linguistic knowledges are prioritized. In the fifth part, we identify what cultural knowledges are selected and emphasized. In conclusion, we discuss the implications of the findings for possible changes in Chinese textbook development.

Acknowledgement

This paper makes use of data from the research project "A Critical Examination of Newly Revised Chinese Language Syllabus & Textbooks and Their Implementation for Singapore Primary School Pupils" (CRP 41/03 SG), funded by the Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore. The views expressed in this paper are the author's and do not necessarily represent the views of the Centre or the Institute.
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