

Index

A

- Aboriginal, 13, 57
- Achievement, 27, 39–40, 54, 55, 60–61, 65, 67, 68, 91–92, 118–120, 128, 129, 142, 203, 213, 251, 278, 286
- Acquisition, 14, 39–55, 59, 67, 85–87, 95, 130, 157, 172, 200, 203–205, 207, 221–222, 292, 299, 306–308, 315
- Affix Choice, 208–213
- Alphabetic principle, 66, 76, 79
- Arif Budiman, 15, 155, 157, 247–249
- Assessment, 5, 34, 47, 50, 53–54, 66, 69, 70, 72, 73, 76–79, 85, 88–90, 98, 103, 110, 159–161, 164, 173–175, 219, 223, 273, 295, 319
- Australia, 24, 57, 59, 103, 306

B

- Bilingual approach (BA), xi, 15, 298–302, 316–318
- Bilingual education system, 4, 6–7, 9, 12, 43, 129
- Biliteracy, 13–14, 84, 95, 98, 103–105, 107, 120, 222, 313, 315, 317
- Bridging/reinforcement modules, 274

C

- Certificate in Preschool Teaching (CPT), 44
- Character and Citizenship Education (CCE), xi, 155, 292
- Character recognition, 281–282, 286
- China, 70, 104, 128, 184, 186–190, 196, 223–224, 272, 273, 293–296, 307, 309

- Chinese dialects, 99, 203, 272, 284, 293, 308
- Chinese language
 - and Chinese culture, 14, 105, 157, 158, 181–197, 218, 222–224, 272, 278, 279, 294
 - curriculum, 11, 104, 280, 295, 314
 - economic value, 273
 - instruction, 98
 - proficiency, 14, 110, 181
 - syllabus, 11, 104–105, 108, 114, 116–117, 119
- Chinese Language Curriculum and Pedagogy Review Committee Report (CLCPRC), xi, 104, 273, 274, 280, 281, 286, 295
- Chinese Language Elective Program (LEP), 294–295
- Chinese Language Review Committee, 294
- Chinese morphological awareness, 87–88, 91–94, 98
- Chinese-stream education, 293
- Chinese values, 14, 117, 181, 186, 223–224, 294–296
- Choral reading, 145, 159, 162–164
- Civics and Moral Education (CME), xi, 10, 155, 294
- Classroom organization, 207, 279
- Code-switching, 9, 176, 232, 233, 238, 239, 242, 276, 277, 284–286, 300, 317
- Cognitive Academic Language Learning Approach (CALLA), xi, 107, 119
- Collaboration, 14, 120, 159, 160, 168–170, 175, 185, 194, 206, 220–222, 299, 319
- Colloquial Tamil, 230, 231, 233, 240
- Commodification orientation, 308

- Common underlying proficiency (CUP),
xi, 97, 98
- Communicative language teaching (CLT),
xi, 104, 105
- Communicative teaching, 287
- Comprehension, 13, 14, 33, 65–79, 84–96, 98,
105, 106, 128, 130, 136–138, 141, 149,
155, 204, 242, 279, 280, 284–286,
299–301, 316, 318–319
- Concentric circles of global Chinese, 296
- Content language integrated learning
(CLIL), xi, 223
- Core modules, 156, 274, 277, 279
- Core values, 249–254, 261, 262, 264
- Crosslinguistic association, 95, 97–98
- Crosslinguistic morphological transfer,
84, 87, 88, 93, 97
- Crosslinguistic transfer, 87, 93–94, 301
- Cultural identity, 268, 272, 308–309
- Cultural knowing, 195, 196
- Culture
Asian, 5, 6, 8, 24, 308
Chinese, 14, 157, 181–196, 219, 223,
224, 294, 319
of learning, 42, 175, 179
Malay, 157, 248, 251–254, 258–261, 263,
265–267, 307
- Cummins, J., 97, 98, 129, 176, 222, 299, 316
- Curriculum reforms, 156–158, 283, 287, 288
- D**
- Decoding, 13, 39, 65–79, 105, 129, 145, 208
- Derivational awareness, 199–202, 204, 205,
212, 214, 215
- Desired Outcomes for Education, 249
- Development, 3, 4, 7–9, 11, 13–15, 23–37, 39,
41–44, 46–48, 50–55, 58–61, 65–71,
76, 79–80, 83–99, 104, 105, 107, 108,
111, 112, 119, 120, 128, 136, 138, 139,
145, 150, 154–157, 159–161, 163,
169–170, 175, 176, 181–183, 189, 195,
196, 199–201, 203–207, 212, 213, 215,
220, 222, 223, 231, 244, 248, 252,
262–263, 267, 272–275, 280, 283, 286,
291, 292, 294–302, 306–307, 315,
317–319
- Dialogic teaching, 220
- Discriminate morpheme task, 88, 89, 91
- Distributional knowledge, 201
- Dominant language
home language, 70, 88, 139–140, 199, 229,
277–278
- E**
- Early childhood education, 42, 44, 314
- Early Childhood Environment
Rating Scale, 44
- Educational reform, 15, 155, 273, 275, 281,
286, 314–316, 319
- Education, 3, 24, 39, 57, 68, 83, 103, 127,
135, 153, 181, 201, 219, 229, 247,
271, 291, 305, 313
- English, 3, 24, 42, 66, 83, 103, 127, 135,
153, 183, 199, 221, 229, 247, 271,
291, 305, 314
dominance, 15, 129, 247, 291–296,
305, 306
economic value, 6, 15, 306, 307
for inter-ethnic communication, 6, 7, 239
- English-Chinese bilingual children, 14, 83, 84,
88, 94, 95
- English-knowing bilingualism, 12, 271, 286
- English language (EL), xi, 5, 10, 12, 14, 54,
68, 70, 86, 88, 103–107, 114, 145,
154–156, 158, 159, 161, 175, 176,
203–205, 207–208, 222, 247, 271–273,
292–296, 300, 306, 308, 315, 316, 319
syllabus, 68, 104–106, 108, 114, 155, 156,
158, 203, 204, 222, 292, 319
- English medium of instruction, 88, 95
- English monolingualism, 6–7, 85, 94
- English morphological awareness, 91, 92, 97,
199–201
- Enrichment Module, 156, 274, 275, 279–282,
285–287
- Ethnic identity, 6
- Ethnography, 23–37, 58, 287, 318
- F**
- Family language
practices, 11
- Family literacy practices, 13, 36, 58
- Firestick, 13, 57, 58, 61
- Fishman, J., 10, 305
- Five stages of reading development, 67, 222
- Fry Readability Formula, 70–71
- Funds of knowledge, 318
- G**
- Grammar, 32, 54, 104, 113, 123, 130, 155,
156, 159, 171–172, 174, 264, 276, 282,
283, 287, 299
- General Certificate in Education (GCE)
Exam, xi, 4, 44, 114

H

- Halliday, M.A.K., 104, 183–185, 187, 188
 Hanyu pinyin, 297–298
 Higher mother tongue, 105
 Home language, 6, 8, 10, 68, 70, 83, 88,
 112, 128, 139–140, 154, 157, 174,
 199, 203, 221, 229, 231, 272,
 277–278, 286, 291, 292, 314
 Hong Kong, 14, 87, 127–130, 186, 187, 271

I

- Independent learning, 159, 160, 168–170
 Individual bilingualism, 3, 6, 8, 10
 Initiation-Response-Evaluation (IRE), xi, 30,
 31, 50, 68, 164, 167–168, 280, 281
 Initiation-Response-Feedback/Evaluation
 (IRF/E), xi, 280, 285–287
 In-service education, 39
 Interaction, 9, 13, 14, 23, 25, 26, 35–36,
 40, 41, 45–46, 52, 58, 66, 68–69,
 77–79, 98, 105, 120, 135, 136,
 138–146, 149, 150, 156, 159–160,
 162, 165, 167–169, 174, 175, 182,
 183, 185, 192, 193, 214, 219–221,
 223, 240–241, 244, 262, 274,
 278–280, 287, 295, 308
 Interactional patterns, 14, 135, 136, 138–145,
 149, 150, 221
 International English, 7
 Internationally acceptable English,
 10, 203–204

K

- Kachru, B.B., 271, 292, 296, 306
 Kindergarten, 4, 13, 26–30, 34, 39–55,
 58–60, 85, 86, 96, 205
 Kinaesthetic learning, 14, 139, 149, 221

L

- Landscape, 3–16, 41, 239, 291–292,
 313, 316
 Language as
 problem, 6, 273
 resource, 6, 7, 119, 129, 130, 222,
 298–300, 308, 316
 right, 6
 Language attitudes, 248
 Language education, 3, 4, 9–12, 14, 16, 127,
 130, 203–205, 248–249, 273, 285, 307,
 313, 315, 316, 319

- Language ideology(ies), 307, 313
 Language-in-education, 3–5, 9, 24, 153, 271,
 286, 313
 policy, 5, 9, 24, 153, 158, 271, 286, 313
 system, 3
 Language pedagogy, 16, 154, 247–268, 298,
 313–316, 318, 320
 Language planning and policy, 307
 Language policy, 3–4, 7, 15, 127, 128, 154,
 155, 219, 271, 273–275, 286, 292,
 305–309, 315, 317
 Language proficiency, 14, 65, 97, 111,
 129–130, 153–154, 157, 181,
 242, 244
 Language shift, 8, 9, 153–154, 196, 203, 230,
 272, 293
 Language skills, 54, 104, 155–157, 171–172,
 248, 249, 262–264, 266, 276, 281–283,
 286, 294
 Language standards, 104, 129, 223, 242
 Learning environment, 41, 98, 168, 221,
 224, 278–279
 Learning Support Programme (LSP), xi, 14,
 79, 135, 136, 138–140, 143–145,
 150, 221
 Lexical inference, 199, 202, 209, 211,
 213–216, 319
 Linguistic instrumentalism, 7, 272
 Literacy
 development, 13, 42, 60, 69, 84, 95, 98,
 107, 161, 203
 education, 27–28, 39, 42, 201
 Literal comprehension, 68, 72
 Lee Kuan Yew, 3, 8, 274, 291, 292, 295, 308

M

- Malay, 4, 7–9, 11, 13, 23–37, 42, 43, 46, 47,
 49–52, 54–55, 58, 69–70, 83, 99, 103,
 109, 128–129, 153–159, 161–165,
 167–175, 203, 222, 229, 247–268, 271,
 272, 292, 305, 307–309, 315
 Malay language, 11, 15, 43–44, 153–155, 157,
 172, 174, 247–258, 262–266, 318
 Malay Language and Literature Promotion
 Committee (MLLPC), xi, 247
 Malay Language Council, 247
 Malay Language Curriculum and Pedagogy
 Review Committee (MLCPRC),
 xi, 174, 248–249, 264, 266
 Malay Language Review Committee, 172
 Malay language syllabus, 155, 248–250
 Malay values, 247–268

- Medium of instruction, 4–6, 10, 70, 98,
127–129, 135, 155, 203, 230–231,
271, 284, 292–293, 301, 306, 317
- Ministry of Education (MOE), xi, 4, 5, 8,
10–12, 15, 40–41, 43, 54, 61, 68, 98,
104–106, 114, 135–136, 154–158, 161,
170, 172, 174, 175, 181, 193, 203–205,
220, 229–231, 248–252, 264, 266,
271–275, 281, 282, 291–296, 298, 305,
306, 308–309, 315, 316
- Modified language experience approach,
xi, 52, 54
- Modular curriculum, 15, 273–276, 278–279,
283, 286, 288, 316
- Morphological awareness
compound, 14, 84–89, 91–95, 97, 98, 200
derivational, 14, 84, 85, 87–89, 91–95,
97, 98, 200
inflection, 14, 85, 200
intervention, 14, 204, 206, 215
transfer, 14, 84, 87, 88, 93, 97
- Mother tongue (MT), xi, 3–5, 7, 8, 10, 12, 14,
15, 24, 83–84, 90, 103–105, 109, 127,
128, 130, 135, 139, 154–156, 158–160,
165, 172, 176, 203, 205, 222, 223, 245,
263, 271–273, 275, 291–295, 302, 305,
308, 314–318
education, 7, 203, 223, 271, 273
cultural value, 5–7, 9, 10, 14, 128, 154,
155, 158, 227, 271, 308, 315
- Mother Tongue Languages Review
Committee, 291, 295
- Multilingual pedagogy, 130
- Muslim, 29, 251, 258–261
- N**
- National education, 4, 5, 12, 153, 154,
223, 249–251
- New Zealand, 103, 221
- Non-Tamil Indian Languages, xi, 11
- O**
- Oral communicative skills, 280, 281
- Organisation for Economic Co-operation and
Development (OECD), xi, 103, 223
- P**
- Pantun, 247, 252, 255, 262–263, 266, 267, 315
- Parent beliefs, 25, 26, 35
- Parent expectations/aspirations, 42, 50, 51, 61
- Participation patterns, 159–171, 253
- Peabody Picture Vocabulary Test–III
(PPVT-III), 89
- Peer work, 161–163
- Philippines, 277, 306
- Phonemic awareness, 52, 136
- Phonological awareness, 66, 76–77, 79,
84, 86, 87
- Physical arrangement of classrooms,
160, 162, 167
- PM Benchmark Kit, 70–71, 78
- Pre-school, 4, 13, 40–42, 44, 57, 61,
213, 230, 231
- Primary education, 61, 79, 154, 250
- Policy, 3–6, 8, 9, 11, 12, 14–16, 24, 68,
83, 103, 104, 127–129, 135,
153–156, 158, 160–162, 168, 170,
174, 175, 185–186, 219, 220, 248,
250, 253, 263, 266, 271–275,
286–288, 292, 293, 295–297, 300,
305–308, 313–317, 319
- Practices, 3, 12–16, 23–37, 39–55, 58–60,
79–80, 83–84, 88, 104, 107, 120, 136,
137, 139, 157, 159, 160, 162, 164, 175,
176, 192, 193, 195, 196, 203, 204, 206,
208–209, 213, 219–224, 248–252,
255–258, 260, 264, 271–288, 299, 300,
307, 313–320
- Primary Education Review and
Implementation Committee (PERI),
xi, 154, 161, 175
- Primary School Leaving Exam (PSLE),
xi, 5, 114, 274
- Problem solving, 41, 159, 160,
168–171, 201, 215
- Programme for International Student
Assessment (PISA), xi, 103, 219
- Progress in International Reading and Literacy
Study (PIRLS), xi, 68, 103
- Q**
- Quadrilingual, 3–16, 58, 68, 83, 103, 127, 135,
154, 203, 219, 271–273, 286, 293, 295,
296, 305, 313, 316–319
education, 3–16, 68, 83, 135, 203, 271,
286, 293, 313, 316, 317, 319
landscape, 7
language policy, 3, 15, 127, 219, 273
language-in-education-policy,
3, 5, 9, 10, 24, 127, 153, 219,
271, 273, 313
model, 4
policy, 5, 103, 272, 295, 296
system, 7, 12, 103, 154, 317–318

R

- Reading, 12, 23, 39, 59, 65, 83, 103, 127, 135, 153, 182, 200, 219, 248, 272, 296, 306, 314
 achievement, 65, 67
 acquisition, 67, 87, 200
 comprehension, 14, 67, 84–88, 90–96, 98, 105, 106, 136, 204, 280, 284, 285, 316
 decoding, 39, 65, 66
 development, 66, 67, 79, 83–99, 206, 222, 280
 fluency, 65, 66, 77
 Reading Engagement Index (REI), xi, 136–137
 Relational knowledge, 200–201
 Religion, 13, 27, 28, 36, 251–252, 258
 Retelling, 13, 69, 71, 73–76, 78, 79
 Ricento, T., 307, 308
 Risk-taking, 159, 160, 168, 169, 175
 Running records, 71

S

- Scotland, 15, 220, 223
 Select interpretation task, 88, 89, 91
 Shared Book Approach, 54, 171
 Siloed approach, 176, 222, 313, 317
 Singapore Chinese Pedagogy Coding Scheme, 275
 Singapore Colloquial English, 203
 Singapore Pedagogy Coding Scheme (SPCS), 275
 Singapore Teachers Union, 247
 Singapore Word Reading Test (SWRT), xii, 135–136
 Singaporean English, 84, 95, 128
 Singlish, 203, 223
 Skills–English, 9, 66, 145
 Societal multilingualism, 3, 6, 8
 Socioeconomic status (SES), xi, 9–10, 128, 205
 Sociolinguistic Survey of Singapore, 8–9
 Speak Good English Movement (SGEM), xi, 7
 Speak Mandarin Campaign, 5, 8, 83, 293
 Special Assistance Plan (SAP) schools, xi, 158, 292–294
 Standard English, 203–204, 316
 Standard Spoken Tamil (SST), xii, 172, 230–236, 238–240, 242, 244, 245, 308
 Strategies-based Instruction (SBI), xi, 13–14, 103–123, 316, 317
 Strategies for English Language Learning and Reading (STELLAR), xii, 14–15, 54, 156, 171, 174, 203–205, 207, 208

- Struggling readers, 79, 150
 Student capacity, 107, 120
 Student engagement, 14, 135–150, 154, 159, 160, 169–171, 175, 221
 Student reporting, 163, 164
 Student-centred learning, 168
 Student-centred pedagogy, 287
 Syntactic knowledge, 200–201
 Systemic functional linguistics (SFL), xi, 181, 183

T

- Tamil, 4, 9, 11, 15, 83, 99, 103, 109, 128, 153–157, 159, 161–175, 203, 222, 229–245, 247, 271, 272, 292, 305, 307–309, 314
 colloquial Tamil, 230, 231, 233, 240
 diglossia, 11, 230
 written, 172, 230, 233, 236
 Tamil-English bilingualism, 172, 230, 231, 233, 236
 Tamil-English code-switching, 233, 239
 Tamil Language Curriculum and Pedagogy Review Committee, 15, 230–231
 Tamil Language Movement, 229
 Tamil language syllabus, 11, 157, 231
 Teach less learn more (TLLM), xii, 15, 156, 175, 220
 Teacher beliefs, 39, 40, 42–45, 50, 55, 59, 139, 314
 Teacher fronted whole class participation, 167
 Teacher questioning, 50, 162–167, 175, 232
 Teacher talk, 46, 140, 150, 221, 232, 301
 Teacher training, 4, 150, 319
 Testing, 10, 13, 28, 33, 66, 68, 70, 71, 73–75, 78, 85, 86, 89–91, 103, 110–112, 114–118, 135, 149–150, 202, 205, 206, 208–212, 214, 215, 219, 221, 223, 224, 274, 280
 Tharman, S., 156, 175, 273–274
 Theory, 26, 39–40, 50, 97, 98, 104, 129–130, 175, 183, 185, 275, 299, 314, 318
 Thinking Schools, Learning Nation (TSLN), xii, 156
 Third generation syndrome, 292–296, 305
 Transitions, 4, 13, 42, 43, 51, 53–54, 57–61, 301, 314
 Translanguaging, 223, 299, 313, 317–319
 Trilingual education, 127, 129
 Two-solitudes approach to language learning, 222
 Two-solitudes assumption, 299

U

- United Kingdom (UK), xii, 24, 103, 219, 220, 299
- United Nations (UN) Convention on the Rights of the Child, 61
- United States of America (USA), xii, 24, 42, 68, 103, 137–138, 302, 306, 308, 318

V

- Values
 - Asian, 5, 6, 8, 128, 308
 - traditional, 24, 278, 294
- Vocabulary
 - instruction, 77, 202, 216

W

- Whole class
 - activity, 141, 143, 150
 - choral recitation, 141, 145, 149
 - elicitation, 137, 139–141, 143–145, 149, 150
 - lecture, 140–141, 144, 145, 150
 - role play, 140–141, 145
 - whole-class choral reading (WCCR), 145
- Whole-language, 39–40, 136
- Woodcock Reading Mastery Tests, 90
- Worksheets, 29–30, 34, 47–50, 52, 173, 284
- Writing strategies, 105–116, 118–120, 122–123