

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

ENGLISH LANGUAGE CURRICULUM FOR PRIMARY SCHOOLS (BASIC 1 - 3)

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English Language Curriculum for Primary Schools

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English Language Syllabus Ges

**Donna L. Pasternak, Samantha
Caughlan, Heidi L. Hallman, Laura
Renzi, Leslie S. Rush**

English Language Syllabus Ges:

The Oxford Handbook of Southeast Asian Englishes Andrew J. Moody, 2024 This volume describes both the history and the contemporary forms functions and status of English in Southeast Asia The chapters provide a comprehensive overview of current research on a wide range of topics addressing the impact of English as a language of globalization and exploring new approaches to the spread of English in the region

English for Specific Purposes Tom Hutchinson, Alan Waters, 1987-01-29 The main concern is effective learning and how this can best be achieved in ESP courses This book discusses the evolution of ESP the role of the ESP teacher course design syllabuses materials teaching methods and evaluation procedures It will be of interest to all teachers who are concerned with ESP Those who are new to the field will find it a thorough practical introduction while those with more extensive experience will find its approach both stimulating and innovative

Secondary English Teacher Education in the United States Donna L. Pasternak, Samantha Caughlan, Heidi L. Hallman, Laura Renzi, Leslie S. Rush, 2017-12-14 Winner of the ELATE Richard A Meade Award 2018 Identifying key areas of teacher education that cross countries and disciplines this book provides the first extensive research based insight into how secondary English teachers are prepared at institutions of higher education in the United States of America US since the last major study in 1995 In the two decades since then English teacher education programs have developed in contextually dependent ways that often have been driven by institutional economic social and political considerations The authors provide an overview of their nationwide study of English teacher educators which was conducted over a four year period They analyze the context under which teacher educators currently prepare pre service English teachers in the US and support teacher educators in other countries to make comparisons to their own unique historical and cultural settings The authors also offer a comprehensive evaluation of the content practices and skills being taught to future teachers of English in university based teacher preparation programs in the US The book draws on evidence from a nationwide questionnaire case studies of teacher educators in their respective programs course syllabi and focus group interviews to focus on areas of instruction that resonate with teacher educators in countries where English is the dominant language of communication These areas include field experiences standards and assessment teaching literacy to integrate reading and writing working with English language learners to address cultural and linguistic diversity new technologies in English education

The Power of Identity and Ideology in Language Learning Peter I. De Costa, 2016-05-09 This critical ethnographic school based case study offers insights on the interaction between ideology and the identity development of individual English language learners in Singapore Illustrated by case studies of the language learning experiences of five Asian immigrant students in an English medium school in Singapore the author examines how the immigrant students negotiated a standard English ideology and their discursive positioning over the course of the school year Specifically the study traces how the prevailing standard English ideology interacted in highly complex ways with their being positioned as high academic achievers to

ultimately influence their learning of English This potent combination of language ideologies and circulating ideologies created a designer student immigration complex By framing this situation as a complex the study problematizes the power of ideologies in shaping the trajectories and identities of language learners

English as an International Language Education Ahmed Sahlane, Rosalind Pritchard, 2023-09-16 This volume provides an overview of current issues in English as an International Language EIL education and critical intercultural literacy pedagogy The different chapters are inspired by critical interculturality as a decolonial project that seeks to interrogate the structures conditions and mechanisms of colonial power relations that still pervade our increasingly globalising postcolonial societies they tend to perpetuate forms of discrimination such as sexism racism classism heterosexism and linguisticism Divided into five sections this collection critically examines English Language Teaching textbooks integration of intercultural dimensions the promotion of intercultural literacy in teacher education programs the management of cultural diversity in multicultural professional business and educational situations and the decolonisation of the curriculum in various global educational and professional situations The book presents a range of linguistic approaches as a means of examining the nature of intercultural communication pertaining in EIL varied international contexts The chapters also reflect a wide diversity of perspectives from local contexts with global relevance and applicability This book is an indispensable reference for business leaders international relations stakeholders education and linguistics students educationists textbook designers teacher trainers and researchers of language and culture critical pedagogy multiculturalism studies TESOL and English as a lingua franca ELF

Resources in Education, 1996

English in Australia, 2003

Teaching the World's Teachers Lauren Lefty, James W. Fraser, 2020-07-07 Examining teacher education in an international context this book captures the diversity of the world's educators Many countries confront surprisingly similar challenges in preparing K 12 educators for success while national contexts also make for surprising differences In Teaching the World's Teachers education historians Lauren Lefty and James W Fraser and their contributors make a convincing case for approaching these shared challenges from a more global and historically minded perspective Written by education scholars from eleven different countries Argentina Brazil Catalonia Spain China England Finland Ghana Israel Singapore South Africa and the United States this book provides histories of teacher education reforms between roughly 1980 and 2020 The authors show how international trends that emerged during this period collided with national and regional contexts to produce unique teacher education systems in different nations While in some countries the embrace of markets and competition led to a deregulation of the teacher preparation field in others teaching became a highly regulated and centralized affair At the same time ideas and structural models cross borders and education leaders borrow from each other while reshaping plans in each place Opening with a broad historical overview of global teacher education models beginning in the late eighteenth century Teaching the World's Teachers argues that the field has long been characterized by cross border connections but shaped by geopolitical hierarchies of power In an era when teacher quality is

widely recognized as one of the most important factors in a child's education this volume encourages dialogue among teacher educators and policymakers around the world By understanding the context and contingency of where we have been the authors hope that readers will walk away with a more empowered sense of where we are headed in the all important task of teaching the world's teachers Contributors Kwame Akyeampong Richard Andrews Azeem Badroodien Maria In's G F Marcondes de Souza Gustavo E Fischman James W Fraser Guangwei Hu Arie Kizel Jari Lavonen Lauren Lefty Wei Liao Jason Loh Silvana Mesquita Hannele Niemi Lily Orland Barak Paula Razquin Carol Anne Spreen Eduard Vallory Yisu Zhou **The Journal of Education**, 1930 **The Progressive Dictionary of the English Language** Samuel Fallows, 1885

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