This unique contribution to global educational debate and policymaking aims to highlight the adverse impacts on children and young people of not having access to effective formal education. In reviewing the emerging commitment to universal education and the difficult history of trying to give effect to this commitment, the author draws on three bodies of literature—on education specifically, on the development process generally, and on human rights. This book shifts the debate from sheer numbers of pupils, funding mechanisms, and market forces, to a deeper discussion about what the right to education should really comprise, how governments actually give effect to it, and what happens to young people within the educational process itself.

"A detailed and original work on a specific conflict. A useful platform for wider insights into the requirements of conflict resolution and peacebuilding processes more generally." -- Dr. Iain Atack, International Peace Studies, Irish School of Ecumenics, Trinity Coll., Dublin *** "A very valuable contribution to the history and the sociology of Sri Lanka and also to the search for a just solution for the Tamils." -- Francois Houtart, Professor Emeritus, Catholic U. of Louvain *** "The author's mastery of Sinhala, Tamil and English has given him a special cultural competence to analyse the Sri Lankan conflict within a geopolitical setting." -- Peter Schalk, Professor Emeritus, Uppsala U. *** "A challenging contribution to an ongoing critical examination of the connection between state and religion." -- Prof. Dr. Lieve Troch, Cultural and Religious Sciences, UMESP, Sao Paulo (Series: Theology, Ethics and Interreligious Relations. Studies in Ecumenics - Vol. 2)

The book looks into the South Asian experience of English language education in the first decade of the 21st century by examining its policies, practices and perspectives in Sri Lanka. It discusses the evolution of English from the language of administration of the former South Asian colony up to its present and intended, although poorly implemented, status as a “link-language” in Sri Lanka. The official removal of English as the language of administration after independence, the twists and turns of its practice in various domains over six decades, and the views of today’s students and teachers reveal that there is more to English language education in a post-colonial context than current theories address. This book concentrates on what educationalists in English Language Teaching do, the goals that curriculum designers must capture, and how post-colonial attitudes towards English hinder the teaching of English as a second language. This book emphasizes that the general principles of teaching English as a second language need specific modifications at the delivery stage in South Asian societies.
This book explores how, and if, formal education affects peacebuilding in post-conflict societies. As schooling is often negatively implicated in violent conflict, the author highlights the widely expressed need to ‘build back better’ and ‘transform’ schooling by changing both its structures and processes, and its curriculum. Drawing upon research from a wide range of post-conflict developing societies including Cambodia, Colombia and Kenya, the author examines whether there is any empirical support for the idea that schooling can be transformed so it can contribute to more peaceful and democratic societies. In doing so, the author reveals how the ‘myth’ of building back better is perpetuated by academics and international organisations, and explains why formal education in post-conflict developing societies is so impervious to radical change. This important volume will appeal to students and scholars of education in post-conflict societies.

The Reader's Guide to Women's Studies is a searching and analytical description of the most prominent and influential works written in the now universal field of women's studies. Some 200 scholars have contributed to the project which adopts a multi-layered approach allowing for comprehensive treatment of its subject matter. Entries range from very broad themes such as "Health: General Works" to entries on specific individuals or more focused topics such as "Doctors."

Volume 5 covers the dialects of England since 1776, the historical development of English in the former Celtic-speaking countries, and English other countries.

DIVExamines the caste, marriage patterns, ethnicity and religious institutions in the Tamil-speaking Hindu and Muslim communities situated along the eastern coastline of Sri Lanka, exploring the sources of their ethnic and political hostilities in the modern/div

An exploration of the impact of globalization on diverse cultures and how this effects the dominant languages across Asian civilisations.

This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education. It shows how teacher education involves the agency of teachers, which forms part of their identity, and which they take on when integrating into the teaching community of practice. In addition, the volume explores the teachers’ situated practice—the dynamic negotiation of classroom situations, socialization into the professional teaching culture, and "on the ground experimentation" with pedagogical skills/techniques.

This book traces the origins and growth of the nonnative speaker teacher movement in TESOL since its birth a decade ago, summarizes the research that has been conducted, highlights the challenges faced by NNS teachers, and promotes NNS teachers’ professional growth.

This is the first, and long awaited work on critical approaches to teaching English for the purposes of democracy and social justice that challenges the current views of ELT, such as English being merely a tool for communication or the acquisition of basic skills or high test scores for advancement in education and the marketplace. - A timely work and a fresh look at critical approaches to ELT in Asia.

- An invaluable work that simultaneously problematizes current ELT practices while introducing new possibilities for critical practices in localized contexts in Asia.

- An important work that shines a light on how the forces of globalization not only dictate the spread of English as an international language, but how these forces also dictate what is taught and how.

- An informative view on how ELT practices are being re-envisioned by critical educators in Asia. This groundbreaking volume, compiling critical perspectives of English language teaching in China, Hong Kong, Indonesia, Korea, and Sri Lanka, confronts colonial legacies observed in educational practices and policies that perpetuate a divide between the privileged and the underprivileged. The critical reflections scrutinize the nature of English as a commodified gatekeeper and simultaneously provide alternative visions for language education.

- Ryuko Kubota, Professor, The university of British Columbia.

This volume offers comprehensive ‘state-of-the-art’ overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading...
expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

The fifth volume of The Oxford History of Historical Writing offers essays by leading scholars on the writing of history globally since 1945. Divided into two parts, part one selects and surveys theoretical and interdisciplinary approaches to history, and part two examines select national and regional historiographies throughout the world. It aims at once to provide an authoritative survey of the field and to provoke cross-cultural comparisons. This is chronologically the last of five volumes in a series that explores representations of the past across the globe from the beginning of writing to the present day.

This book evaluates the views of different ethnic groups towards the English language in Sri Lanka for a period of almost two centuries. While a few studies have addressed the subject of English in Sri Lanka in a general way, there has been no research showing the specifics of English usage in the major ethnic communities of the country. This text considers notions and attitudes towards English that prevail in Sri Lanka today among writers, language planners, teachers and students, habitual speakers, and infrequent users, as well as elite and non-elite groups in the country. The book also examines colonial and postcolonial writings in three communities, namely the Sri Lankan diaspora and the Tamil and Sinhala communities.

The Reading History: Teacher's Guide provides just the right amount of easy-to-use grade-level support materials. Designed to save you time, this guide will help you individualize and enhance instruction for your diverse learners. The Teacher's Guide includes: suggestions on how to use this program practical ideas for using reading strategies practical ideas for using graphic organizers blackline masters a section on vocabulary and concept development unit tests

What makes a national community out of a state? Addressing this fundamental question, Rajagopalan studies national integration from the perspective of three South Asian communities - Tamilians in India, Sindhis in Pakistan, and Tamils in Sri Lanka - that have a history of secessionism in common, but with vastly different outcomes. Rajagopalan investigates why integration is relatively successful in some cases (Tamil Nadu), less so in others (Sindh), and disastrous in some (Sri Lanka). Broadly comparative and drawing together multiple aspects of political development and nation building, her imaginative exploration of the tension between state and nation gives voice to relatively disenfranchised sections of society.

How do schools protect young people and call on the youngest citizens to respond to violent conflict and division operating outside, and sometimes within, school walls? What kinds of curricular representations of conflict contribute to the construction of national identity, and what kinds of encounters challenge presumed boundaries between us and them? Through contemporary and historical case studies—drawn from Cambodia, Egypt, Northern Ireland, Peru, and Rwanda, among others—this collection explores how societies experiencing armed conflict and its aftermath imagine education as a space for forging collective identity, peace and stability, and national citizenship. In some contexts, the erasure of conflict and the homogenization of difference are central to shaping national identities and attitudes. In other cases, collective memory of conflict functions as a central organizing frame through which citizenship and national identity are (re)constructed, with embedded messages about who belongs and how social belonging is achieved. The essays in this volume illuminate varied and complex inter-relationships between education, conflict, and national identity, while accounting for ways in which policymakers, teachers, youth, and community members replicate, resist, and transform conflict through everyday interactions in educational spaces.

Volume 5 offers essays by leading scholars on the writing of history globally since 1945. Divided into
two parts, part one selects and surveys theoretical and interdisciplinary approaches to history, and part two examines select national and regional historiographies throughout the world.

This book explores the evolution and current state of the scholarly field of comparative and international education over 200 years of development. Experts in the field explore comparative and international education in each of the major world regions.

Covering prehistoric times to the modern era, this fascinating resource presents pro-and-con arguments regarding unresolved, historic controversies throughout the development of the world. • Includes 58 chapters in four volumes that address significant historical questions focused upon topics such as the Old Testament, the Roman Empire, the historic Buddha, William Shakespeare, the assassination of John F. Kennedy, and weapons of mass destruction • Provides a pro-and-con debate format that encourages readers to evaluate the validity of arguments and evidence

This book examines the social welfare policies and programmes devised to address different societal issues and concerns across the South Asian countries. It focuses on the design and delivery of social welfare policies related to women, children, the elderly and groups living below poverty level. It brings a wide array of themes to the fore – empowerment of vulnerable populations, globalization and inclusive development, intervention in Northeast India, employment of elderly teachers in Sri Lanka, regulations in prisons, ageing South Asia and elderly care, social exclusion and urban poor, child protection in Bangladesh and women panchayat leaders – to provide an evidence-based understanding of social policy formulation, implementation and monitoring in South Asia. Comprehensive and topical, this volume will be useful to scholars and researchers of political studies, sociology, development studies and public policy, and also to practitioners and those in the development sector, NGOs and think tanks.

John Frith was one of the outstanding academics of his time. He had a clear logical mathematical mind, was highly respected and influenced many. Yet, in 1553, at the age of 30, he was burnt at the stake for writing books supporting doctrines of Reformation. This work discusses his life.

In The Struggle for a Multilingual Future, Christina Davis examines the tension between ethnic conflict and multilingual education policy in the linguistic and social practices of Sri Lankan minority youth. Facing a legacy of post-independence language and education policies that were among the complex causes of the Sri Lankan civil war (1983 - 2009), the government has recently sought to promote interethnic integration through trilingual language policies in Sinhala, Tamil, and English in state schools. Integrating ethnographic and linguistic research in and around two schools during the last phase of the war, Davis's research shows how, despite the intention of the reforms, practices on the ground reinforce language-based models of ethnicity and sustain ethnic divisions and power inequalities. By engaging with the actual experiences of Tamil and Muslim youth, Davis demonstrates the difficulties of using language policy to ameliorate ethnic conflict if it does not also address how that conflict is produced and reproduced in everyday talk.

Currently, all European societies are experiencing a transformation process towards greater cultural and religious pluralisation. Teachers need new answers to turn (religious) diversity into a resource for peaceful coexistence, not a cause of misunderstanding, division and hostility. Through a qualitative approach, we follow the different strategies of teachers to cope with religious diversity in the classrooms of six European countries, from Estonia to France, from Norway to England, from Germany to the Netherlands. The juxtaposition of biographical information on the teachers, together with their views on religious diversity and their strategies in responding to it, provides a well-rounded (and extremely attractive) impression of the attitudes of teachers in Europe. The role of the teacher takes on great significance. He or she has to meet the twin demands of offering both a solid basis of factual information and the opportunity to formulate individual interpretations and opinions. The readers of this book are offered the opportunity to gain insight into the field of the study at two levels. They can access the findings of the analyses of the respective national contexts and the European comparison. At the same time, they are able to study portraits of all of the teachers
interviewed in the course of the project so that the collation of data is complemented by insight into the human perspective and the influence of national contexts. This is valuable for readers as it offers material for discussions and seminars in the field of education, on two very different levels (the portraits as ‘working material’).

Teaching, seminars.

Language Teachers’ Professional Knowledge Landscapes is a collection of fourteen narratives from teachers of different languages, at different school levels, in different contexts across Australia. This volume brings together not simply language teacher stories, but also more political stories of the problems associated with school programs and contexts. Highlighted through these stories are some of the major political issues in schools that impact language teachers’ work, and their students’ success in sustained language study. The book is conceptually framed by the work of Clandinin and Connelly (1996) and their notion of ‘levels’ of stories told by teachers about their classrooms: the secret, the sacred and the cover stories. The term ‘professional knowledge landscape’ is used to indicate how teachers can critically situate their work, and thereby understand it better. The collection includes the stories of two outstanding primary language educators, and a story of mixed success in a rural program in teaching the local Aboriginal language (Ngarrabul). There are stories of frustration with policy failures, particularly in supporting the learning of Asian languages. Many of the teacher narrators ask the confronting question: ‘What blocks language learning in Australia?’ They offer the strategies which they have developed, that they see making a difference. Other narratives offer autoethnographic tracking of careers, for example, as a teacher of Latin and Classics, Japanese, French, Spanish, Russian, and of teachers’ ongoing vigour and creativity in advocacy. A number of teachers examine their own identity story for the intercultural learning, which they then offer and extend in student learning. Consistently expressed, there is the need for teachers to take up individual responsibility, while still being strongly supported by their professional community: ‘It is us’ who make the difference, one teacher concludes. Supported by a strong Foreword by Canadian scholar F. Michael Connelly, this ground-breaking collection of narratives represents a form of social research in providing critical illustrations of the issues needing attention for national language education enhancement. It is the only extended inquiry into language teaching in the context of an active policy initiative environment, and the first volume to address the language education landscape through the voices of active language teachers.

A country’s education system plays a pivotal role in promoting economic growth and shared prosperity. Sri Lanka has enjoyed high school-attainment and enrollment rates for several decades. However, it still faces major challenges in the education sector, and these challenges undermine the country’s inclusive growth goal and its ambition to become a competitive upper-middle-income country. The authors of Sri Lanka Education Sector Assessment: Achievements, Challenges, and Policy Options offer a thorough review of Sri Lanka’s education sector—from early childhood education through higher education. With this book, they attempt to answer three questions: • How is Sri Lanka’s education system performing, especially with respect to participation rates, learning outcomes, and labor market outcomes? • How can the country address the challenges at each stage of the education process, taking into account both country and international experience and also best practices? • Which policy actions should Sri Lanka make a priority for the short and medium term? The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them. To attain inclusive growth and become globally competitive, Sri Lanka needs to embark on integrated reforms across all levels of education. These reforms must address both short-term skill shortages and long-term productivity. As Sri Lanka moves up the development ladder, the priorities of primary, secondary, and postsecondary education must be aligned to meet the increasingly complex education and skill requirements.

Diverse Early Childhood Education Policies and Practices explores issues in early childhood education and teacher preparation in five Asian countries: India, Singapore, China, Sri Lanka, and the Maldives. Some observed classrooms in these countries reflect influences that are simultaneously indigenous and colonial, local and global. By highlighting the diverse and often hybrid classroom pedagogies at
work in these 21st century Asian classrooms, the discussions in this book take into consideration the influence of globalization on local policies and practices, and the challenge educators face when they are expected to reconcile different and sometimes conflicting cultural and pedagogical world views. Through a research-driven analysis of key issues such as recent revisions to national early childhood education policies, perceptions on “play-based and child-centered” pedagogy, curriculum and learning materials, and an emphasis on the teaching of values, this book illuminates the diversity of the observed classrooms as well as current trends in early childhood education in parts of Asia. The cross-national perspective serves to expand and diversify the global discourse of early childhood education and teacher education.

Well over a million people of Sri Lankan origin live outside South Asia. The Encyclopedia of the Sri Lanka Diaspora is the first comprehensive study of the lives, culture, beliefs and attitudes of immigrants and refugees from this island. The volume is a joint publication between the Institute of South Asian Studies, NUS, and Editions Didier Millet. It focuses on the relationship between culture and economy in the Sri Lanka diaspora in the context of globalisation, increased transnational culture flows and new communication technologies. In addition to the geographic mapping of the Sri Lanka diaspora in the various continents, thematic chapters include topics on “long distance nationalism”, citizenship, Sinhala, Tamil and Burgher diaspora identities, religion and the spread of Buddhism, as well as the Sri Lankan cultural impact on other nations.

Majoritarian State traces the ascendance of Hindu nationalism in contemporary India. Led by Prime Minister Narendra Modi, the BJP administration has established an ethno-religious and populist style of rule since 2014. Its agenda is also pursued beyond the formal branches of government, as the new dispensation portrays conventional social hierarchies as intrinsic to Indian culture while condoning communal and caste- and gender-based violence. The contributors explore how Hindutva ideology has permeated the state apparatus and formal institutions, and how Hindutva activists exert control over civil society via vigilante groups, cultural policing and violence. Groups and regions portrayed as ‘enemies’ of the Indian state are the losers in a new order promoting the interests of the urban middle class and business elites. As this majoritarian ideology pervades the media and public discourse, it also affects the judiciary, universities and cultural institutions, increasingly captured by Hindu nationalists. Dissent and difference silenced and debate increasingly sidelined as the press is muzzled or intimidated in the courts. Internationally, the BJP government has emphasised hard power and a fast- expanding security state. This collection of essays offers rich empirical analysis and documentation to investigate the causes and consequences of the illiberal turn taken by the world’s largest democracy.

The Book, Educating The Teachers Studies In Detail In-Service Teacher Education (Inset) Which Is Indispensable For The Qualitative Improvement In The Education System. In-Service Education Programmes In The Form Of Seminars, Workshops, Symposia, Etc., Are Organized As The Instruments Of Professional Development Of The Teachers As Well As For The Amelioration Of Institutional Efficiency. It Is Pertinent To Know The Basic Philosophy Behind The Concept Of In-Service Education, On The One Hand, And To Evaluate The Outputs And Outcomes Of These Programmes, On The Other. This Book Deals With The Nuances Of Philosophical Basis Of In-Service Education With Special Emphasis On In-Service Education Of The Teachers, Idiosyncrasies About The Aspect Of Organization Of In-Service Programmes, And Pave Way For Programme Evaluation. The Findings Of The Book Covering All Facets Of In-Service Education Are Relevant In Many Ways For Conducting In-Service Training Programmes For Teachers By Diets And Other Educational Institutions Interested In The Quality Of Schooling.

Teaching English to the World: History, Curriculum, and Practice is a unique collection of English language teaching (ELT) histories, curricula, and personal narratives from non-native speaker (NNS) English teachers around the world. No other book brings such a range of international ELT
professionals together to describe and narrate what they know best. The book includes chapters from Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland, Saudi Arabia, Singapore, Sri Lanka, and Turkey. All chapters follow a consistent pattern, describing first the history of English language teaching in a particular country, then the current ELT curriculum, followed by the biography or the autobiography of an English teacher of that country. This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country. The chapter authors—all born in or residents of the countries they represent and speakers of the local language or languages as well as English—provide insider perspectives on the challenges faced by local English language teachers. There is clear evidence that the majority of English teachers worldwide are nonnative speakers (NNS), and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers. This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty, professionals, and graduate students in the field of ESL; to the international TESOL community; and to ELT teachers around the world.

You can successfully develop your higher education research profile while balancing the demands of training teachers and administration. While teacher education is key to preparing qualified teachers who can educate pupils for the demands of the twenty-first century, many university-based teacher educators experience conflicting demands in their professional practice. Their lives are often so dominated by teaching and associated work that their aspirations to develop a research profile are hampered. This text explores the critical issues faced by those working in teacher education and how they have negotiated the expectations and requirements of the Academy to establish themselves as leading international teacher education researchers. Through a series of autobiographical cases, this book demonstrates a range of trajectories in different contexts which have facilitated the development of teacher educators’ successful research profiles. Understandings and realities of the policy context, the professional context, the research context (including funding, metrics, type of research valued), the institutional context and various personal positionings are examined in order to illuminate stories of research success and demonstrate their relevance to all teacher educators.

The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field. This comprehensive yet accessible account will be relevant to researchers, teacher educators and curriculum managers working in language education contexts.

Contributors deal with the political dimension of teacher education policy and the political socialization of teachers. Subjects include the politics of teacher education in Australia, the relationship between teachers and the state in China, a rural teacher education project in Sierra Leone, and secondary teacher preparation in post-independence Burkina Faso. A concluding chapter critiques major national and cross-national motifs from the case studies and recommends ways to make schooling and society more just. Annotation copyright by Book News, Inc., Portland, OR

English Language as Hydra argues that, far too often, the English language industry has become a swirling, beguiling monster, unashamedly intent on challenging local lingua-diversity and threatening individual identities. This book brings together the voices of linguists, literary figures and teaching professionals in a wide-ranging exposé of this enormous Hydra in action on four continents.