

10 Hkcee English Past Paper

Washback refers to the influence of language testing on teaching and learning. This volume, at the important intersection of language testing and teaching practices, presents theoretical, methodological, and practical guidance for current and future washback studies. In the field of language testing, researchers' major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity. However, the washback effect goes well beyond the test itself to include factors, such as curriculum, teacher and learner behaviors inside and outside the classroom, their perceptions of the test, and how test scores are used. Only recently have researchers started to empirically investigate the phenomenon of washback. This volume of such research serves two essential purposes by: *providing an overview of the complexity of washback and the various contextual factors entangled within testing, teaching, and learning; and *presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based. The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high-interest phenomenon in the day-to-day educational activities of teachers, researchers, program coordinators/directors, policymakers, and others in the field of education. Washback in Language Testing: Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts, including educational and psychological testing experts, as well as alternative assessment people in all fields, and for policy- and decision-makers in educational and testing organizations.

This country-by-country survey of educational systems provides detailed essays on the histories, legal foundations, and primary and secondary educational systems of 233 countries. This updated and expanded edition gives users up-to-date coverage of reorganized educational systems and high-interest topics such as technological advances.

Describes the way of life in Hong Kong, including education, religion, city life, the economy, and transportation.

A descriptively annotated, multidisciplinary, cross-referenced and extensively indexed guide to 2,395 dissertations that are concerned either in whole or in part with Hong Kong and with Hong Kong Chinese students and emigres throughout the world.

The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices. In an increasingly volatile and unpredictable world, the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority. This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play within it. This is particularly important in East Asia where strong economic growth, long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts. This book, with its team of regional authors, shows how different societies in the region are dealing with these challenges and what can be expected from future citizens. The book will appeal to policy makers, researchers and teachers interested in the current state of social studies education in East Asian societies.

Thinking of launching your own hedge fund? Want to learn more about the different steps involved in setting up and scaling a hedge fund? Want to understand what are the global best practices in order to grow your existing hedge fund and attract institutional investors? This book is the first hands-on publication to set out in concrete and practical terms the various steps and considerations necessary to successfully launch and manage a hedge fund in Asia, with a particular focus on Hong Kong and Singapore. Whilst most other hedge fund books cover the investment side of the hedge fund business, this book specifically provides in-depth insights into the crucial – and often misunderstood – non-investment aspects involved in launching a hedge fund business. It places particular focus on the legal, regulatory, fund structuring, tax, governance, capital raising, fund terms, budgeting, talent, office space, technology, operational and service provider selection considerations, from the pre-launch phase to the expansion and institutionalisation of the business. It is written for: any individual or team aiming to launch a hedge fund and seeking practical and experienced guidance; any existing hedge fund manager looking to grow and attract institutional-quality capital and investors; any fund manager or other industry participant globally intending to set up a presence in Asia any academic looking to learn more about the practical aspects of the hedge fund industry any student hoping to discover more about the hedge fund industry as a career choice.

This book discusses Hong Kong's use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

This book explores the influence of high stakes standardised testing within the context of South Korea. South Korea is regarded as a shining example of success in educational achievement and, as this book reveals, pressurised standardised testing has been a major contributing factor to its success. This unique country provides an excellent setting from which to explore the powerful relationship that exists between testing and learning and can advance our understanding of which factors and test conditions will positively and negatively influence learning. This book follows the test activity of a group of Korean university students preparing for the TOEIC (Test of English for International Communication) and posits a revised model of the influence of testing on learning. It calls for a more socially situated view of tests and test-takers considered in relation to the sociocultural, historical, political and economic contexts in which they are embedded.

Weaving outwards from a centripetal force of biographical stances, this book presents the collective perspectives of literacy researchers from Brunei, China, Hong Kong, Malaysia, Singapore, the Philippines and Taiwan. It represents the first all-Asian initiative to showcase the region's post-colonial, multilingual and multicultural narratives of literacy education. This book provides a much-needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home and school contexts; transactions of literature, text and reader; and considerations of the literacy policy-practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot

be understated. This book on literacy education in Asia contributes to the larger narrative.

Please send an email to achchan@connect.ust.hk for the answer.

This book demonstrates the value of approaching education from a sociological and philosophical perspective. Specifically, it addresses current and long-standing educational issues in the Asia-Pacific region, integrating sociological and philosophical insights with practical applications in four key areas: educational aims, moral education, educational policy, and the East-West dichotomy. It discusses educational aims in terms of rationality, philosophical thinking, and sustainable development and presents the literary, religious, and analytical approaches to moral education. Four educational policies are then considered: Hong Kong's language policy, Hong Kong's policy on the internationalization of education, East Asia's policies on English education, and Australia's policy on teacher education. Different aspects of the East-West dichotomy are analysed: Confucian rationalism versus Western rationalism, Confucian learning culture versus Western learning culture, and Asian research methodology versus Western research methodology. Taken as a whole, the book shows that issues in education are rarely simple, and looking at them from multiple perspectives allows for rich and informed debates. It presents a rare philosophical and sociological analysis of the cultures and experiences of education in the Asia-Pacific region, and promotes research that leads to more culturally rooted educational policies and practice.

This volume covers the language situation in Hong Kong, Timor-Leste and Sri Lanka explaining the linguistic diversity, the historical and political contexts and the current language situation, including language-in-education planning, the role of the media, the role of religion and the roles of non-indigenous languages. Two of the authors are indigenous to the situations described while the other has undertaken extensive field work and consulting there. The three monographs contained in this volume draw together the literature on each of the polities to present an overview of the research available about each of them, while providing new research-based information. The purpose of the volume is to provide an up-to-date overview of the language situation in each polity based on a series of key questions in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise. This book was published as special issues of Current Issues in Language Planning.

This book offers insights into the concept that a test can be used to encourage innovation in the classroom.

Drawing on a range of theoretical perspectives and engaging with new empirical evidence from around the world, this collection examines how privilege, agency and affect are linked, and where possibilities for social change might lie.

The emergence of English as a global language, along with technological innovations and the growing need for learner autonomy, is changing language teaching rapidly and profoundly. With these changes come new demands and challenges for teaching education programs. This authoritative collection of writings highlights some of the best work being done today in the United States and abroad to make communicative competence an attainable goal. The contributors examine what has come to be known as communicative language teaching, or CLT, from the perspectives of teachers and teacher educators. The book documents current reform initiatives in Japan, the United States, Hong Kong, Taiwan, and continental Europe to provide a global perspective on language teaching for communicative competence. Four major themes recur throughout the volume: the multifaceted nature of language teaching; the highly contextualized nature of CLT; the futility of defining a "native speaker" in the postcolonial, postmodern world; and the overwhelming influence of high-stakes tests on language teaching. The book is a useful and valuable tool for language teachers, teacher educators, and policymakers.

'This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

??????????????? (??? MCQ10? \$300 000 ??? \$360 000) ?????? Solution download (\$9.49):

https://play.google.com/store/books/details/Herman_Yeung_Herman_Yeung_Maths_Core_Solution_for?id=ArTNCgAAQBAJ OR

https://www.youtube.com/playlist?list=PLzDe9mOi1K8o1sYQqPgpjVWwdc_QsNf16

LLBA contains abstracts of the world's literature in linguistics and language-related research, book abstracts, book review listings, and enhanced bibliographic citations of relevant dissertations." Related disciplines such as anthropology, education, ethnology, information science, medicine, and communications are covered. Also includes some reference to papers in published conference proceedings. This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible "meta-language" (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

This book examines the powerful role of writing in society. The invention of writing, independently at various places and times in history, always stood at the cradle of powerful civilizations. It is impossible to imagine modern life without writing. As individuals and social groups we hold high expectations of its potential for societal and personal development. Globally, huge resources have been and are being invested in promoting literacy worldwide. So what could possibly be tyrannical about writing? The title is inspired by Ferdinand de Saussure's argument against writing as an object of linguistic research and

what he called la tyrannie de la lettre. His critique denounced writing as an imperfect, distorted image of speech that obscures our view of language and its structure. The chapters of the book, written by experts in language and literacy studies, go beyond this and explore tyrannical aspects of writing in society through history and around the world: from Medieval Novgorod, the European Renaissance and 19th-century France and Germany over colonial Sudan to postcolonial Sri Lanka and Senegal and present-day Hong Kong and Central China to the Netherlands and Spain. The metaphor of 'tyranny of writing' serves as a heuristic for exploring ideologies of language and literacy in culture and society and tensions and contradictions between the written and the spoken word.

This textbook gives you clear strategies and tips to make your HKDSE Score higher than you thought possible.

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“Although standards-based reform emerged in the United States and the United Kingdom, the idea has spread across the world, as an approach to systemic reform. It might appear that there is a world-wide “tsunami” of standards-based reform that will standardize and homogenize the educational system across the globe. This volume makes it very clear, however, that there is no one approach to standards-based reform and countries change – there is a danger in paying attention to its evolution and impact in only one context. That’s what makes this volume so valuable. Louis Volante has drawn together descriptions from a wide range of countries, all involved in large-scale reform and using standards and assessments as part of their process. What becomes very obvious is that the language may be the same but the words reflect different contexts and can represent very different ideals, values, and processes. I’m sure you will find this book as interesting and challenging as I have – a gem that pushes your thinking and does not allow readers to remain neutral.” (Lorna Earl)

This volume showcases the practice and promise of immersion education through in-depth investigations of program design, implementation practices, and policies in one-way, two-way and indigenous immersion programs. Contributors present new research and reflect on possibilities for strengthening practices and policies in immersion education to increase programmatic impact and promote higher levels of language proficiency and literacy among learners.

In this special edited volume, the editors and invited English Medium Instruction (EMI) researchers, from different parts of the world, outline the latest EMI research methods. Providing academic instruction using English is rapidly spreading in many countries where English is a second or foreign language, and there is a growing interest in researching the effectiveness and effects of EMI across different educational levels. This volume includes chapters on everything from research into classroom interaction to teachers’ and students’ perceptions and motivations to language challenges and strategies and the pedagogical implications of translanguaging in EMI classrooms. These specific topics were chosen to reflect different approaches to researching EMI. Each chapter focuses on a specific type of research methodology. It begins with an overview of the literature of the topic under discussion. Then an example study is provided to illustrate how this methodology can be used to investigate EMI. Each chapter identifies the process that the EMI researcher used to conduct their research and discusses key dilemmas they faced, focusing particularly on the methodological issues they encountered. By exploring these issues, this volume hopes to inform theory (or the lack thereof) underlying research into the phenomenon of EMI. This volume is indispensable for EMI tutors, curriculum developers, policymakers, and teachers, as well as students at both undergraduate and postgraduate levels. It is particularly valuable for researchers from across the globe working in the fields of applied linguistics, language education, English for Academic Purposes (EAP), English Language Teaching (ELT), and Teaching English to Speakers of Other Languages (TESOL).

Mock Exam Practice for HKDSE English Paper 1 ReadingJing Kung Educational PressHKDSE MOCK EXAM PAPERS? ENGLISH LANGUAGE Paper 1 Reading????

This book addresses the complex issues that arise in school-university collaborative action research projects. Employing sociocultural perspectives on examining professional practices of in-service teachers, it examines the complexities of negotiating beliefs, identities and interpersonal relations when educators from two different institutional cultures collaborate. Specifically, the book explores issues such as the discourses that are operative in school-university collaboration for English language teacher education; the way in which beliefs, interpersonal relations and identities are negotiated in school-university partnership; what tensions and complexities operate in collaborative action research discourse in an educational context; and how school-university collaboration can be achieved. The book adopts a critical perspective and provides arguments from a non-Western sociocultural perspective.

The first International Online Language Conference was successfully held in September 2008. This event invited professors, Masters and Ph.D. students, and academicians from around the world to submit papers in areas related to the conference theme. The event was organized by International Online Knowledge Service Provider (IOKSP). The main conference objectives were as follows: to provide a platform for language educators, academicians, and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning; to promote better understanding of cultural diversity in language learning; to encourage language educators to be involved in the research process in order to achieve comprehensive excellence; and to produce a collection of scholarly papers.

English for Specific Purposes (ESP), addressing the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past fifty years and is now a major force in English language teaching and research. This critical volume helps innovate the theory, practice, and methodology for ESP teaching and research in Asian countries and areas. Promoting communication and enhancing cooperation on ESP research and pedagogy across cultures, it provides ESP scholars, educators and practitioners with an opportunity to benefit from each other’s research and expertise in an age of globalization and digitalization. The volume provides an in-depth analysis of the latest scholarship on English teaching and research for general and specific academic and occupational purposes; the intercultural communication in ESP contexts; corpus linguistics and data-driven instruction for ESP; computer-assisted language learning and mobile-assisted language learning; evaluation of English writing courses; and ESP translation strategies.

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