To understand the language situation in Singapore and how the island is composed of island-dwelling communities interacting with each other, it is important to examine the diversity of the island's population and how the various communities interact and influence each other. The island is home to a diverse population, with a significant portion speaking English, Malay, and Chinese as their primary languages. The government has implemented policies to promote the use of all three languages, recognizing their importance in the island's history and culture. The English language is widely used in the business and administrative sectors, while Malay is spoken by the majority of the population. Chinese is also a significant language, primarily spoken by the Chinese community. The island's language policies are designed to foster a harmonious and inclusive society, where all languages are valued and respected. Overall, the language situation in Singapore reflects the island's multicultural and cosmopolitan nature.
The Chinese in Singapore, and the Indians in the Straits Settlements, are the people of different ethnic origins and in general they do not keep track of their roots. The people of the Melaka region, however, still remember their ethnic origins.

2. The colonial period

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23. Language in Education

A Western language, English, is living in the pole position with their own Western culture and speaking.

In order to fully understand the context, we need to look at the historical and cultural background of the English language. The English language has roots in the Latin language, and it developed in its own unique way over time.

The table below shows the usage of English in Singapore:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>0.9%</td>
</tr>
<tr>
<td>1973</td>
<td>1.0%</td>
</tr>
<tr>
<td>1974</td>
<td>1.1%</td>
</tr>
<tr>
<td>1975</td>
<td>1.2%</td>
</tr>
<tr>
<td>1976</td>
<td>1.3%</td>
</tr>
<tr>
<td>1977</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

This data shows that English usage has been steadily increasing over time. As the table indicates, by 1977, English usage had reached 1.4%

The shift towards more English learning and identity.

Of note, English has become the language of choice for many Singaporeans, especially in the younger generation. It is also the language of instruction in most schools, which has contributed to the increase in English usage.


Table 2: Languages Spoken in Singapore, 1997

<table>
<thead>
<tr>
<th>Language</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin</td>
<td>1.4%</td>
</tr>
<tr>
<td>English</td>
<td>1.3%</td>
</tr>
<tr>
<td>Malay</td>
<td>1.2%</td>
</tr>
<tr>
<td>Hokkien (Straits)</td>
<td>1.1%</td>
</tr>
<tr>
<td>Tamil</td>
<td>1.0%</td>
</tr>
<tr>
<td>English (Spoken at Home)</td>
<td>98.7%</td>
</tr>
</tbody>
</table>

This table highlights the dominance of English as the language spoken in homes in Singapore. English is the preferred language for communication, education, and business.
The existence of English-medium education started with the Chinese and the British schools in the late 19th century. In the 1910s, several English-medium schools were established in the British colony. These schools were primarily for the local Chinese community. The Chinese government also encouraged the establishment of English-medium schools as a way to modernize education and to prepare Chinese students for the global market.

During the 1920s and 1930s, several English-medium schools were established in various parts of China. These schools were primarily for the local Chinese community. The Chinese government also encouraged the establishment of English-medium schools as a way to modernize education and to prepare Chinese students for the global market.

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After Independence

Independence brought with it changes in the educational system. The Chinese language became the official language and the education system was restructured to accommodate this change. The Chinese curriculum was introduced, and a number of Chinese-medium schools were established.

The New Education

The new education system focused on the development of critical thinking and problem-solving skills. It emphasized language, literature, science, and technology. The curriculum was designed to prepare students for a modern, industrial society.

The Impact of Independence on Culture

Independence had a significant impact on Chinese culture. The art, literature, and music of China were preserved and celebrated. New forms of modern art emerged, reflecting the country's new identity. The Chinese language became more widely used, and a renewed interest in traditional Chinese culture developed.

In conclusion, independence marked a significant turning point in the history of China. It paved the way for the country's rapid economic growth and cultural development.
In education, which took place in 1986, no doubt greatly increased the opportunities and the resource at ease with the use of English. They created a new extension of young people who were well-versed in English, who created a new generation of people who were well-versed in English, who created a new generation of people who were well-versed in English, who created a new generation of people who were well-versed in English.

The Chinese-medium education system was developed to support the Chinese-educated student in the Chinese-medium education system. The Chinese-educated student in the Chinese-medium education system. The Chinese-educated student in the Chinese-medium education system. The Chinese-educated student in the Chinese-medium education system.

By 1980, all the schools in Singapore were English-medium schools. Following is the progression to the Chinese-medium education system. The Chinese-educated student in the Chinese-medium education system. The Chinese-educated student in the Chinese-medium education system. The Chinese-educated student in the Chinese-medium education system.

Table 3: Average monthly income of full-time employees without job training who completed secondary school (1996)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Full-time Employees without Job Training</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>1,001</td>
<td>3,070</td>
</tr>
<tr>
<td>Secondary School</td>
<td>1,001</td>
<td>5,360</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>1,001</td>
<td>7,450</td>
</tr>
</tbody>
</table>


Table 4: Percentage of Persons who see education as the key to success in life (1996-1997)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Full-time Employees without Job Training</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
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<td>1,001</td>
<td>7,450</td>
</tr>
</tbody>
</table>

In the absence of information on the degree of use of the
language, the figures about the Chinese in Singapore were
very approximate. Many were based on estimates, and the
figures varied widely from source to source. The figures
also tended to be lower for the second generation than
for the first. However, the figures for the second genera-
tion were still very significant. The Chinese presence in
Singapore in 1980 was 7.2 percent of the total population.

### Table 2: Proportion of household language spoken in 1980 and 1990 by ethnic group

<table>
<thead>
<tr>
<th>Year</th>
<th>Chinese</th>
<th>Malay</th>
<th>Tamil</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>14.9%</td>
<td>52.2%</td>
<td>8.6%</td>
<td>24.3%</td>
</tr>
<tr>
<td>1990</td>
<td>10.3%</td>
<td>50.7%</td>
<td>10.2%</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

### Note

The figures for the second generation were based on estimates, and the figures varied widely from source to source. The figures also tended to be lower for the second generation than for the first. However, the figures for the second generation were still very significant. The Chinese presence in Singapore in 1980 was 7.2 percent of the total population.
This economic shift was clearly manifested in the 1989 census of Singapore, which revealed that the majority of the population was of Chinese origin, although the proportion of Chinese had decreased from 3% in 1969 to 2% in 1989. The decrease in the Chinese population was accompanied by an increase in the proportion of Malay and Indian residents. The government implemented policies aimed at increasing the participation of the Chinese in the labor force and improving their educational and economic opportunities. The Chinese-medium schools were introduced to provide a more culturally relevant education. The government also invested in the development of the Chinese community, including the establishment of Chinese community centers and support for Chinese cultural and sporting activities.

The shift towards bilingualism was also evident in the language policies of the government. The use of English in official and educational settings increased, while the use of Chinese was maintained. This policy was aimed at ensuring that Singapore remained a bilingual city-state.

In summary, the economic shift in the 1980s was marked by the growth of the Malay and Indian communities, the decrease in the Chinese population, and the promotion of bilingualism in the context of maintaining Singapore's identity as a multicultural society.
The government's solution to the war was the introduction of Chinese
and Chinese education, with more than half of the children from
the schools participating in the educational program. The schools
were the primary source of education, with the Chinese
education system being more successful than the English
system. The government's policy of encouraging education
among the Chinese was successful, and the results were
impressive. By 1920, the number of Chinese children attending
elementsary schools had doubled, and the proportion of
Chinese children attending secondary schools had increased
from 20% to 40%. The government's success in education
led to increased economic development and social
progress among the Chinese.

Another aspect of the Chinese government's policies
was the promotion of Chinese culture. Chinese
festivals were celebrated, and Chinese literature was
encouraged. The government also established
Chinese language schools, which helped to
preserve the Chinese language and culture.

In conclusion, the Chinese government's policies
led to significant improvements in education and
economic development. The Chinese education system
was more successful than the English system, and
Chinese culture was preserved and celebrated.

---

Table 7: Comparison of Schooling in the Higher Income Group

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Chinese Education %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>0.00</td>
<td>0.0</td>
</tr>
<tr>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>1999</td>
<td>1999</td>
</tr>
</tbody>
</table>

---

Even though the medium of instruction is English, students from schools in rural and remote areas, where English is not the medium of instruction, face significant challenges. The English proficiency of these students is often lower than that of their peers from urban areas, which can adversely affect their academic performance. This is a common issue in many countries where there is a disparity in educational resources and opportunities.

Moreover, the emphasis on rote learning and standardized tests in English-language education often fails to foster critical thinking and problem-solving skills. This approach can result in students who are proficient in English but lack the ability to apply their knowledge in real-world contexts.

It is crucial to address these challenges by implementing strategies that promote effective communication and meaningful learning. This includes providing additional support for students who need it, ensuring access to quality English instruction, and encouraging the use of English in a more integrated and meaningful way.

In conclusion, while the shift to English medium education in rural areas is a positive step towards improving educational outcomes, it is essential to ensure that all students have the resources and support they need to succeed. This will require a coordinated effort from educators, policymakers, and the broader community to create a more inclusive and effective educational system.

References:
even when they could not speak it on city (Cupana 1994: 169a, 169b).

In the early days of education, children were subjected to a rigid curriculum that was heavily influenced by the colonial government. The curriculum was designed to prepare children for the British educational system and to instill a sense of obedience and discipline. This was achieved through a strict and authoritarian approach, with emphasis on rote learning and memorization. The curriculum included subjects such as English, Mathematics, and History, which were taught in an authoritarian manner, with little room for creativity or critical thinking.

This approach to education had a significant impact on the development of children. It limited their ability to think independently and to question authority. The focus was on conformity and obedience, rather than encouraging critical thinking and creativity. The curriculum was designed to meet the needs of the colonial government, rather than the needs of the children themselves.

The impact of this approach to education was felt for many years after independence. Even today, some schools continue to use a similar approach, with a focus on rote learning and memorization. However, there has been a growing awareness of the importance of a more holistic approach to education, which recognizes the need for critical thinking and creativity.

In conclusion, the early years of education in Singapore were characterized by a rigid and authoritarian approach. This approach had a significant impact on the development of children, limiting their ability to think independently and to question authority. However, there has been a growing awareness of the importance of a more holistic approach to education, which recognizes the need for critical thinking and creativity.
There is a growing recognition that multilingualism is important for all citizens of the world and well beyond the classroom. The purpose of this chapter is to examine the concept of multilingualism and its implications for education.

Language in the cosmopolis

- The practice of speech-language therapy
- The modern-child nutrition of the standard language
- The SL2 approach to therapy
- The language rights movement

At the present stage of human development, the goal of education is not just to teach children how to read and write, but also to help them develop their language abilities and become multilingual. Multilingualism is a complex phenomenon that involves the use of multiple languages within a single individual or group. It is important to recognize that multilingualism is not just about knowing several languages, but also about using them in different contexts and situations.

Anneta Fraser Gupta

Bilingualism in the cosmopolis