

Hong Kong Form 2 English Exam Paper

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective teaching strategies allow for the continued progress of modern educational initiatives. Student Engagement and Participation: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of student engagement and involvement within the education sector. Including innovative studies on learning environments, self-regulation, and classroom management, this multi-volume book is an ideal source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Many books on multicultural education focus on a country and provide indepth discussion of issues pertinent to that country at the time. Alternately, understanding of multicultural education is sought through comparison between a society of special interest and a reference society, often the United States. An interesting recent example is Constructing Multicultural Education in a Diverse Society by Ilghiz Sinagatullin (2003), drawing on the author's knowledge of Russia and more particularly the Republic of Bashkortostan, itself an ethnically and culturally diverse part of Russia. The approach taken in this volume is to focus on an aspect of diversity, and look at its ramifications across the world. This provides an understanding of the nature of multicultural education itself, as well as insights into local issues through the experience of other places.

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.

Multilingual Hong Kong: Languages, Literacies and Identities

Education in Hong Kong

Cross-Cultural Pragmatics

Changing Language Teaching Through Language Testing

Toward One Country and Two Systems

The Forms and Functions of a New Linguistic Category

Multilevel analysis can help to get deeper insights into factors that may have impact on schooling outcomes assessed in PISA. In this book, multilevel analysis is applied by linking student performance to the structure and processes of both the family and the school, the two major social contexts that exert powerful influence on young people. Essential/important policy issues including parental involvement, school decentralization, and medium of instruction are examined, and the possible relationship between these policies and student's achievement in light of the evidence collected in the first three cycles of the PISA study is explored. Besides, appreciating how researchers have used multilevel analysis in a variety of ways would be an effective path to learn it. The analysis in this book will add significantly to the storehouse of knowledge about the application of multilevel analysis in assessing the quality and equality of education in East Asian societies. The findings thereof would also serve as useful references for researchers, policymakers, school administrators, and teachers.

This volume offers a view of the linguistic situation in Hong Kong in the final years of the twentieth century, as it enters the post-colonial era. In the chapters of this book, scholars from Hong Kong and around the world present a contemporary profile of Chinese, English, and other languages in dynamic interaction in this major international economic centre. Authors survey usage of different languages and attitudes towards them among students, teachers, and the general population based on census data, newspapers, language diaries, interviews, and questionnaires. They address issues of code-mixing, the shift from English-medium to Chinese-medium education, the place of Putonghua in the local language mix, and the language of minority groups such as Hong Kong Indians. This wide-ranging group of original studies provides a social and historical perspective from which to consider developments in language among the past, present, and future populations of Hong Kong.

This book provides an engaging introduction to cross-cultural pragmatics. It is essential reading for both academics and students in pragmatics, applied linguistics, language teaching and translation studies. It offers a corpus-based and empirically-derived framework which allows language use to be systematically contrasted across linguacultures.

The Language Situation in China

Health Inspector, Eh?

Multilevel Analysis of the PISA Data

Tensions, Complexities, and the Politics of Collaboration

Operations reports. Part 2

Education in Hong Kong, 1941 to 2001

Drawing from memories of his long career, Peter Lee weaves tales that are often hilarious, educational, and eye-opening about the life of a Public Health Inspector. From following up on bizarre complaints to dealing with angry, even threatening business owners, this is the story of a profession that is rarely seen, but that we all rely on to keep us safe. Find out what to look for when going to a new restaurant, learn tips that can help when travelling, and get a glimpse of what a day in the life of a health inspector is like. This is a must-read for anyone in the food service industry and those interested in public health....

This book offers a comprehensive overview of 'out of school' ethnic minority young people in Hong Kong. The focus is on the extent of the phenomena, reasons behind it and a description of 'out of school' life. Employing qualitative research methods and adopting a case study approach that involved fieldwork comprising 15 in-depth interviews and 2 observations with 11 'out of school' ethnic minority young people, this book provides detailed insights into the phenomena. Information gained from an additional 22 in-depth interviews with 20 other stakeholders related to ethnic minority education, from time spent at three schools and key document analysis are also incorporated. Drawing on critical race theory, this book presents a critical discussion of the 'out of school' issue for ethnic minority young people in a privileged Chinese context.

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.

Language in Multicultural Education

A Washback Study

Dialogic Approaches to TESOL

Memoir by a Health Inspector

Ordinances of Hong Kong for the Year ...

The Regulations of Hong Kong

The directory records information on 763 libraries in Hong Kong, listing 53 community centre libraries, 62 general and public libraries, 27 post-secondary college and university libraries, 16 theological libraries, 432 school libraries, 50 government departmental libraries, 24 hospital/medical/nursing libraries, 95 special libraries and 4 club/society libraries. In October 1994, questionnaires were sent or faxed to every library listed in the previous edition and various other sources. For those libraries who had contributed to the previous edition (1988) a copy of their previous entries was supplied for amendment and addition; to prospective new entrants sample entries were sent for general guidance. Information in the directory has been compiled from the returned questionnaires or direct telephone contacts with those who did not respond to the initial questionnaires. The final deadline for collection of data was September 1995. Approximately 750 questionnaires were sent out. More than 98% responded, many with enthusiasm for the project. The response to the questionnaires is gratifying, which indicates that the directory has achieved a high level of respect among libraries and information services in Hong Kong. The main body of the directory consists of a single alphabetic sequence of entries for the various institutions, with a classified section at the end. Each entry contains detailed information such as the address, person in charge, opening hours, services provided, funds available, stock, loan and reader statistics, catalogue type, and extension activities organized. The directory serves as a major resource for librarians and information specialists and is a necessary purchase of any library and information centre.

Where did your surname come from? Do you know how many people in the United States share it? What does it tell you about your lineage? From the editor of the highly acclaimed Dictionary of Surnames comes the most extensive compilation of surnames in America. The result of 10 years of research and 30 consulting editors, this massive undertaking documents 70,000 surnames of Americans across the country. A reference source like no other, it surveys each surname giving its meaning, nationality, alternate spellings, common forenames associated with it, and the frequency of each surname and forename. The Dictionary of American Family Names is a fascinating journey throughout the multicultural United States, offering a detailed look at the meaning and frequency of surnames throughout the country. For students studying family genealogy, others interested in finding out more about their own lineage, or lexicographers, the Dictionary is an ideal place to begin research.

This book examines systematically the current systems of secured lending in China and Hong Kong, where companies or individuals offer personal property as security for credit advanced by a lender. Valid and enforceable security reduces the risk to the lender and so lowers the cost of credit to the borrower. However, the Hong Kong system, being largely derived from English law, is highly complex and in need of root-and-branch reform. The forces of inaction have triumphed and valuable opportunities to create a modern, rational and efficient system have been squandered. In China, on the other hand, a completely new system has been created in the last twenty years which, whilst it has various problems and defects, has some notable advantages over the common law equivalent found in Hong Kong.

Concepts, Methodologies, Tools, and Applications

Mind, Metaphor and Language Teaching

Secured Finance Law in China and Hong Kong

Visions and Revisions

A Life's Work

Contexts for Teacher Professional Discussions

This book investigates and analyses critical issues in education reform and discusses possible pitfalls in the current global drive to promote excellence. Instead of documenting the successes and frustrations encountered by education reformers in specific jurisdictions, this book aims to offer directions for education reformers, and sets out to be prescriptive rather than descriptive. While the cases covered here are focused on Hong Kong, they are no less useful in throwing light upon the direction of education reform all over the world. The first section of the volume, "Conceptual Framework", provides the theoretical underpinnings for the design and implementation of education reform. The next two sections, "Reform of Tertiary Education" and "Experiments, Dilemmas, and Risks in Secondary Schools" look at reform at the tertiary and secondary levels in greater detail. The final section, "Ideals vs. Reality: the Interplay of Diverse Interests and Diverse Perceptions", looks at the conflicting goals and perceptions of different "stakeholders", with a concluding chapter that summarizes the main lessons to be learnt. This book will be of interest to scholars, educators, parents, policymakers, politicians, and all who are concerned about our younger generation and their future. "The editors, Lok Sang Ho, Paul Morris and Yue-ping Chung are to be congratulated on producing a volume which is both hard-hitting and insightful about education reforms in Hong Kong. The range of experiences of the contributing authors contribute to a most interesting mix of perspectives about education reform. The focus is squarely on Hong Kong, in terms of general policy and reform issues, followed by more specific chapters dealing with issues of graduate teachers, English as a medium of instruction, and the role of the media. However, the issues raised are very applicable to many countries. This book is a valuable contribution to the literature on education reform." —Professor Colin J. Marsh, Curtin University, Perth, Western Australia

This volume gives an up-to-date account of the language situation and social context in multilingual Hong Kong. After an in-depth, interpretive analysis of various language contact phenomena, it shows why it is such a tall order for Hongkongers to live up to the Special Administrative Region government's language policy goalpost, 'biliteracy and trilingualism'. A detailed contrastive analysis between Cantonese and (a) English, (b) Modern Written Chinese, and (c) Putonghua helps explain the nature of the linguistic and acquisitional challenges involved. Economic forces and sociopolitical realities helped shape the 'mother tongue education' or 'dual Mol streaming' policy since September 1998. The book provides a critical review of the significant milestones and key policy documents from the early 1990s, and outlines the concerns of stakeholders at the receiving end. Another Mol debate concerns the feasibility and desirability of teaching Chinese in Putonghua (TCP). Based on a critical review of the TCP literature and recent psycholinguistic and neuroscience research, the language-in-education policy implications are discussed, followed by a few recommendations. Hongkongers of South Asian descent saw their life chances curtailed as a result of the post-1997 changes in the language requirements for gaining access to civil service positions and higher education. Based on a study of 15 South Asian undergraduate students' prior language learning experiences, recommendations are made to help redress that social inequity problem.

China, with the world's largest population, numerous ethnic groups and vast geographical space, is also rich in languages. Since 2006, China's State Language Commission has been publishing annual reports on what is called "language life" in China. These reports cover language policy and planning initiatives at the national, provincial and local levels, new trends in language use in a variety of social domains, and major events concerning languages in mainland China, Hong Kong, Macau and Taiwan. Now for the first time, these reports are available in English for anyone interested in Chinese language and linguistics, China's language, education and social policies, as well as everyday language use among the ordinary people in China. The invaluable data contained in these reports provide an essential reference to researchers, professionals, policy makers, and China watchers.

The Role of Grammar in the Teaching of English in Hong Kong Secondary Schools

Including Proclamations, Orders in Council, Etc. for the Year ...

Competition in the Global Economy

3-Volume Set

Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008)

International Education and the Next-Generation Workforce: Competition in the Global Economy

This title was first published in 1992: Explores the implications of the transfer of sovereignty over Hong Kong in 1997 to the People's Republic of China and the political, economic and cultural impact of the social transition on education.

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 format of the presentation of cases allows the reader to gain insights on teaching from the vantage point of the students' proficiency, the teacher's perspective, the writers'

questions and suggested answers and finally the critical commentary. Readers are treated as thinking professionals who are capable of analysing the acts of language teaching through the teaching excerpts and the dynamic lesson transcriptions. The questions and critical commentary encourage deeper and more critical processing rather than a superficial interpretation of the teaching act. The cases, derived from authentic teaching contexts, encourage readers to appreciate the rich tapestry of teaching with all its complexities. Published by City University of Hong Kong Press. □□□□□□□□□□

Insights for Policy and Practice

1900-1997

Education Reform and the Quest for Excellence

Classroom Stories of Struggle and Hope

'Out of School' Ethnic Minority Young People in Hong Kong

The Effect of Pre-Reading Lexical Assistance on Reading Comprehension in Speakers of English as a Second Language in a Hong Kong Secondary School

Negotiating Critical Literacies in Classrooms brings together accounts of educators who have sought to make a difference in the lives of their students through literacy education--from university classrooms in the United States, England, and South Africa, to policy and curriculum development in Singapore and Australia. Each chapter represents the results of extended research on classroom practice. The authors in this collection write as teachers. The literacy classrooms they explore range from the early years of schooling, to primary and secondary education, through to community and university sites. Although the volume is organized around different levels of education, clearly overlapping themes emerge across the chapters, including identity formation and textual practices, politicizing curriculum and textbook production, and changing the power relations in classroom talk around text. An overarching theme of this collection is the belief that there is no one generic, universal critical literacy--in theory or in practice. Rather, the authors reveal how a range of theories can serve as productive starting points for educators working on social justice agendas through the literacy curriculum, and, equally important, how particular critical literacy theories or pedagogies must be worked out in specific locations. In each of these accounts, educators explain how they have taken a body of theory and worked with and on it in classrooms. Their rich portrayals and narratives of classroom realities illustrate the unanticipated effects of pedagogies that emerge in specific contexts. Experiences from the classrooms have led them to revise theories that are central to critical literacy, including constructs such as "empowerment," "resistance," and "multiple readings." This collection documents what occurs when educators confront the difficult ethical and political issues that evolve in particular classroom situations.

Negotiating Critical Literacies in Classrooms is appropriate as a text for courses in language and literacy education, and will be of broad interest to educational researchers, practitioners, and theorists. The practical classroom focus makes this book accessible and of interest to a wide range of teachers and an excellent resource for professional development. The international scope will appeal to a global educational readership.

Education is the first stage in developing a viable, dynamic, and long-lived global economy. Unfortunately, in times of economic hardship, educational programs, teacher salaries, and extracurricular opportunities are often the first to be cut. *International Education and the Next-Generation Workforce: Competition in the Global Economy* presents a detailed discussion of present educational principles and policies, and their impact on the effectiveness of education in a multi-national context. The chapters in this pivotal reference contribute to the body of literature bridging the gap between the fields of business and education, providing educators and business professionals at all levels with an instruction manual for the next generation of employment-focused teaching and learning.

This dissertation, "The Role of Grammar in the Teaching of English in Hong Kong Secondary Schools: a Study of Form 2 ESL Teachers' Beliefs and Practices" by ???, Kit-man, Kitty, Lee, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI:

10.5353/th_b4126253 Subjects: English language - Grammar - Study and teaching (Secondary) - China - HongKong

Dialogue With Bakhtin on Second and Foreign Language Learning

Libraries and Information Centres in Hong Kong

HotListings January 2010

ESL/EFL Cases

The Experience of Hong Kong

Education and Society in Hong Kong: Toward One Country and Two Systems

This dissertation, "The Effect of Pre-reading Lexical Assistance on Reading Comprehension in Speakers of English as a Second Language in a Hong Kong Secondary School" by Hiu-yi, Stephanie, Tong, 唐曉怡, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract of thesis entitled The effect of pre-reading lexical assistance on reading comprehension in speakers of English as a second language in a Hong Kong secondary school Submitted by Stephanie H. Y. Tong for the degree of Master of Arts (Applied Linguistics) at the University of Hong Kong September, 2003 The current

study aims to investigate and compare the effects of two different pre-reading vocabulary lists on ESL learners' English reading comprehension. Subjects in this study are a group of 60 Form 2 students in a secondary school in Hong Kong. Four texts were selected, two narrative texts and two descriptive texts. Subjects' comprehension in the four texts was tested and the results compared. The control groups received the texts without any pre-reading assistance and modification of the texts. The experimental groups received two kinds of treatments, a traditional list of glossed-frequency words and a list of vocabulary items forming the lexically cohesive chains in the texts. For both experimental groups, the listed words were highlighted in the body of the texts to ensure that the subjects noticed them. Subjects' comprehension of these texts was then tested and the results compared. The measurement was based on the scores they obtained in an immediate follow-up test for each text. The tests were divided into two parts. Part one was designed to measure the understanding of main ideas and consisted of two sections: Long questions and gapped summary. Part two was designed to measure understanding of detailed information. It consisted of two sections: Short questions and matching headings. A subjective rating was done to supplement the data with some qualitative information. The statistical findings suggest that the pre-reading assistance, in forms of both unknown word glossary and cohesive word lists, had no significant effect on reading improvement. Though there is absence of supporting findings in this study, the findings are equally valuable and interesting. Lack of familiarity with the cohesive links may have limited its effectiveness on reading comprehension. It is possible that a cumulative effect would occur if the treatments were used on a regular basis or if students had sufficient time and practice in mastering the use of the strategy. It also suggests that care and thought is needed before preparing teaching materials. i DOI: 10.5353/th_b2705751 Subjects: Reading (Middle school) - China - Hong Kong Middle school students - China - Hong Kong - Language Comprehension - Testing

This book locates dialogic pedagogy within the history of TESOL approaches and methods in which the communicative approach has been the dominant paradigm. Dialogic inquiry in the form of story telling, oral histories, and knowledge from the ground up and from the margins has much to offer the field. In dialogic approaches, the teacher and students learn in community and the students' home languages and cultures, their families and communities, are seen as resources. Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows explores teacher research, feminist contributions to voice, social identity and dialogic pedagogy, and the role of teachers, students, families, and communities as advocates and change agents. After a brief history of TESOL methods and an introduction to dialogic pedagogy, four features of dialogic approaches to TESOL are identified and discussed: learning in community, problem-posing, learning by doing, and who does knowledge serve? The main text in each chapter considers a single topic related to the concept of dialogic pedagogy. Branching text leads to related discussions without losing the main point of the chapter. This structure allows readers to become well-rooted in each component of dialogic pedagogy and to "branch out" into deeper philosophic understandings as well as actual practices across a range of contexts. Dialogic Approaches to TESOL offers a place for dialogue and reflection on the prospects for transforming educational institutions to serve those who have historically been excluded and marginalized. It provides questions, frameworks, and resources for those who are just beginning in the field and for U.S.-based educators who want to bring critical multicultural and multilingual perspectives into language arts, reading and literacy education.

Understanding metaphor raises key questions about the relationship between language and meaning, and between language and mind. This book explores how this understanding can impact upon the theory and practice of language teaching. After summarising the cognitive basis of metaphor and other figures of speech, it looks at how this knowledge can inform classroom practice. Finally, it sets out how we can use these insights to re-appraise language learning theory in a way that treats it as consonant with the cognitive nature of language.

Language in Hong Kong at Century's End

School-University Partnerships in English Language Teacher Education

General Extenders

Negotiating Critical Literacies in Classrooms

World Trade Information Service

Dictionary of American Family Names

General extenders are phrases like 'or something', 'and everything', 'and things (like that)', 'and stuff (like that)', and 'and so on'. Although they are an everyday feature of spoken language, are crucial in successful interpersonal communication, and have multiple functions in discourse, they have so far gone virtually unnoticed in linguistics. This pioneering work provides a comprehensive description of this new linguistic category. It offers new insights into ongoing changes in contemporary English, the effect of grammaticalization, novel uses as associative plural markers and indicators of intertextuality, and the metapragmatic role of extenders in interaction. The forms and functions of general extenders are presented clearly and accessibly, enabling students to understand a number of different frameworks of analysis in discourse-pragmatic studies. From an applied perspective, the book presents a description of translation equivalents, an analysis of second language variation, and practical exercises for teaching second language

learners of English.

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

This volume is the first to explore links between the Russian linguist Mikhail Bakhtin's theoretical insights about language and practical concerns with second and foreign language learning and teaching. Situated within a strong conceptual framework and drawing from a rich empirical base, it reflects recent scholarship in applied linguistics that has begun to move away from formalist views of language as universal, autonomous linguistic systems, and toward an understanding of language as dynamic collections of cultural resources. According to Bakhtin, the study of language is concerned with the dialogue existing between linguistic elements and the uses to which they are put in response to the conditions of the moment. Such a view of language has significant implications for current understandings of second- and foreign-language learning. The contributors draw on some of Bakhtin's more significant concepts, such as dialogue, utterance, heteroglossia, voice, and addressivity to examine real world contexts of language learning. The chapters address a range of contexts including elementary- and university-level English as a second language and foreign language classrooms and adult learning situations outside the formal classroom. The text is arranged in two parts. Part I, "Contexts of Language Learning and Teaching," contains seven chapters that report on investigations into specific contexts of language learning and teaching. The chapters in Part II, "Implications for Theory and Practice," present broader discussions on second and foreign language learning using Bakhtin's ideas as a springboard for thinking. This is a groundbreaking volume for scholars in applied linguistics, language education, and language studies with an interest in second and foreign language learning; for teacher educators; and for teachers of languages from elementary to university levels. It is highly relevant as a text for graduate-level courses in applied linguistics and second- and foreign-language education.

The Laws of Hong Kong

A Study of Form 2 ESL Teachers' Beliefs and Practices

The Hong Kong Story

The Ordinances of Hongkong, Including Proclamations, and Orders in Council for the Year

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Report of the General Committee of the Hongkong General Chamber of Commerce ... Presented to the Members at the Annual Meeting

Offers a snapshot of key educational stratification issues in East Asian nations, and their evolution in conjunction with changing student populations. This book addresses issues ranging from curricular adaptations to globalization, to persisting and new forms of educational stratification, to new multiculturalism in educational policy.

It provides comprehensive coverage of developments in formal and informal education in Hong Kong from the end of 1941 to the beginning of the new millennium. As was true of its predecessor, each Part of this book is subdivided into three sections: Commentary, Chronicle, and Evidence. Such an organization facilitates flexible reading. Readers primarily interested in analysis, interpretation, and the identification of themes are likely to focus initially on the Commentary sections and to move, as they feel stimulated, to the relevant entries in the Chronicle and/or items of Evidence. Readers who seek either more encyclopedic understanding or detailed answers to specific questions may well wish to focus primarily or at least initially on the Chronicle sections, and then to search for substantiation in the Evidence section or for amplification in the author's Commentary. At times, some readers may wish to browse through the Evidence sections, reaching possibly serendipitous discoveries. Academic and general readers are likely to be particularly interested in Part I of the book, which deals with education in Hong Kong during the Japanese occupation, a topic that has received only very rare and generalization-bound treatment in other publications. The author offers insights into all levels of education. His conceptual scope incorporates many types of education - including the mainstream academic education, technical education, teacher education, special education, physical education, civic education, education that focuses on morals, that which focuses on culture, and the various sorts of non-formal and informal education.

This book chronicles the author's application of critical pedagogy in Hong Kong secondary schools serving students from working-class families of South Asian heritage, so-called 'ethnic minorities' in the local context. Soto used concepts such as banking pedagogy, generative themes, liberatory dialogue, and transformative resistance, to first understand students' school, online, and community experiences, and then to reshape his teaching of English and humanities subjects to address the students' academic, social, and emotional needs. This critical ethnography is set against educational reforms in Hong Kong, which re-orientated schools towards developing a knowledge-economy workforce, increased privatization and competition in the school system, aimed to build national identification with China, and sought to address growing inequality in a territory known for wealth disparity. While these reforms opened opportunities for implementing student-centered pedagogies in schools and increased student access to tertiary education, ethnic minority youth faced ongoing economic and social marginalization on top of academic difficulties. The central narrative captures everyday struggles and contradictions arising from intersections of neoliberal reforms, institutional school histories, students' transnational realities, and collective efforts for equity and social justice. In the course of the book a parallel story unfolds, as the author explores what it means to be a critical teacher and researcher, and is reborn in the process. The book's 'on the ground' story is hopeful, yet tempered, in discussing the limits and possibilities for critical pedagogy. It will be of a great resource for researchers, teacher educators, and pre-service and in-service teachers who are interested in the topic.

Where the Ginkgo Tree Grows

Controversies in Medium of Instruction Reform

New Perspectives

Globalization, Changing Demographics, and Educational Challenges in East Asia
Student Engagement and Participation: Concepts, Methodologies, Tools, and Applications
Critical Pedagogy in Hong Kong