ABSTRACT

This thesis evaluates the current Primary School Chinese education system in Singapore. Chinese education has always been a controversial topic of discussion in Singapore. Much efforts has been made by the Ministry of Education to improve the Chinese education system but not much satisfying results has yet to be seen. With such great amount of focus being placed on our Chinese education, one can’t help but to wonder, “what exactly has gone wrong in our system?”

This thesis proposed to evaluate the issue from a whole new perspective, one that is often overlooked by many, from the view of sociolinguistics. By employing a framework that builds on the concept of “literacy”, this thesis attempts to discover the blind spots of the current Chinese education system and policies. This is done through the analysis of interviews and observations collected from four primary school students, parents, tuition teacher, and school teachers. The participants’ interpretations of literacy, their literacy practices and the way they identify with the Chinese education are analysed and compared to enable us to have a better knowledge of the current happenings. Using the findings, this thesis aims to ascertain the root of the problem and to offer a possible solution.