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Reprint of the original, first published in 1868. Includes over 75 maps, photos and plans. In Advice and Support: The Final Years the author describes the U.S. Army advisory effort to the South Vietnamese armed forces during the period when the U.S. commitment in Southeast Asia was at its peak. The account encompasses a broad spectrum of activities at several levels, from the physically demanding work of the battalion advisers on the ground to the more sophisticated undertakings of our senior military officers at the highest echelons of the American military assistance command in Saigon. Among critical subjects treated are our command relationships with the South Vietnamese army, our politico-military efforts to help reform both the South Vietnamese military and government, and our implementation of the Vietnamization policy inaugurated in 1969. The result tells us much about the U.S. Army's role as an agent of national policy in a critical but often neglected arena, and constitutes a major contribution to our understanding of not only the events that occurred in Vietnam but also the decisions and actions that produced them. This edited book is a comprehensive resource for understanding the history as well as the current status of educational practices in Singapore. It is a one-stop reference guide to education and educational issues/concerns here. There are three sections: Part 1 provides a sectorial overview of how education has been organized in this country such as preschool, special needs, primary and secondary, and adult education divisions. In Part 2, contributors critically delve into issues and policies that are pertinent to understanding education here such as underachievement, leadership, language education, assessment, and meritocracy to question what Part 1 might have taken for granted. Part 3 contains

the largest number of contributors because it offers a scholarly examination into specific subject histories. This section stands out because of the comparative rarity of its subject matter (history of Physical Education, Art, Music, Geography Education, etc.) in Singapore. Reprint of the original, first published in 1871. The publishing house Anatiposi publishes historical books as reprints. Due to their age, these books may have missing pages or inferior quality. Our aim is to preserve these books and make them available to the public so that they do not get lost. Reprint of the original, first published in 1868. As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies. Designed for pre-service and novice teachers in ELT, What English Language Teachers Need to Know Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order to help their students to learn English? Thoroughly revised and updated, the second edition of Volume III explores the contexts for ELT curricula; explains key processes in curriculum design; and sets out approaches to curricula that are linguistic-based, content-based, learner centered, and learning centered. Organized around the three pillars of

teaching—planning, instructing, and assessing—chapters in the second edition are updated to include current research and theory to meet the needs of today’s teachers, and feature new or revised vignettes and activities. New chapters help teachers understand both the technological and multilingual approaches that learners need to succeed today. The comprehensive texts of this series are suitable resources for teachers across different contexts—where English is the dominant language, an official language, or a foreign language; for different levels—elementary/primary, secondary, university, or adult education; and for different learning purposes—general English, workplace English, English for academic purposes, or English for specific purposes.

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