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NARRATIVES OF EDUCATION AND THE WEBSITES OF INTERNATIONAL
SCHOOLS

Willem van der Sluis

University of Glasgow

October 2021

POEM

subjective/objective narrative(s)

Alleen Een Fragment Draagt Het Teken Van Authenticiteit – Brecht

ik lees helemaal geen fictie meer

alleen nog maar wetenschappelijk werk

hoelang lees je nu al geen fictie meer?

nou, al heel lang niet meer

sinds welk jaar?

2012 zoiets

Gecreeerd door Johannes van der Sluis

English Translation of the Poem

subjective/objective narrative(s)

Only a Fragment Bears the Mark of Authenticity – Brecht

I no longer read fiction at all

only scientific work

how long have you not read fiction anymore?

well, not for a long time

since what year?

2012 something like that

Created by Johannes van der Sluis

ABSTRACT

BACKGROUND: Websites of international schools contain varied narratives through which international schools tell about the education they offer. The research explored the narratives of education propagated on the websites of international schools in Singapore. The exploration of the narratives involved analysing discourse and semiotics on international schools' websites to see what curriculum ideologies and narratives of education they represent. The scrutiny involved exploring the websites to see whether the narratives of education contained therein explained how the schools adopted the five curriculum ideologies stipulated by Michael Stephen Schiro. Various aspects of discourse and the texts were examined to see what narratives of international education, in addition to the curriculum ideologies, are portrayed. The current study aimed at attaining the following research questions: What narratives are present in the websites of a selection of international schools in Singapore? What educational ideologies are present within international schools' narratives as articulated on their websites, and how do international schools communicate within such narratives about the education they offer? Methodologically, how can websites of this nature be analysed with sensitivity to narratives of education?

METHODS: The research adopted a qualitative design, case study strategy, inductive approach, interpretive epistemology, and ontology. The study population comprised international schools in Singapore, where five schools and their principals were sampled through convenience and purposive technique. Primary data was collected from principals using unstructured interviews and analysed through thematic analysis. Secondary data comprised of semiotics and discourse information were collected from the websites.

FINDINGS: The results disclosed that the sampled websites had not explicitly stipulated the curriculum ideologies adopted in the school. There were rich narratives on how the International Baccalaureate (IB) curriculum is delivered and how unique and different its

delivery was from other schools offering the same curriculum. The learner-centred, human capital, social reconstruction, social efficiency, and scholar-academic curriculum ideologies could be deduced from the rich narratives of curriculum delivery on the website. However, there lacked explicit explanations, narratives, discourses, or semiotics on the website that either stated, explained, or illustrated any curriculum ideology adopted in the schools sampled. The analysis showed that websites are instrumental in delivering educational services in an international school as they contain a variety of narratives of education. Also, the results showed that international schools heavily rely on websites to achieve their communication and marketing agenda.

CONCLUSION: The researcher concluded that discourses and semiotics on the website portrayed a range of narratives on the international education curriculum and its delivery. The investigator also concluded that websites of international schools sampled were missing narratives on the curriculum ideologies adopted. The investigator determined that international school websites focused more on narratives of marketing their international curriculum to potential international learners and securing new admissions. The investigator concluded that international schools' websites are critical avenues for portraying different narratives about the international education services, curriculum and facilities offered in the school.

RECOMMENDATION: The researcher recommends further improvement by incorporating aspects that were not portrayed on the websites. Additionally, further research on the subject, especially on how websites can narrate about the school's curriculum ideologies, is needed.

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This dissertation contains approximately 50,000 words.

DEDICATION

I dedicate this work to my family for the sacrifice they made for me to complete this course. Their love, care, encouragement and understanding inspired me to achieve this goal. This work is a culmination of your enduring support and encouragement. I dedicate this project to my family and the University of Glasgow College of Social Sciences for support throughout my study. I have expanded my portfolio of knowledge during my time at the University. Thank you all for your generous support.

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CHAPTER ONE: INTRODUCTION

INTRODUCTION

This research explores international narratives of school education, using international schools in Singapore as a contextualised case. Such narratives are understood as containing ideological elements and related discourses. The research seeks insight into current forms of education narrative as portrayed by international schools on their websites. The increased adoption of websites among international schools in Singapore has created a research opportunity to provide more insights into the forms of the narratives around international education ideologies and discourses portrayed. Actors in the education sector have realised that modern digital technology and consumer behaviour changes from the traditional information search to online searches offer new challenges and spaces of communication, thus compelling the sector to embrace web technology (Katz, Brewer, and Mccanne, 2018). Precisely, this study explores the narratives, ideologies and discourses of international education portrayed on websites of international schools.

GENERAL DESCRIPTION OF THE RESEARCH TOPIC AND BACKGROUND

Dogrue, Eyyam, and Menevis (2011) noted that as much as the internet is often considered by students as a social and entertainment instrument, it has other uses beyond social life, particularly for scholars searching for crucial academic information. The internet discussion from an education perspective often looks at the internet as a system that eases communication between different stakeholders in the education sector through platforms such as social media applications and websites. Notwithstanding, a turbulent wave of digitisation has required education institutions, including international schools, and stakeholders to rethink their position and role in the digital market space and presentation forms representing their institutions.

As such, different narratives, ideologies, and discourses of international education are communicated on such websites. International schools have enacted strategies that enable them to be receptive to the ever-changing tastes and preferences of globally mobile education clientele. Websites are a primary tool for projecting various narratives; such narratives of international education carry educational ideologies around curriculum and other significant discourses. Today websites are fundamental sources of information to international education's clientele (Dogruer, Eyyam, and Menevis, 2011).

The term ideology often elicits heated debates as scholars and philosophers attempt to seek a harmonious definition of the term ideology. Any attempt at defining the concept ideology within this study needs to start by recognising the variation in applying the term ideology within education. Martin (2015) noted that the definition of ideology depends on the context of the term's use. The variations in definitions of ideology are expounded later in chapter two. The study adopts Martin's (2015) definition, and the reasons for embracing his definition are provided later in chapter two. Notably, this study is interested in ideology in the context of education.

In international education, discourse, narratives, and ideology have a wide array of applications, but the discussion in this study narrows down to pedagogical discourses, ideologies, and narratives of international education on international schools' websites. This study explores the different ideological narratives and discourses of international education within the websites of international schools in Singapore. Singapore was selected for this study because of its accessibility to the researcher. Additionally, Singapore was suitable because it has a high concentration of international schools, thus emblematic of globalised education in the Asian continent.

POSITION AND THE SOCIAL CONTEXTUALISATION OF STUDY

Contextualisation and the researcher's position in this study are discussed in three dimensions, namely the pedagogy research and national dimensions. First, I understand the contextualisation of pedagogy as indispensable in a contemporary educational setting because it advocates for teachers to become agents between culture and educational literacy, thus, helping the students derive a social sense of the knowledge gained in school. Wyatt (2015) noted that contextualisation in the teaching profession originated from anthropological perspectives on education, which advocates for culture and education literacy fusion. In this study, I intend to explore questions that promote culturally relevant educational knowledge.

Secondly, the study's research context focuses on the ideologies, discourses, and narratives of education portrayed on international schools' websites. Therefore, I was interested in the narratives, ideologies and discourses that international websites tell regarding the school, such as the quality of education and curriculums offered. I studied the narratives, ideologies, and discourses of international education using international schools' websites to comprehend how learning is constructed and various discourses, narratives, and ideologies of global education told on international education.

Third, the national context looks at the education system in Singapore to provide insight into the research's national context. Singapore's education objectives are founded on economic, social, and political pillars to foster socio-cultural, political, and ethnic unity and diversification of skills supplied into the industrialised economy (National Institute of Education in Singapore, 2011). According to a 2018 report by the National Institute of Education in Singapore, Singapore has 356 schools; 150 are primary schools, 185 secondary schools, 14 mixed schools, and 16 are junior colleges (National Institute of Education in Singapore, 2018). The education sectors in Singapore are also evolving in the face of rapid globalisation and a focus on the quality of education, engaged learning, evidence-based

educational policies, and contextualised classroom pedagogy. Additionally, it focuses on holistic research approaches, a diverse human resource workforce, a multilingual system and education fused with ICT and strong partnerships among educational stakeholders (National Institute of Education in Singapore, 2018).

PERSONAL AND PROFESSIONAL MOTIVATION FOR THIS RESEARCH

I have significant experience as a teacher and school administrator in the international education sector. I have noted the permeation of technology in the international education sector throughout the years, especially on marketing and communication-related aspects. Five decades ago, international schools relied on primitive media modes to reach their target customers. However, the proliferation of web technology and globalisation has made websites a critical integral tool for communicating with existing and potential students, parents, and other visitors interested in the school. Websites have become a crucial platform for portrayed myriad narratives of education that the school offers and curriculum ideologies that underpin the education offered in the school.

I was motivated to explore this subject to uncover the narratives portrayed therein and how curriculum ideologies adopted in the school are described or portrayed on the website. Over the last two decades, I have gained first-hand experience, knowledge, and international education skills. Through time, I have grown from a teacher to become the head of several international schools and have built up a portfolio in delivering international education and the International Baccalaureate (IB). I have a professional interest in the narratives, ideologies, and discourses that international schools' websites contain regarding the quality of their education and the curricula offered.

In this study, I have inquired into the narratives, ideologies, and discourses of international education using international schools' websites as a focus to comprehend how school education is constructed and the various narratives of global education told. I am

motivated to explore the topic because it provides contextual value to other educational stakeholders and me. As highlighted earlier, international schools largely depend on the websites to communicate to their global stakeholders such as students and parents, especially on general information regarding the school, its services, and the principles upon which the educational services are offered. I am motivated to explore how international education narratives, ideologies and discourses on the websites are constructed, and their implications on the experience's students, parents, and visitors of the websites is a critical insight.

As an educational practitioner in the global education sector, the research has personal value because it provides a crucial scientific foundation for understanding the websites' role in informing about narratives and ideologies of international education. I am motivated in the research because it will enrich my knowledge of how we (international school administrators and leaders) can leverage web technology to reach a broader market and keep stakeholders informed about development in the schools. The need to comprehend how well an international school website can be utilised to portray different ideologies and narratives of the international education a school offers motivated me to explore the topic because the outcomes will be insightful in my case.

THE INTERNATIONAL CONTEXT

A benchmarking study conducted in India to compare Singapore education and Indian education to help improve the Indian education system found that the Singapore education system is developed and focuses more on skills, creativity, and social relationship quality of students (Richa and Unnimaya, 2019). The Singapore Ministry of Education report notes that its education system boosts an integrated approach, diverse human resource task force, multilingual system, education fused with ICT and strong partnerships among educational stakeholders. According to Barack (2014), the strengths outlined above are not self-sustaining to all local scholars as some prefer an internationally oriented educational system with

international curricula. In her discussion on the contextualisation of education in international schools, Guerin (2014) argued that the government's educational efforts are fundamentally linked to social, economic, and political pillars, especially in a capitalist economy.

In the same way, other sectors have developed by adopting a global approach, education in Singapore has changed through international players' entry. Numerous international schools offer British, Canadian, American, Chinese, and Australian oriented education, thus depicting the Singapore education system as a metropolis where different global education cultures meet and flourish. Irrespective of a strong and thriving national education system offered by the Singaporean government, many residents have preferred the international-oriented curriculums offered in the international schools over local curriculums. In such a highly competitive environment, the international schools must portray specific narratives and ideologies of their websites' educational services as their primary contact tool with their global clientele. Therefore, exploring the narratives and ideologies portrayed in the websites provides an international context to the factors in play and communication in a global education environment.

THE PURPOSE: AIM OBJECTIVES AND QUESTIONS

The purpose of the research is to study the narratives and ideologies of international education portrayed on international schools' websites in Singapore. The prime goal is to examine how international schools utilise their websites to communicate to their global clientele about their educational services. The inquiry has attempted to provide insight into how education is constructed and narrated on websites focusing on what is available or not available on these websites. This study aims to explore the narratives, ideologies, and discourses of education that international schools in Singapore communicate through their websites. The study aims to give an insight into the central components of international school education as constructed and presented on the sample websites. The study engages

with the publicly articulated narratives and discourses of international school education and the dominant elements of education ideology found in their construction.

Notably, the main objective is to study the narratives and ideologies of international education that international schools in Singapore communicate through their websites. The following research questions informed the objectives above.

1. What narratives are present on the websites of the selected international schools?
2. What educational and curriculum ideologies are portrayed on the websites?
3. How do international schools communicate within such narratives about the education they offer?

RESEARCH PROBLEM

The narratives and ideologies of education presented on international schools' websites reflect ideas that have significantly impacted the education sector, causing a rapid metamorphosis in its systems, policies, and institutions. Additionally, the utilisation of such platforms enables international schools to communicate, share resources, support online and distance learning and undertake collaborations and are among the possibilities that make the internet a significant technology in the international education sector.

Education is critical for social development, and therefore, it is a vital pillar of the economy. Turkkahraman (2012) explained that the correlation between education and the development of political, economic, and social aspects of human life is complex, with education forming the foundation on which the three are nurtured and developed for societal growth. As such, education is the spine of healthy and developing societies, especially in the temporary characterised by the rapid development of technology and globalisation.

Therefore, it is crucial to discuss education in the context of the environmental aspects

impacting it in the 21st century to comprehend the narratives of education and its related discourses.

First, education is subjected to modern trends that gradually impact its operations, systems, policies, and institutions. Second, education is evolving considering the above trends. One of the trends with far-reaching implications in education is technology. Waddell (2015) argues that most of the researchers and scholars reach a consensus that technology should be integrated into education, considering that the digital era demands such integration. However, such integration remains marred with uncertainty. Ahmad and Nisa (2016) argue that technology in education modifies all aspects of educations. The fusion of education technology, particularly web technology, promotes communication in institutions that have embraced it. Furthermore, the relevance of technology in pedagogy is indispensable, considering that web technology and online search engines have become quintessential in online search for education information.

Stosic (2015) asserted that the application of technology in education could be viewed from three significant perspectives: technology applied as a resource for learning, teaching, and tutoring. Considering the above information, it is evident that incorporating technology in the education systems ought to be thoroughly scrutinised and managed to ensure that the outcomes yielded by this evolutionary fusion are desirable. Notably, to achieve the above objective, it is critical to comprehend web technology applications in education. In line with technology development in the education sector, Manzoor et al. (2012) argued that having a functional website is obligatory in the new era of digitisation where internet-related technologies forcibly permeate the educational sector.

Website help international schools respond to the schools' commercial needs, which entails marketing themselves to the website's visitors and enabling informational service

delivery to students and visitors. Moreover, institutional websites enable current students to access services such as the library, admissions, and registration. Rana, Rajiv and Lal (2014) noted that delivering education to the high population of students that seek convenience, flexibility and quality in education using the conventional knowledge delivery systems faces many hurdles resulting from drastic changes brought by technology and globalisation. Ta'amneh (2014) noted that websites be adopted to portray myriad narratives and ideologies of education offered in the school, although such potential is not fully tapped. International schools' websites are a form of text that can give access to international narratives of education, their discourses, and ideological aspects. They are considered a primary source of information for visitors who desire to comprehend a school and the education services offered.

International schools that run on international curriculums such as the IB in the contemporary digital era heavily rely on online means of communication and marketing; thus, studying these schools' website provides crucial insights on how education is constructed in these websites. However, there is a deficit of research around such narratives and ideologies of education present within international schools' websites. Therefore, there is the need to study schools' websites to determine the narratives and ideologies of education propagated in these websites and the role of websites in communicating about the school's education. This research contributes to bridging this knowledge gap and to the methods of research applicable to school websites.

SIGNIFICANCE OF THE RESEARCH

Pattnayak and Pattnaik (2016) conclude that the extensive adoption of websites in delivering international educational services creates a new interest to comprehend how education is constructed on such websites. Therefore, the research seeks to provide fundamental insights into how websites communicate various education ideologies, related

narratives, and concepts of international education. This research is significant because it attempts to contribute to critical knowledge development on the narratives, ideologies, and discourses of international education and approaches to the analysis of websites as an object of inquiry. The findings are significant to anyone interested in education narratives, forms of textual analysis and stakeholders within international education.

First, practitioners in international education such as teachers and school administrators, principals, school marketers and ICT officials will find the outcomes of this research significant in highlight how they can leverage their websites to portray specific narratives, curriculum ideologies and uniqueness of their educational services. Secondly, the research fraternity will find the outcomes of this study significant in providing a foundation for their research in the subject. Lastly, the sampled international schools will find the outcomes of this research significant because they will highlight areas of improvement in their websites through highlight narratives and discourses missing on their websites. The schools can use this information to improve the narratives portrayed on their websites.

OVERVIEW OF THE THEORETICAL APPROACHES

Outline of Resources, Definition of International Education and Schools

This research will rely on narratives, discourses, ideologies of curriculum as presented by Schiro (2012) and consider discourses as the primary theoretical resources of this research. Additionally, five international schools' websites in Singapore and their principals will be crucial resources for this study. Resnik (2012) defined international schools as institutions with different global and local curricula to accommodate international learners with varying curriculum and language needs. Dolby and Rahman (2008) defined international education as a system of international schools that offers global-oriented education to cater to children of internationally mobile individuals and local learners that may desire an international curriculum experience. Molina and Lattimer (2013) illuminated international education as an

international curriculum-based education system that is universally acceptable to international learners. The form of the curriculum is a defining feature of such schools.

Theories of Education Ideology

The study will review the international education curriculum's ideologies using the framework developed by Schiro (2012) and his second edition (2013). Many researchers, such as Lynch (2016), have developed mappings of educational ideologies such as nationalism, Marxism, socialism, neo-nationalism, conservatism, liberalism, and secularism; Mitchell (2014) proposes liberalism, instrumentalism, reconstructionism, progressivism, and humanism as the field of education ideologies. This study, however, considers four crucial ideologies of education and curriculum recognised as scholar academic ideology, social efficiency, learner-centred ideology, and social reconstruction ideology as identified by Schiro's (2012) curriculum theory framework. The human capital curriculum ideology will also be examined in this investigation. The ideology is founded on human capital theory tenets coined and popularised by Rosen (1976) and Becker (1962) (Xu and Fletcher, 2017). Schiro infused the human capital theory into curriculum ideology discourses with the prime argument that human beings or learners have innate abilities and skills that can be improved through formal training education in educational institutions. A detailed explanation of these ideologies is provided in subsequent chapters.

Theories of Narratives

This research relies heavily on theoretical perspectives of narrative coined by Herbert Read, and advanced in forms by Plato, Homer and Henry James, where the narrative was perceived as a tool for sharing human experiences (Rawlings, 2007; Cebik, 1986). The ideas and discussions of Stanzel (1986) in his book 'A Theory of Narrative' and Altman (2008) place narrative as a tool for describing human experiences, thoughts and communicating with others as the paramount basis for comprehending in this context. Critical aspects of this

theory, such as structure, uses, plot, story, voice effects, and creativity, are fundamental in comprehending how international schools' websites create information to communicate to people and the results expected from this assembly. The analysis of narratives in the sampled websites has been undertaken using the discourse analysis framework and insights of Fairclough's numerous publications between 1989 and 2014. Fairclough's extensive work in discourse analysis between 1989 and 2014 provides a fundamental foundation for comprehending different narratives that international schools tell on their websites.

Theories of Discourse

Like the concept of ideology, Cameron and Panovic (2014) noted that innumerable authors also perceive discourse in different ways. However, the researchers noted that the term's definition varies depending on the context in which the word is used. According to Cameron and Panovic (2014), discourse is the perception of different categories of thought in philosophy. The discussion in this study on discourse also relies on the point of view concept of narratives and discourses where authorial discourse and imitated speech of a character through audio-visual or written forms are utilised to examine discourses on websites of the sampled schools. However, this study's discussion will narrow down to pedagogical discourses in primary and secondary schools in an international school context.

Discourses of education in this study oscillate between teaching and learning in formal education and look at the different aspects of delivering knowledge through teaching and how the learners perceive and comprehend the teachings in education. The stories, narratives, and discourses that international schools present on their websites focus on analysis to comprehend the educational ideologies articulated on the websites and their communication about the education they offer.

ETHICAL CONSIDERATIONS OF STUDY

Ethics in research revolves around established and significant concerns, namely: confidentiality, privacy, plagiarism, respect, and truthfulness, divulging all relevant information to respondents, conflict of interest, avoiding intentional harm, justice, and consent (Harriss and Atkinson, 2015). Therefore, ethical respect for the school leaders interviewed was always maintained. The questions asked did not solicit any sensitive information or went beyond their professional ideas and understanding. The data used in this investigation was gleaned from publicly available websites of the sampled international schools in Singapore. The research proposal and design were approved and authorised by the relevant institutional research control and review committee of the University of Glasgow.

The data collected in the interview was shared and approved by the schools' heads sampled to ensure that it accurately reflected their contributions and provide information to satisfy informed participation. This research adhered to all legal provisions on protecting intellectual property and ensured that all credit was given to the authors of any work through proper citations. Care was taken to ensure that there was no conflict of interest, relationship, or connection with the schools or the heads of schools participating and to avoid data bias. Consideration was given to anonymity, confidentiality, and privacy. The data recording and presentation avoided mentioning the schools' names and the principals participating in the study. The study utilised pseudocode names to mask the identity of the sampled schools. Participants were requested to keep the content and subject matter of the interviews confidential by avoiding sharing with unauthorised third parties. The investigator sought to ensure that data analysis, interpretation, and presentation of findings were as free of bias as possible.

CHAPTER TWO: INTERNATIONAL EDUCATION THEORIES, NARRATIVES, AND DISCOURSES

KEY DEFINITIONS

International Education

Resnik (2012) examined the trending concept of international education and noted that this education sector has been expanding in parallel with an increase in demand for this form of education. In addition to this rise in demand and the adoption of international education, Resnik (2012), following a review of Dolby and Rahman's (2008) discourses of international education, noted that scholars and global citizens perceive international education differently. According to Dolby and Rahman (2008), international education has flourished, and perceptions of international education have diversified.

Dolby and Rahman (2008) defined international education as a system that offers a globally oriented education to cater to children of internationally mobile individuals and local learners that may desire an international curriculum experience. In a divergent perspective, Molina and Lattimer (2013) defined international education as an international curriculum-based education system that is universally acceptable to international learners. The research adopts Dolby and Rahman's (2008) definition because it highlights the international education clientele as both international and local learners, which improves the conventional definitions that viewed international education as a system customised and oriented for international learners.

Ideology

The ideology concept is interpreted and synthesised differently; thus, there is a need for attention to definitions in pedagogical discourses. The varied perspectives on the definition of ideology in education reveal that perceptions and definitions of ideology are contingent on the discourse context. Martin (2015) affirmed that descriptions and perceptions

of ideology are contingent on the setting in which the term is utilised. For social scientists, the term ideology is often perceived differently, and it is crucial to recognise the range of divergent meanings applied (Martin, 2015).

According to Martin (2015), sociologists of education define ideology as a system of values, beliefs, and attitudes. As depicted in the ensuing review of different definitions and perceptions of ideology, the concept has been a controversial issue for most social science philosophers, scholars, and analysts. In relation to politics, ideologies, and knowledge of schooling, Sharp (2017) incorporated Hai-Tao's 'A Theory of the Ideology,' initially published in 2005, to explain how ideology is perceived within the education context. According to Hai-Tao (2017), social scientists view ideology as the perceptions that people have about the world regarding an array of aspects such as the morals of the economy and social institutions.

Destutt de Tracy (1754 -1836) created the term 'idéologie' to refer to the science of ideas (Warf, 1996). Following an appraisal of Destutt de Tracy's invention of the term ideology, Warf (1996), in his consideration, defines ideology as "a powerful system of ideas" (1996, p.241). However, in the modern world, ideology is perceived as a theorised system of beliefs that attempt to explain or support different human life phenomena. Therefore, modern conceptions of ideology overlap within the definitions of social scientists. In the last three centuries, definitions concur that ideology is the study of human ideas. Moazzam (2017) noted that ideology formulates ideas and conceptual perceptions to explain different aspects of reality. Further, Moazzam (2017) stated that ideologies attempt to validate or invalidate an existing ideology system and offer a different or supporting perspective.

In the 1960s to early 1970s, the social science discipline witnessed a turn in several synchronised and interrelated disciplines such as psycholinguistics, semiotics, discourse, and social linguistics. This phenomenon brought a change in the underlying assumptions in how

philosophers viewed social sciences (Cameron and Panovic, 2014). In education, attention to discourse has a range of applications, considering that education is a broad discipline. Despite the diverse definitions, the researcher embraces Warf (1996) and Sharp's (2017) definitions. The definitions above were suitable because they illuminated the concept in a concise and pithy manner within the context of education. This research is concerned with ideology in the context of education. This study's discussion will be narrowed down to the educational discourses of international schools and international education. The concept of ideologies broadly discussed above concluded that ideology is perceived differently by researchers, and there is no standard definition of ideology.

Ideologies of Education

The researcher adopted Schiro's definition and perspectives of ideology because they coincide with the ideological perspectives of education envisaged in this study. Although researchers who attempted to define ideology came up with different definitions, education ideologies are no exception to this variance. Some researchers, such as Lynch (2016), listed education ideologies in terms of nationalism, Marxism, socialism, neo-nationalism, conservatism, liberalism, and secularism, while others, such as Mitchell (2014), listed liberalism, instrumentalism, reconstructionism, progressivism, and humanism as mainstream education ideologies. However, this study uses Schiro's (2012) ideologies of education discussed in his curriculum theory review, namely, human capital, scholar academic, social efficiency, learner-centred, and social reconstruction ideologies. The ideologies are discussed in detail in the subsequent chapter.

Discourse

Like the concept of ideology, discourse is also perceived by authors in different ways; again, variation in the term's definition depends on the context (Cameron and Panovic, 2014). Discourse refers to the perception of different categories of thoughts in philosophy. Ariel

(2009) asserted that discourse is a form of spoken expression of ideas that includes speech, interviews, song, poetry, grammar, and semiotics, among other linguistic aspects. McArthur (1996) researched discourse and noted that the word discourse was drawn from a Latin word that meant a discussion or a conversation in the fourteenth century. In education, discourses have a wide array of applications considering that education is a broad discipline. However, this study's discussion will narrow down to discourses of education in primary and secondary schools in an international school context. This research embraces Ariel's (2009) definition because it is concerned with different forms of language expressions that international schools use to communicate with their clientele on their websites.

Narratives

Prins, Avraamidou and Goedhart (2017) defined narratives as a pedagogical tool that involves giving descriptions of the subject. The use of the term in this research reflects narratives as a form of describing different aspects of international education through the writer, audio-visual or symbolic language on international schools' websites. Although narrative was conventionally perceived as storytelling by Prins, Avraamidou, and Goedhart (2017), the term narrative was employed in this context to refer to written, audio-visual and symbolic discussions, attributes, or descriptions of international education portrayed on websites of international schools. In line with the assertions of Dimopoulos and Tsami (2018) and Salvador, and Rocha (2014), websites have become critical platforms for international schools to shape their identity and market the quality of international education they offer to international scholars.

Salvador, and Rocha (2014), consider that websites have become modern channels where international schools communicate different information regarding the quality education offered at the schools. The term narrative is utilised in this case to demystify the descriptions (discourses) of the schools and education offered. The narratives contained on

the websites portray different ideologies under which school curriculums operate. Websites in modern globalised education systems can be understood as a growing form of narrative in which international schools, researchers and scholars express their perceptions, ideologies, and discourses regarding schools, curriculum and education offered.

INTERNATIONAL EDUCATION DISCOURSE IN THE GLOBALISED SOCIETY

The international education landscape has proliferated exponentially from traditional notions of international education to modern globalised systems. According to Bourn (2016), social fabrics have proliferated to incorporate tolerance for social diversity, thus fostering international education. Toh, Shaw, and Padilla (2017) argue that international education discourses look at international education contributions to the global society. The perspectives of Toh et al. (2017) on international education claims to create responsible, ethical, literate, diversity-tolerant, and engaged global citizens; thus, becoming a critical pillar of globalisation. Besides, language proliferation and the adoption of a universal language such as English had propelled international education growth (Resnik, 2012; Walton, 2015).

International education in Singapore has proliferated, as seen in the increasing entry of new international schools. Yousef (2016) studied the proliferation of international education in Singapore and found that adopting a quadrilingual system with English as the primary language of pedagogy had a significant steering effect on Singapore's education system. The finding above highlights the importance of language in international education discourses. Kerklaan, Moreira and Boersma (2008) concluded that language is the focal element in fostering international education development. The perspectives of Fairclough (2003) further illuminate that international education discourse and sociolinguistics are intertwined as discourse looks at the social implication of linguistics and their resultant impacts on international education.

Discourses of international education portrayed on school websites are crucial in understanding the narratives that a school intends to inform its clientele. Lomer (2017) noted that most international education discourses and narratives primarily focus on policy issues relating to international education such as language, curriculum, social impacts, sociocultural diversity, market supply and the demands of the globalised economy, political implications, and technology. The findings above concur with the arguments of Yi and Jung (2015) that the nature of international education discussions and narratives are skewed towards the growth of the global knowledge economy.

The permeation of web-based technologies in the education sector dominates international education discourses. Pavuluri (2017) acknowledges that international education systems viewed modern web-based learning systems and other related infrastructure as revolutionary in sharing narratives, ideologies, and discourses of international education with potential international scholars through school websites. According to Pavuluri (2017), websites are critical to international education growth, considering the changes witnessed in the sector, including cost-cutting, increased marketing, and the neo-liberalisation of international education services. Websites provide much-needed solutions to the above issues.

Websites, however, are an assortment of different linguistic elements. When reviewed, such websites portray a wide variety of discourses and narratives of international education. The careful selection of words and other aspects of language, considering the aspects of discourse noted above, is implicated in the overall communication achieved through international schools' websites (Dimopoulos and Tsami, 2018). Schools will ensure that websites convey the ideologies and narratives of international education that the international school intends them to. The same narratives of international education told through international school websites are open to study to understand such dominant

narratives. In studying international education discourses, linguistics is a fundamental resource comprising grammar, phonetics, phonemics, syntax, semantics, semiotics, morphology, lexicon, phonology, and pragmatics.

Each of the above is an aspect of language that can help discuss different language features as a component of education discourses. Fairclough discussed the essence of language, discourse, and text representation in different narratives, affecting how readers conceive the message propagated in different mediums. Fairclough explored the critical analysis of discourses and narratives in his works, such as Fairclough (1992, 2014a, 2014b, 1996a, 1993, 2003, 2007 and 2006). Although Fairclough's early explorations of discourses emphasise discourse and communication analysis in a generalised approach with some attention to written and spoken discourses, his subsequent works recognised the changing landscape of discourse and narratives. For instance, Fairclough (2007, 2006, 1996) explored discourse in the context of emerging changes within the space of education such as infusion of web-based and other technology, change in social ideologies and globalisation.

Although Fairclough has innumerable articles, books, and chapters, his 1993 article on the application of discourse in marketing and university public relations is germane (Fairclough, 1993). The arguments of Fairclough (1993) that discourses propagated on different marketing channels employed by education institutions determined narratives and ideas that readers perceived about institutions. This conclusion was affirmed by Wilson and Carlsen (2016) and Souto-Manning (2014). For instance, Wilson and Carlsen (2016) examined the marketing approaches used in charter schools in the face of globalised education systems from a critical discourse analysis perspective applied to the charter schools' websites. The investigators found that websites and the discourses contained therein are an emerging form of narrative utilised by schools to communicate to existing and potential learners.

Fairclough (2003) offers a framework for analysing discourses of education, drawing upon linguistics, which assumes a dialectical correlation between language aspects and social life. Fairclough describes discourse analysis using two approaches, namely textually oriented analysis and non-textual discourse analysis. Using a textually oriented framework to comprehend the concept of ideology, discourses, and narratives, international schools' websites can be viewed as a form of narratives that explicates different aspects (discourses) regarding international education. One strength of Fairclough's discourse model is that it combines the two frameworks to provide a holistic discussion. As such, Fairclough's findings and discussion disclosed that the language or discourses used in the websites were critical in propagating different narratives regarding the education offered by the international schools on their websites.

Fairclough (2003) noted that discourses in education focus on many aspects such as linguistics, cognition, classroom pedagogy, globalisation, power systems and structure in school organisation, service-learning, and ICT-supported learning, among other aspects of education. Linguistic semantics is crucial in discourse review when studying discourses such as those found on institutional websites. Fairclough (2003) defines semantics as the study of meanings inferred by a language. A related linguistic concept that finds its roots in semantics is semiotics, which focuses on the meanings derived or communicated by signs, meanings that are a linguistic concept; that captures the study of signs in language.

Analysis of semantics, both in general and as semiotics, involves logical reason to deduce the meaning intended to be communicated in the educational discourses. Fairclough (2003) explicates that discourses, semantics, and semiotics have a considerable correlation to various representation theories of truth, coherence, and correspondence. Websites contain a variety of communication mediums, mainly the written medium (text), verbal media (audio and videos) and semiotic media (symbols and other sign graphics), all of which serve a

unified purpose in communicating different discourses and narratives on the websites. The website's intended communication must be semantically analysed to ensure that visitors can derive logical meaning from the forms of language on the websites.

Considering that international schools operate in a culturally diverse environment where learners and potential target scholars are from different parts of the globe and speak different languages, such websites must conceivably enhance the linguistics, semantic, and semiotics of the website's narrative. The uniformity and adoption of the majority language, for instance, English, ensure that visitors have access to the educational narratives and discourses on the websites. International education has an important social aspect, as seen in the discussion in this chapter. The discourses within education are crucial to understanding different aspects of education (Raaper, 2017). Linguistics is also crucial to understanding how education is constructed. Linguistic aspects employed on a school's website influence the narratives it tells its web visitors.

CHAPTER THREE: LITERATURE REVIEW

CHAPTER OVERVIEW

This chapter reviews current literature on narratives of education, discourse theory, international education, curriculum ideologies and the search strategies for gathering the literature to be reviewed. The section is organised into five segments. The first segment outlines how the existing literature was reviewed. The search terms, phrases, method, and journals searched are discussed to provide the reader with insight. The inclusion and exclusion criteria for literature selection are reviewed, and quality is discussed. The segment also examines the framework of educational ideologies, or philosophies of education, curriculum ideologies discussed by Schiro (2013) and Fairclough's perspectives of discourses. The second subsection reviews the literature on the concept of international education to elucidate the population it serves.

Notably, the section looks to clarify the ambitions and challenges of international education. International education has been described as the gateway to informational literacy, global innovation, creativity, the knowledge economy, critical thinking, and the solution to international issues. Also, the segment clarifies the global dispositions and perceptions of international education in a presentation of the social and economic case for international education. The third segment explores the discourse theory, discourses of international education and other related aspects. The fourth section reviews the literature on five curriculum ideologies to provide a framework for looking at education. Finally, the segment ends with a critical review of international education literature in the global and Singapore context. The section reviews the literature on the curricula of international schools in the global and Singapore context.

INTRODUCTION

Besides marketing schools, websites are active platforms for diffusing ideas about various aspects of education. Attention to their discourses helps comprehend the multiple narratives of international education circulated through international schools' websites. This study seeks to illuminate the concept of global education narratives and the implications of international schools' websites presenting such educational discourses. Therefore, the review of the literature in this chapter is aligned with the aim above. The literature review gives context and provides resources in answering the following questions by collecting primary data from the websites of five international schools.

1. In exploring the websites of international schools, what narratives and discourses of international education do they foster?
2. What is the contribution of school websites in promoting international education?

The study's objective was to seek insights into the narrative and discourses of education that school websites presented through studying the websites of five international schools in Singapore as a multi-case study. Therefore, the review of current literature prioritised studies that helped to answer the above questions. The review has focused on aspects relating to international education and school websites' contributions to understanding international education.

SELECTION OF LITERATURE FOR REVIEW

Method of Review

The study used a methodical search of literature where studies were selected for review using a pre-defined approach to searching and reviewing international education sources. Boell and Cecez-Kecmanovic (2014) asserted that a research study's quality depends on the quality of the literature review process, especially the search process and criteria.

Torraco (2005) supported the adoption of integrative reviews that incorporate a review of literature on theories, empirical findings, and concepts. Rocco and Plakhotnik (2009) also conclude that literature reviews should have a section on conceptual, theoretical, and empirical reviews depending on whether the study is quantitative, mixed or qualitative. Pare, Trudel, Jaana and Kitsiou (2015) demystifies nine types of literature reviews and their search strategies. The figure below shows types of literature reviews compiled by Pare, Trudel, Jaana and Kitsiou (2015) on literature review and other over-arching aspects influenced by literature review choice.

Figure 1: Types of Literature Reviews

Overarching goal	Theoretical review types	Scope of questions	Search strategy	Nature of primary sources	Explicit study selection	Quality appraisal	Methods for synthesizing findings
	Narrative review	Broad	Usually selective	Conceptual and empirical	No	No	Narrative synthesis
Summarization of prior knowledge	Descriptive review	Broad	Representative	Empirical	Yes	No	Content analysis/frequency analysis
	Scoping review	Broad	Comprehensive	Conceptual and empirical	Yes	Not essential	Content or text analysis
	Meta-analysis	Narrow	Comprehensive	Empirical (quantitative only)	Yes	Yes	Statistical methods (meta-analysis techniques)
Data aggregation or integration	Qualitative systematic review	Narrow	Comprehensive	Empirical (quantitative only)	Yes	Yes	Narrative synthesis
	Umbrella review	Narrow	Comprehensive	Systematic reviews	Yes	Yes	Narrative synthesis
	Theoretical review	Broad	Comprehensive	Conceptual and empirical	Yes	No	Content analysis and interpretive
Explanation building	Realist review	Narrow	Iterative and purposive	Conceptual and empirical	Yes	Yes	Mixed-method approach
Critical assessment of extant literature	Critical review	Broad	Selective or representative	Conceptual and empirical	Yes or no	Not essential	Content analysis and critical interpretive methods

Source: (Pare, Trudel, Jaana and Kitsiou, 2015)

The figure above underlines that the choice of literature review for a study depends on several methodological aspects such as search strategy, number of questions, data analysis approaches and nature of data sources. While there are many types of literature reviews and

methods for achieving the same goals, Atkinson and Cipriani (2018) noted that systematic and metanalysis literature reviews are the most common typologies because of their thoroughness in examining the phenomenon under study. The current study, however, adopted a different approach to maximise the quality of the review. The adoption of a hybrid review ensures that the review is comprehensive yet qualitative. It adopted some features of qualitative theoretical, umbrella, critical and descriptive review that were more observational as opposed to structured reviews.

Databases, Journal Archives and Libraries Searched

The campus library was searched for information on international education, curriculum theory and discourses of education. Also, electronic databases, archives and e-libraries were used to retrieve relevant materials. Notably, the use of online searches helped to get relevant articles more rapidly. The open-access directory, education resource information centre, Google scholar, Google books, index Copernicus, Microsoft Academic, worldwide science and social science research network were searched. The databases and search engines above have much content requiring the use of search strategies, search terms and phrases to filter the resources to manageable numbers that can be searched through to select the most suitable source for review.

Search Strategy Terms and Phrases During the Literature Review

Atkinson and Cipriani (2018) have documented the process and the fundamentals of conducting a literature review. Notably, Atkinson and Cipriani (2018) advocate that the researcher have words and phrases to search for relevant materials. Finfgeld-Connett and Johnson (2013) note that keywords and phrases enable the researcher to filter the articles and other materials being explored, especially where the searched databases are vast and unrealistic for scroll-down search strategies. Filtering was used as the prime search strategy.

First, the researcher used the following key search terms and phrases: International education; narratives of education; discourses of education; websites of international schools; benefits of websites for global education; impacts of international education; and international education curricula. Other phrases included: International Baccalaureate; traditional notions of international education; effects of international education; challenges of implementing international education and factors affecting international education. Second, the results were filtered further using the year of publication of the articles to narrow down the search to manageable numbers for a scroll-through search.

The results were screened further using the source to select either journal articles, open access, reviews, and books, among other types of credible scholarly sources. Notably, the review was interested in studies published in the English language. The review identified two primary sources as the authors provided relevant and rich or useful theoretical ideas approaching discourse in education and education theory. Schiro (2012), Fairclough (2003) and Fairclough (2013) provided critical theoretical resources on discourses of education and theories or ideologies of education. The other review sources obtained served to expand international schools' discussion, international education, and the international schools' websites.

Inclusion and Exclusion Criteria for Review Studies

According to Meline (2006), inclusion and exclusion criteria in the literature review enable the selection of review articles for and clarify the basis for such choices. In adopting this aspect, studies that addressed international education's concept, discourses of international education, and the impacts of websites on international education, among other related aspects guided by the search terms and phrases mentioned in the earlier section, were gathered. Preference was given to recent articles because they were more likely to document more current international education trends and websites' implications on international

schools. Articles prioritised included those that studied international education in Singapore. However, there was no restriction on the use of materials that studied international education in other countries. Credible sources acceptable in scholarly research studies were selected. Articles and books available in open access directories and journals were used. The study had no exclusion criteria on the type, design, and nature of the sources for review. Therefore, all kinds of studies, provided that the study met the inclusion criteria stipulated above, were reviewed.

Quality of the Studies Reviewed

The literature review requires searching for relevant material in big databases with extensive content. Gonzalez, Urrutia, and Alonso-Coello (2011) recommend that in the search for suitable high-quality data sources for the literature review, strategies and filter options are used to facilitate the selection of quality and relevant studies. Regarding this, Pussegoda et al. (2017) noted that the quality of the review depends on the type and the quality of the studies reviewed. Guaranteeing the quality of the review involved strict adherence to the inclusion and exclusion criteria. Studies within the study themes were reviewed. The abstract, methodology and findings of the researcher revealed by the synopsis on the abstract were evaluated. Based on a review of the abstract, insights on whether the study was helpful in the current review were determined, and a judgment was made.

INTERNATIONAL EDUCATION

History of International Education: The Conception and Traditional Notions of International Education

Sylvester (2002) mapped the history of international education and noted that the term has been in use since the 1860s, with most education philosophers and practitioners having a simple conception and misguided meaning of the term. Sylvester (2002) explained that, predictably, international education was perceived as students' movement across national

borders to get an education. In the last three decades, international education has evolved from the 'select few' to mass access, where a range of learners can access international education either locally or internationally. Hayden and Thompson (1995) noted that international education is marred by a spectrum of specific and general definitions. However, Hayden and Thompson (2008) noted that all the definitions refer to systems and efforts to promote globalisation and internationalism in education.

Umar (2013) observed that traditional international education notions foresaw some international travel to other countries for education. Traditionally, international education involves exchanging learners where local learners would travel to other countries to receive education in international schools while students from international schools would visit their country for an educational experience. MacDonald (2006) contended that international education involved learners' physical mobility to the international school of choice. Umar (2013) further observed that international education was a gateway to promoting internationalism and global citizenship. Further, Umar (2013) noted that traditionally, international education started without any explicit international curriculum universally accepted.

The international schools tended to adopt the local curriculum, and students who enrolled received the local curriculum. However, the question associated with the lack of any universal curriculum would soon be addressed with the start of the International Baccalaureate curriculum (IB) in 1970 when the pioneer diploma IB curriculum became available (Drake, 2004). Later, middle, and primary year IB curricula, MYP and PYP, respectively, were developed. The IB curriculum was conceived at the conference of social science teachers from international schools held in Geneva in 1992 (Hill, 2002; Saxton and Hill, 2014). The international curriculum aimed to achieve uniformity in international

education. Schiro (1978) noted that developing a universal curriculum led to better and organised international schools.

The Transition from Traditional Notions to Modern Globalised and Liberated International Education Perspectives

As noted above, traditional perspectives foresaw a physical mobility-centred international education and lacked a universal curriculum to guide international education. The development of international curricula improved international education and improved its delivery. International education has evolved rapidly in the last decade to overcome the physical mobility barriers through technology and other globalisation developments. Brunold-Conesa (2010) noted that education systems and curriculum put more emphasis on promoting globalisation and internationalism. However, Cambridge and Thompson (2004) differ from any argument that international education aimed to promote internationalisation and globalisation. On the contrary, they argue that international education is promoted by internationalisation and globalisation.

According to Cambridge and Thompson (2004), the development brought by globalisation and internationalism demands a change in educational perspectives to be incorporated through fostering international education. Bates (2011) added that global citizenship increases the need for international education. Although Brunold-Conesa (2010) argued that the IB curriculum had shaped international education, Apple (2004) emphasised that while IB is critical in international education, it must be extended using other curricula to meet learners' diverse needs in the 21st century. The ideological position of Apple (2004) on curriculum emphasises the need for a supplementary curriculum to produce an all-around learner at the end of the education period. Bates (2011) described the modern discourses of international education as focusing on internationalisation, global networking, global citizenship, global branding of education and liberalisation of education.

The Ideology of International Education

Cambridge and Thompson (2004) observed that international education is ambiguous but denotes an international-oriented and mindedness education where schools attempt to respond to global needs. Further, Cambridge and Thompson (2004) added that international education comparativeness supports an education system that is action-oriented in developing a global solution to knowledge transfer and globalisation challenges within the education acumen. Bray and Yamato (2003) presented comparative international education as emphasising developing an education system that is internationally recognised and acceptable by comparing education arrangements to come up with an optimised system geared to achieving the global education Millennium Development Goals (MDGs).

Cambridge (2002) highlighted global branding as an international education aspect and noted that it had proliferated in the last decade to incorporate commercial aspects. According to Cambridge (*ibid*), international schools portrayed a trend where most are part of systemised franchised entities that promote internationally branded education, as evident in their massive marketing campaigns to attract international learners. Besides the global branding of international education, Cambridge (*ibid*) concludes that international education entails engaging with the socio-political, social-cultural, and economic difficulties associated with offering international education. Brunold-Conesa (2010) supported the case for international education as a vehicle for strengthening global citizenship and solving the dilemmas listed above.

According to Brunold-Conesa (*ibid*), international education has been created to promote global tolerance for diversity and cohesion, where cultural and other aspects of global diversity are respected. Hayden and Thompson (1995) explained that international schools must ensure that the curriculum is balanced and aligned towards global citizenship to achieve the above objectives. Gardner-McTaggart (2018) advanced the arguments of Hayden

and Thompson (1995). Gardner-McTaggart (ibid) argues that international education typically stands out in its endeavours to promote global cohesion, tolerance for diversity, and mutual comprehension by promoting neutral ideologies and curricula that foster core objectives.

Heyward (2002) emphasised that achieving the above aims demands a different curriculum from the traditional notions of international education as adapted education based on cultural diversity to an intercultural education that incorporates international learners' aspects. Hayden (2011) concluded that international education in the current decade is geared towards promoting internationalism and global citizenship, considering that globalisation demands that education systems conform to upcoming trends. Therefore, it is crucial to review international education ideologies and curriculum discourses.

Population Served by International Education

International education targets international students. The current decade has witnessed international school marketing trends where such schools go to extreme extents to market their schools to a global audience to ensure that they capture this global market share. Shaltoni (2016) observed that international schools had increased their marketing campaigns to attract students. Fierro, Cardona, Arbelaez, and Gavilanez (2017) noted that such increases in international schools' marketing activity reveal international schools targeting local learners and international scholars. Crittenden and Crittenden (2015) drew attention to the fact that international schools are also business projects, and therefore, they tend to expand their market base by targeting international scholars.

Hayden and Thompson (2008) identify three population segments that international schools focus on. The three types of scholars in international schools tend to be host country nationals, returnees and global nomads, which Hayden and Thompson (2008) referred to as third culture kids. Globalisation sets the stage for the global marketing of education where

learners can increasingly access schools providing this form of education. Drake (2004) noted that international schools had adopted multiple curricula with the IB as the first curriculum to serve international education. In some countries, the IB is augmented with other locally customised curricula implemented in that country to serve local students who may also desire or need aspects of the local education system's curriculum. Brunold-Conesa, (2010) observed that Montessori and the IB curriculum systems are being customised to meet global citizens' demands for international education.

Although international education generally targets international scholars, some international schools target specific market sectors either by culture or a segmented religious sector. Such schools may focus on, for instance, Islamic learners or learners who wish for an education system reflecting the richness of Chinese culture. The differentiating aspect is that some international schools target all learners' categories, while others have specialised in specific strengths. Cambridge (2002) highlighted that international education in the contemporary era had adopted global branding strategies where every aspect of the international school is carefully formulated and planned to target learners in this global context. International labour mobility, immigration, and the integration of globalisation facilitate international schools and provide a growing international student pool.

The International Education Industry and its Economic Demands

Resnik (2012) examined the trending concept of international education and noted that international education has been expanding concomitantly with the increase in international education demand. Besides the rise in demand and international education adoption, Resnik (2012) noted that scholars and global citizens perceive international education differently, drawing on a review of international education discourse by Dolby and Rahman (2008). According to Dolby and Rahman (ibid), international education has flourished, and perceptions of international education have become diversified. McDonald

(2006) examined the international education industry and found that commercialisation aspects have shaped international education, as evident in international schools' pervasive marketing.

Borgohain (2016) asserted that international education's commercialization is evident from the booming international education sector worldwide and has resulted in vigorous competition for international learners. Interestingly, McDonald (2006) argued that the line between providing education services and entrepreneurship is thinning, with most schools having an entrepreneurial motive core to their strategies. Further, Akyildiz (2010) explained that commercial entrepreneurship is undoubtedly a core motive for most international schools. However, Akyildiz (2010) suggested that such schools meet the diverse needs and demands of international learners driven by globalisation. For instance, a child of an expatriate may require a school that meets their educational needs, a different school that does not run local curricula.

An international school is well-positioned in such a case. Notably, McDonald (2006) described international education as a multi-billion industry, so organised that it has a Council of International Schools (CIS), which is a global organisation dedicated to improving the quality and welfare of international schools around the world. Further, McDonald (ibid) illuminated the business dimension of international education and argued that international schools must compete with rival international schools to enrol learners as a business. Cambridge (2002), considering the business aspect of education within the international education context, found that global product branding emerged as critical in surviving in the ever-changing international education environment.

Increased numbers of learners demanding international education in the context of globalisation have sustained the expansion of this form of education. Notably, McDonald (2006) pointed to the market structure of international education. He concurred with

Cambridge (2002) that an international school is a global enterprise. However, McDonald differs from Cambridge's analysis on the market structure of international education, concluding that although it is a global industry, much of the competition comes from local schools that follow international curricula because international schools equally target local nationals. McDonald (2006) characterised international education as a growth industry reflecting increasing demand for this form of education. Consequently, the increase in demand has enlarged the competitive strategies employed by international schools.

Investment in websites is one of the main strategies employed to increase competitiveness by ensuring that prospective students and parents have a one-stop shop for information about the school. However, barriers to entry within this industry include the high capital costs required to establish and run international schools and land acquisition for setting up a school. It also requires rigorous marketing and commercialisation to attract customers that tend to be loyal to various established schools. One of the informative insights of McDonald (2006) was the potentials for economies of scale that increase with the number of international schools. McDonald gives the illustration of a classroom with few students arguing that such a class is not economically viable compared to a class with a higher student-to-teacher ratio. The main factor being that as higher enrolment levels are realised, the more sustainable an international school becomes.

THEORIES OF DISCOURSE

Discourse Theory: History, Tenets and Evolution

The term discourse encompasses a range of terms, concepts, perspectives, and suppositions that have recently emerged in different social science contexts (Van-Brussel, Carpentier and Cleen, 2019). Ariel (2009) asserted that discourse is a spoken expression of ideas such as speech, interviews, song, poetry work, grammar, and semiotics, among other aspects of linguistics. Additionally, Touria (2010), in an analytical exploration of discourse,

noted that the word discourse was coined from ‘discursus’ which in Latin dialect translates to discussion or a conversation. The existing literature on discourse and discourse theory locate it in the linguistic context. The roots of discourse theory can be traced to the work of Michel Foucault and Ludwig Wittgenstein.

Wittgenstein and Foucault's approaches to discourse theory proposed that reality and social construction are influenced by language and its use in different contexts. Discourse theory supports the idea that language can influence human thought and influence actions, thus warranting separate studies to explore language's role in influencing social realities (Wittgenstein, 2012). Discourse theory has been used in social science, particularly qualitative and interpretive approaches to texts, oral communication, cultural artefacts, video graphics and symbols (Fairclough, 1995; Wittgenstein, 2012). In the advancement of Wittgenstein and Foucault's arguments, Phillips and Hardy (2002) explained that discourse theory comprises tools or techniques for carrying out social science research through the scrutiny of texts and incorporate attention to ideologies and effective and constructive deployment and impacts of language use.

Discourse translates to conversation, discussion, or communication. Therefore, discourse theory is centred on the assumption that language is key in social constructions of reality (Torfing, 2005). Discourse theory supports an approach positing that written and verbal communication impacts the social construction of knowledge and perceptions about reality (Chouliaraki and Fairclough, 1999). According to Foucault, such a theory of discourse constitutes a critical cognitive foundation and impacts social relations. Therefore, discourse analysis is critical in understanding how different institutions communicate to their internal and external stakeholders and create different desired reputations and perceptions of such institutions (Chouliaraki and Fairclough, 1999).

Comprehending discourse theory and its overarching arguments in different contexts is challenging because it cuts across different disciplines, noting the multiplicity of perceptions and philosophies within, for example, sociology and political science. While there are different perceptions and attempted definitions, some of the notable definitions embraced by most philosophers include the definitions of Van-Leeuwen (2008), Chilton (2004), Potter (1996), Fillingham (1993) and Jager (2004). Van-Leeuwen (2008:6) defines discourses as social constructions and social-specific ways of comprehending activities around people. In a divergent perspective, Potter (1996:105) explained discourses as texts and verbal talks that constitute social practices. The two philosophers above concurred that discourses were connected to social reality such that through discourse analysis, one can comprehend the social practices of the subjects illuminated in the discourse.

Chilton (2004) presents a definition that aligned with concepts of language. Chilton (2004:16) defined discourses as the perceptions of how language is used. Chilton leaves the term 'language' open to multiple interpretations on whether it is a specific language or all forms of language. Notably, Fillingham (1993:100) is specific on what forms of language or communication comprise discourses. The definition used by Fillingham (1993) relates discourses as referring to verbal, written and sign language. The definitions of the two authors above concur that discourse is language or communication. In a contrasting perspective, Jager (2004:129) defined discourse as how knowledge evolves. Although there are different perspectives on discourse theory, two aspects cut across the different perspectives.

The theories primarily agree on the aspect of discourse as a form of language or communication. The theories concur that discourse is linked to human knowledge because people dispense knowledge through language and equally gain knowledge through some form of communication. According to Torfing (2005), a common argument evident in most

discourse theorists is that people communicate things through language and that the things communicated in the language are drawn from generally accepted social precepts. Therefore, the argument above depicts that discourse theory is founded on constructing knowledge from social stimuli. Another shared argument among discourse theorists is that while people say things drawn from societal-accepted truths, they also communicate to reinforce or critique such truths (Kolankiewicz, 2012).

The evolved perspectives above can be traced to Michel Foucault (1926-1984), who is regarded as the “father of discourse theory.” Foucault argued that the world is shaped by knowledge gained through different social entities' interactions (Lazaroiu, 2013). Foucault assumed that with time such knowledge is reinforced to become ‘unquestionably’ acceptable truths within the social context in which they are framed (Pitsoe and Letseka, 2013). Notably, Potter’s analysis of Foucault’s arguments on discourse theory concludes that a dominant perspective on discourse, according to Foucault, was that certain people within a society frame knowledge about the world, which in different social contexts are regarded as truths (Potter 2005). Foucault was convinced that different contexts affect knowledge development differently (Yates and Hiles, 2010). For instance, knowledge development within the context of crime cannot be the same as in health, thus noting that each of the contexts above is responsible for different knowledge.

Foucault illuminated knowledge creation in the justice and crime context in his publications (Foucault 1995, 1977) and the context of sexuality (Foucault 1990). Foucault attempted to explain how knowledge emerges and evolves socially in mental health contexts (Foucault 1988; 1965). According to Dreyfus and Rabinow (1982), Foucault illuminated how knowledge emerges, evolves, and is ordered historically, a concept Foucault termed as ‘archaeology of knowledge.’ The concept of the archaeology of knowledge is broadly explicated in Foucault (2005,1989) with illustrations drawn from the history of psychology,

medicine, and other social sciences to determine the objectivity of such knowledge (Tiisala, 2015; Kologlugil, 2010; Whisnant, 2012). In discourse theory, Foucault believed that different classifications of theories constitute the socially perceived world's objective in what was later referred to as 'structures of knowledge' (Alhanen, 2018).

According to Foucault, knowledge or discourses has structures, thus, leading to his preliminary works on discourse theories to be broadly categorised as structuralist due to its emphasis on knowledge or discourse being structured according to social contexts (Keller, 2011; Dreyfus and Rabinow 1982; Keller, 2012). In his subsequent works, Foucault shifted the focus from objects to the social interaction subjects and the shaping of knowledge in what can be seen as the role of agency in knowledge creation. Foucault explored his post-structuralist agency concepts by exploring the impact of social experiences on subjects by illustrating how disciplinary methods and strategies were used to elicit confessions from accused persons (Foucault 1995; 1978). For instance, Foucault illustrated that people tend to behave responsibly or change behaviour in a confined environment when they perceive they are being watched.

According to Baumgarten and Ullrich (2016), Foucault advanced discourse theory perspectives to argue that discourse impacts people's behaviour and mentality, thus, making them behave in certain manners in different contexts. The process has been referred to as governmentality or the Foucault effect (Lemke, 2020; Baumgarten and Ullrich, 2016; Fimyar, 2008; Rose, O'Malley and Valverde, 2006; Curtis, 2002; Martin and Waring, 2018). In the Foucaultian perspective, different ideologies and opinions were shaped and preserved into acceptable knowledge by politically or powerful objects. Such information impacted the people's behaviour it was communicated to, who were termed as subjects in Foucault's discourse theory (MacDonald, 2003). Political power dynamics and other socially influential subjects are perceived to be responsible for the evolution of such discourses (Place and

Vardeman-Winter, 2013; Stoddart, 2007; Rezende and Ostermann, 2019; Yadlin-Gadot, 2019).

Although innumerable philosophers have explored discourse, researchers have to contradict perspectives on what discourse entails, its impacts and how it influences different perspectives on knowledge. According to Link (2013), there are controversies over whether the discourse is language or communication. Further, the discourse theory perspectives regarding language and communication are central for scholars who explored critical discourse analysis (CDA). Linguistic aspects of discourse theory are fundamental in comprehending how discourse influences how people dispense knowledge and how that knowledge is comprehended by subjects (Hassan, 2018; Mohr and Frederiksen, 2020; Rafiqa, 2019; Septiani, 2018). Semiotics is central to discourse theory, but theorists differ on what discourse contains acceptable truths.

According to Yates and Hiles (2010), constructivist, interpretivist, critical realists, and pragmatists have differing perspectives on discourse. Fairclough depicted discourse as communication systems, types or genres that construct knowledge of reality or acceptable knowledge within different contexts. These arguments coincided with Foucault's arguments that discourse is connected to social practices, impacting social relationships. Discourse can be seen as fundamental in how institutions construct public perceptions and influence their image. The researcher settled with Foucault's and Fairclough's perspectives and definitions of discourses because they were flexible and detailed in illuminating discourse in different contexts.

Although discourse is central in communication, different researchers disagree on what form of discourse is more important and influential. For instance, Horner (2014) argued that written discourse is more influential than verbal discourse. Further, Fairclough's arguments on critical discourse have influenced modern communication trajectories,

especially in institutional settings (Rear, 2013). The essence of discourse in shaping education policy and views of knowledge and skills is discussed broadly by Rear and Jones (2013). Rear and Jones (2013) highlight the importance of discourse theory in education by analysing the CDA arguments of Fairclough (1989, 1992, 1995) and the discourse theory of Laclau and Mouffe (1985).

According to Rear (2013), the two sets of theorists perceived the discourse to fix a network of varied meanings or perceptions in a specific context. This definition depicted discourse as possibly having different meanings in different contexts. Notably, Fairclough built his perspectives on Foucault's discourse, Laclau and Mouffe's theory, to introduce textually oriented language or discourse in what later became a founding block in his critical discourse analysis progression of discourse theory. However, Rear (2013) notes that the two concepts are related but have epistemological differences.

Critical Discourse Analysis: Fairclough CDA Model

According to Flatschart (2016), the critical discourse approach was an advancement to the conventional discourse and analysis theory. The context of power, language discourse and social aspects such as social inequalities were utilised to illustrate the role of discourses in modern communication and socioeconomics. Fairclough coined a model for critically examining different written and spoken discourse to unravel the relationship of discourse and different social issues such as culture (Fairclough, 2013). According to Sheyholislami (2019), the concept of discourse analysis was coined by several thinkers who aimed at separating the ideology aspects from the discourse.

Arguments of Wodak (2011) and Poole (2010) concurred that discourse provides people with avenues to express themselves through audio, graphics, or written discourse. However, Sheyholislami (2019) noted that the essence of separating ideology from discourse was to examine how ideological processes are conveyed through discourse and how such

ideological aspects impact the social aspects of human life through different linguistic aspects. According to Rahimi and Riasati (2011), Fairclough's CDA model argues that there is a connection between language, socio-culture and linguistics aspects of discourse that can be assessed to unravel the relationship between power and language use in social discourses.

According to Fairclough (2013), discourses range from the written discourse to verbal and sign discourses. Considering the work of Van-Dijk (1998) and Fairclough on discourse reveals informative aspects of human discourses. Van-Dijk defines critical discourse analysis as an area of social research interest that examines verbal and written discourse. Sipra and Rashid (2013) defined discourse analysis as analysing written and audio communication and their correlation with social issues of language and power. The above statement orientates the major focus of discourse analysis onto the analysis of speech and written texts from a social perspective. The researcher embraced the definitions of Van-Dijk and Fairclough for this research.

Graham (2011) explains further that the Fairclough model emphasised the scrutiny of discourse from a linguistic perspective. Another noticeable aspect of the Fairclough CDA model is its focus on the language display of different social issues through the discourse of power, hegemony and social discrimination (Rahimi and Riasati, 2011). Fairclough CDA model (1999) is based on three approaches to linguistic analysis, namely "explanation of the language also referred to as the text, a clarification also called the pragmatics and narration which is the social and cultural context of the language." (Rahimi and Riasati, 2011 p.107). Critical discourse theory explains how different institutions communicate to the public and the images created through such communication in education settings (Bazzul, 2014; Carter, 2011).

According to Fairclough (2013), linguistics aspects such as figurative language, vocabulary, phonetics, morphology, and grammar, among other linguistic aspects, inform

about the speaker's social life or the subject being discussed in the discourse. Fairclough's arguments above show that, for instance, a spoken discourse by a primary school pupil will tell a lot about the background and social life of that pupil. Good English grammar with vocabulary and coherency makes it more likely that the pupil uses English as his or her first language; thus, the good proficiency in English instead of another pupil speaking colloquial English is not the pupil's first language.

The use of colloquialisms in English shows that the pupil acquired English through informal education, and it was not the first language. In this regard, Fairclough (1993) noted that critical discourse analysis brings to light the unique social and cultural connections among people. Discourse has been a suitable medium for authors to express their views about social issues, especially social injustices, crime, social change, among others (Sipra and Rashid, 2013). Fairclough (1995), however, refers to the linguistic analysis of discourse using a social culture perspective such as intertextual analysis. The above type of CDA focuses on the discourses' textual aspects, such as grammar and syntax. In this research, it is critical to review the connection between CDA and the communication of education narratives through institutional websites.

Wilson and Carlsen (2016) explored CDA in the context of communication concerning school websites. The research was also conducted in the context of school marketing and their schools' narrative presented on the websites. Using a sample of 55 charter schools, the researcher explored the role of discourse on websites to determine how the discourses signal the potential fit between familiarity and certain schools (Wilson and Carlsen, 2016). The analysis of the discursive texts on the websites highlighted the function of discourse in marketing the school on the website. The websites utilised various discourses in portraying different narratives on schools' suitability for different cultures and races (Wilson and Carlsen, 2016).

The discourse also celebrated the schools' academic achievement and curriculum ideologies, among other school aspects (Wilson and Carlsen, 2016). This approach exemplifies the arguments of Fairclough (2003) on the significance of analysing text in discourse analysis because it is through the texts that critical issues can be uncovered. Fairclough (1992) defined the text's analysis in discourses as sensitive to 'intertextuality' or 'linguistic study of texts.' Cheng and Ho (2014) observe that critical discourse analysis is undertaken using three approaches: the study of language use, language structure, theoretical and ideological suppositions of the model. Cheng and Ho (2014) explained that language use analysis focuses on how the language is traditionally constructed and closely examines how different clauses and phrases in that dialect can have different yet interrelated meanings.

Cheng and Ho (2014) further illustrated that 'picked up the chair' and 'pick the chair up' have the same meaning but different linguistic aspects. Further, aspects of voices- the active and passive voice- are analysed and the text's tenses (Cheng and Ho, 2014). The third approach analyses discourse concerning the texts' social-cultural background to identify the social-cultural issues such as power and hegemony in society and how language influences such in a community. Fairclough (2000) asserted that critical discourse analysis discusses the oscillation of the linguistics aspect between discourses and social issues, thereby providing crucial insights regarding the social issues conveyed in that language.

According to Fairclough (2005), written text is a major form of discourse; thus, learners are taught how to examine aspects of language and draw vital insights and meaning about society from the discourse. Fairclough (2003) also concludes that discourse analysis is essential for social change through education. According to Hughes (2018), discourse is a fundamental aspect of interactions in the modern era. Lim (2013) explored discourses and found that discourse as a discipline is complex and involves analysing the role played by each discourse in modern communication. Lorini, Van-Zyl and Chigona (2014) argued that CDA

has become fundamental in analysing narratives in modern ICT platforms. Lorini et al. (2014) and Fairclough (2013) noted that language is important in discourse because it is the primary concept on which discourse is founded.

Discourse is communicative speech, sign, or text, while critical discourse analysis is the analytical framework used to examine the different communicative discourses. Different critical discourse theorists have differing perceptions regarding discourse analysis. Therefore, it is critical to review different philosophies of critical discourse analysis and their theoretical postulations. The framework of critical discourse analysis evolves as new approaches are developed in response to social-cultural linguistics changes. Discourse analysis is a mounting area of interest, as evidenced by the growing number of research studies on this topic (Fairclough, 2003). Some researchers have modified CDA using new approaches to customise their frameworks for use in new social-linguistic issues, especially in modern online discourse.

Critical Discourse Analysis in the Education Context

Educational researchers have often turned to CDA to assess the different implications of language in modern society. Critical discourse analysis has become a complex system of theoretical, analytical, and methodological models for studying the language (Rogers, 2016). According to Zayed and Bali (2015), teachers use CDA to analyse the implication of language in educational discourse and social issues such as politics and power. Gerardi (2019) asserted that education is an instrumental aspect in fostering societal endeavours to maintain social-political equilibrium. Education's support for maintaining social-political equilibrium is visible through developments in linguistics, and critical analysis of the discourses focused on what is propagated through language to identify desirable and undesirable aspects in the social-political environment. Warriner and Anderson (2017) noted

that researchers utilise different perspectives to assess discourse and how discourse transcends beyond language to create meaning in the learning context.

Warriner and Anderson (2017) also noted that the application of CDA in education discourse enabled comprehension of the pedagogy process considering the social-political and social-cultural aspects. The widespread application of the CDA framework is evident by the emergence of a new journal in 2010 dedicated to pedagogy discourses using CDA models (Warriner and Anderson, 2017). In Singapore's context, education discourses have been supported, which is evident in the milestones that English has achieved in the Singapore education system (Warriner and Anderson, 2017). CDA application in the Singapore education system enables Singapore education researchers to understand the social-cultural and political environments they learn by critically analysing them as portrayed in discourses.

Type of Discourse in the Educational Context

Discourse as a Theoretical Approach to Language, Its Power Dimensions and Its Influence on Social Practices in Education.

According to Carr and Lempert (2016), discourse is viewed as an approach through which people can comprehend and navigate the world around them. The arguments of Carr and Lempert (2016) were based on perspectives of scalar distinctions that help people make sense of their social practices and the world around them. Further, Carr and Lempert (2016) argued that the scalar distinctions were orientations of power and authority that influence different social practises and perspectives of social life. Discourse is pertinent to this matrix as it provides a medium through which players in different social practices can articulate their perspectives. The interrelation of discourse and power is a broad subject considering the varied scientific scrutiny into the subject by different researchers since the proverbial arguments of discourse theory in Fairclough's works.

The arguments of Lihua (2009) underpin discourse as a tool through which social actors influence and amass power, drive, and maintain certain social practices. In a related line of thought, Dremel and Matic (2014) argued that the aspect of discourses as a power hegemony tool could be traced to works of Norman Fairclough on critical discourse analysis that envisaged discourse as a three-dimension tool comprising “text, discursive practice and social practice p.155.” From Fairclough's works, there arose divergent arguments on discourse and its relation to power which eventually led to the dogmatic dual debate on the power of discourse versus discourse of power as examined in the works of Daudi (1983) and Dobuzinskis (1990).

The aspects of discourse as a tool through which power dimensions and social practices are mediated are critical because viewing discourse as a social practice allows the combination of structure perspectives and social actions. The combination is crucial because the structure's discourse perspectives are influenced by social actions, scalar distinction, and positions of power within the hegemonical hierarchical structure, domains of social actions, and interaction that reproduce and transform social practices (Dremel and Matic, 2014). Understanding the criticality of discourse in the context of this research is underpinned by a dogmatic concept of the discourse theory that how people think and say about a subject or person affects how they perceive, treat, and relate with that subject.

The power dimensions weigh heavily on these perceptions as they can alter or influence social actions and practice towards different subjects. Discourse provides an avenue for people to amass social power and influence action, thus, portraying it as a powerful tool in influencing social practices (Achugar, 2007; Ferrara and Kedar, 1988). Notably, Karlberg (2005) referred to discourse, power and social practices as intertwined concepts that influenced each other in varied dimensions. In this research, the perspectives of discourse reviewed transcend beyond discourse to describe speaking and forms of communication in

education to incorporate perspectives on discourse as a theoretical approach to language, its power dimensions, and influence on social practices in education. However, the review first evaluates types of discourses in the teaching and learning social practices.

Classroom Interactions Discourse

Sert (2019) highlights discourse as critical to classroom interactions between instructors and learners; thus, the interactions are directly linked to language. In most cases, classroom pedagogies are well steered when there is a uniform language of interaction among all the learners and the teacher. Kalantari (2009) explored several ways of increasing classroom interactivity and learning. Kalantari (ibid) enumerated questioning, modification, and cooperative learning as the most effective strategies. Notably, Green and Joo (2017), in their research work on classroom interactions, added group discussions to the above list and asserted that classroom interactions had attracted increasing interest among researchers in the past thirty years. Green and Joo (ibid) noted that contemporary pedagogy and linguistics researchers are interested in analysing classroom interactions using models such as discourse analysis, narrative analysis, and social cognition of language, critical discourse analysis and conversation analysis, among other models.

Bangun (2018) asserted that a demonstration he referred to as the ‘show and tell’ teaching methodology effectively increases classroom interactions. According to Bangun (ibid), demonstrations and group discussions require the learner to be well conversant with the language of communication in a classroom to enable the learner to express effectively and objectively his or her ideas. According to Rogers and Wetzel (2013), the teacher too requires to be well versed with different aspects of discourse and the management of language use during teaching. The choice of words used in the classroom affects the meaning students derive (Ginting, 2017). Further, Ginting (ibid) noted that difficult texts or words could confuse the learners due to a lack of comprehension of the teacher’s statements. As seen in

the review above, discourse impacts classroom activities; thus, it is a crucial element when analysing education narratives within the classroom setup that an international school tells on its websites.

Reading Comprehension

Discourse analysis is useful in understanding reading comprehension (Wu, 2017). Danesh, Aghagolzadeh and Maftoon (2016) argued that text content should be thoroughly scrutinised to ensure that the literal and figurative meaning is deciphered correctly in the context. Further, Ong (2019) illustrated that communication with a person lacking proficiency in the language would be challenging. Ong (ibid) argued that the discourse's essence is that people express their ideas and opinions to the target audience, hoping that the audience gets the intended message. How does the audience get the message? According to Danesh, Aghagolzadeh and Maftoon (2016), the audience, which in this case is the reader or listener of that specific message, must process the information to draw logical meaning from the message.

Further, Abbasian and Malaee (2015) expressed that reading and comprehension are integral in pedagogy. Reece (2009) added that reading comprehension is a skill that must be cultivated in learners at a tender age as this skill influences the learning capabilities of the learner. Learning other subjects is entirely dependent on this skill. Reading comprehension is an intricate skill that is highly dependent on the linguistic aspects of pedagogical discourse (Soter et al., 2008; Rahimi, 2013). In a related line of thought, Sparks (2012) reasoned that the type of language used in the text affects the comprehension of the text. Spark's argument implied that the reader must know the discourse's language for any comprehension to happen (Sparks, 2012).

However, according to Bhatt (2002), discourse dialect is the chief factor affecting comprehension. Bhatt (2002) illustrated that it would be challenging for a person to

comprehend the content of a Russian, Chinese or Korean discourse if they do not have proficiency in these dialects; thus, comprehension is based on one's ability to comprehend the dialect of the discourse. Language proficiency is critical in understanding any discourse (Hashemi and Ghanizadeh, 2012). Understand the reading comprehension as part of discourses is crucial in this research; it constitutes a fundamental foundation for comprehending the narratives told on the sampled websites and how visitors perceive the told discourses.

The Intersection of Education Policy and Discourse Analysis

In her book that introduces critical discourse analysis within the education discipline, Rogers (2011) notes that there are aspects that necessitate discourse analysis. Rogers (2011) argued that discourses are informative texts; therefore, they are suitable for analysing texts in education to identify how different educational texts are constructed, the messages and ideological perspectives they carry in varying contexts. Discourse analysis and education policies have a social dimension meaning that both seek to address different community social issues using a range of frameworks, theories, and dimensions (Lester, Lochmiller, and Gabriel, 2017; Rogers, 2011).

Further, Taylor (2004) added that discourse analysis examines aspects of linguistics and dialects used to communicate ideas and messages to the audience. Lester, Lochmiller, and Gabriel (2017) described the relationship between education and discourses as a symbiotic one (). Education cannot thrive without discourses and linguistics. Similarly, linguistics and discourses cannot be segregated in education because discourse and linguistics have an educative aspect. A study by Strieker et al. (2017) that sought to understand the relationship between teachers and pre-service teachers using a critical discourse approach showed that CDA enabled an analysis of the teachers' narratives and the interactions between the pre-service teachers and their mentors.

Strieker et al. (2017) noted that teachers have to analyse the discourse in the materials they use to teach learners and evaluate them for suitability and usefulness. The analysis of discourses such as textbooks using critical discourse analysis will enable the teacher to assess whether the textbook adequately covers the aspects that the teacher intends to teach in that lesson (Martinez-Aleman, 2015; Hyatt, 2013). Regarding this, Ezer et al. (2018) wrote that critical discourse analysis is suitable for modern education shifts that advocate for novel tactics to teaching and learning that empower learners to examine and critically think about issues in the environment and correlate them with education discourses.

Talbot (2013) further explained that discourse provides communication means through which scholars can express their views about certain realities in society and make sense of information composed by other authors regarding societal issues. Anderson and Holloway (2020) also added that education is a social aspect of society, and therefore, policies regarding education ought to be analysed using a framework or a tool that adequately examines the social issues relating to it. Therefore, educational discourses and CDA are interrelated and cannot be separated as they are interrelated from several dimensions: either directly or through other intermediaries such as linguistics.

The Discourse of International Education

The international education discourses reviewed in this section focus primarily on Norman Fairclough's work, an originator of the critical discourse analysis model and a celebrated theorist in discourse analysis. Fairclough's works on discourse and discourse analysis have been fundamental in education, particularly the linguistics aspect of knowledge dispersion. Notably, authors such as Luke (2018), Arce-Trigatti and Anderson (2018), Beech and Artopoulos (2016) and Juffermans and Van-der-Aa (2013) finding the frameworks of Fairclough very instrumental in shaping theoretical arguments on educational discourses.

However, Fairclough's arguments can be supported or counter-argued with insights from other researchers who explored international education discourses.

Dolby and Rahman (2008) observe that international education is an evolving phenomenon considering rapid globalisation and liberalisation trends. Discourse in education is crucial as aspects of linguistics are central in the delivery of knowledge through formal education. In this study, a review of discourse and discourse analysis is appropriate as websites communicate different education narratives through different aspects of language such as signs, texts, symbols, and verbal language. Further, Fairclough (2003) highlighted the significance of education in human interaction, as in his definition of language in the social context, language is an indispensable element of social life and is dialectically related to human social life (Fairclough, 2003). Therefore, it is crucial to understand language and other driving factors in developing international education.

In 'Discourse and contemporary social change,' Fairclough, Cortese and Ardizzone (2007, p.28) state that when considering approaches on discourse, it is crucial to contextualise discourse in a broader social or political aspect. For instance, Hayden (2011) found that social-cultural aspects and the decentralisation of the labour supply where the global market economy requires expatriates were among the trends supporting international education growth. MacDonald (2006) contrasts with pro-globalisation arguments where supporters state that internationalism and globalisation trends fuel international education. On the contrary, MacDonald (2006) explains that the rapid growth in international education is driven primarily by international schools' entrepreneurial activities where entrepreneurs target the expansion of the international education market. MacDonald (2006) refers to the international sector as a "global multi-billion-dollar industry."

Fairclough's (2003) framework for analysing discourses particularly assumes a dialectical correlation between language aspects and social life. Fairclough (2003)

approaches discourse analysis suggesting two approaches: textual-oriented and non-textual discourse analysis, citing Michael Foucault's framework as an example. The interesting aspect of Fairclough's discourse model is that it combines the two frameworks to provide a holistic discussion. Discourses of education balance teaching and learning in formal education. It looks at diverse aspects of delivering knowledge through teaching and how the learners perceive and comprehend teaching. Contrary to Fairclough arguments that language drives international education curricula, Brunold-Conesa (2010) argued that economic trends, immigration, science, health, and technological developments of globalisation drive international education growth.

Fairclough (2003) emphasises the essential role played by the critical knowledge approach in education, although some authors argue that critical knowledge is continuously under threat from other incoming pedagogical approaches in the modern educational environment. For example, Haugen and Hestbek (2017) argued that integrating pedagogy, didactics, and professionalism gives a challenge because each of the above is founded on discourse concepts that cannot be integrated into education. Regarding educational discourses, Fairclough (2003) argues that education in the past was constructed differently considering that language has evolved in the 21st century.

As Fairclough (2003) noted that language influences aspects of social life such as education, Bates (2011) and Smith (2004) noted that the discourses of education had shifted too from the primary focus on language as a core driver of international education. Reimers (2014), in her study on public educational discourses through public television in Sweden, noted that discourses around education greatly influence the school's choice to seek admission to and the importance of class and position in education. Such trends help explain why international schools have recently invested heavily in internet-oriented technology to increase awareness of their education products and services.

Hammarstrom (2016) suggests that language has evolved from the conventional verbal and written language to incorporate machine languages, often called programming language, understood by machines and converted to a language or discourse that humans can read and comprehend. Further, Fylkesnes (2018) explored the concept of cultural diversity as a critical dimension and influencer of language in a learning environment and noted that educational discourse is highly dependent on social aspects, considering language as a relevant component of culture. Therefore, education discourse is an extensive research area that can be explored in many dimensions.

Following Fairclough, Fylkesnes (2018) contended that education's discourses might be discussed by contextualising discourse within a specific concept in education to give it more meaning, clarity, and objectivity. Likewise, Tudela (2014) noted that educational discourses should reflect emerging trends to ensure that modern pedagogy has incorporated the changes witnessed in the contemporary digital environment to make education discourse integrate well with globalization, information, and communication technologies. Tudela (2014) further asserted that teachers must develop experience in different teaching areas to ensure that they are well conversed with the modern discourses and assess incoming discourses' sustainability and resourcefulness.

Tudela's (2014) study gives insight into a critical component of educational discourses, namely, Teaching experience. Cambridge (2002) concludes that globalisation trends in education are the fundamental building blocks on which international education has been driven. According to Cambridge (ibid), international education trends, such as global branding of international education, can explain why international schools have significantly capitalised on information and communication technologies, such as websites, to increase their entrepreneurial prospects in an active global market.

WAYS OF LOOKING AT EDUCATION: IDEOLOGIES OF EDUCATION

Introduction to Ideology

The concept of ideology has been a contentious topic for most social science theorists and education researchers. Most of the philosophers in the educational sector argue that some of the educational ideologies defy pedagogical reasoning. Warf (1996) locates ideology as a term coined by a French philosopher, Destutt de Tracy, to refer to the science of human ideas. In the modern world, ideology is perceived as a theorised system of beliefs that attempt to explain or support different phenomena and social aspects of human life. Therefore, modern conceptions of ideology coincide with social scientists' definitions in the last three centuries that ideology is the study of human ideas, precisely the science of ideas. An Austrian philosopher, Feyerabend, advanced an anarchist perspective by supporting Wittgenstein's perspective that there are no standard ways of evaluating ideology (Bazghandi and Hamrah, 2011).

According to Bazghandi and Hamrah (2011), Feyerabend supported the epistemology that posited that applying different philosophies to study different forms of knowledge was essential in idea development. The phenomenon changed how philosophers viewed education ideologies in social sciences (Cameron and Panovic, 2014). Maqbool, Bahadar, and Abdollahi (2014) further also noted that despite ideology being an ancient concept, remnants of neoclassical theorists and modern theorists explored the concept of ideology and its application in the modern, highly globalised, and technology-based social world. According to Maqbool, Bahadar, and Abdollahi (2014), such explorations have been achieved by studying different ideological propagations in different aspects of contemporary education. Following their anarchist perspective, Maqbool, Bahadar, and Abdollahi (*ibid*) illustrated ideology development in research contexts (see figure 2).

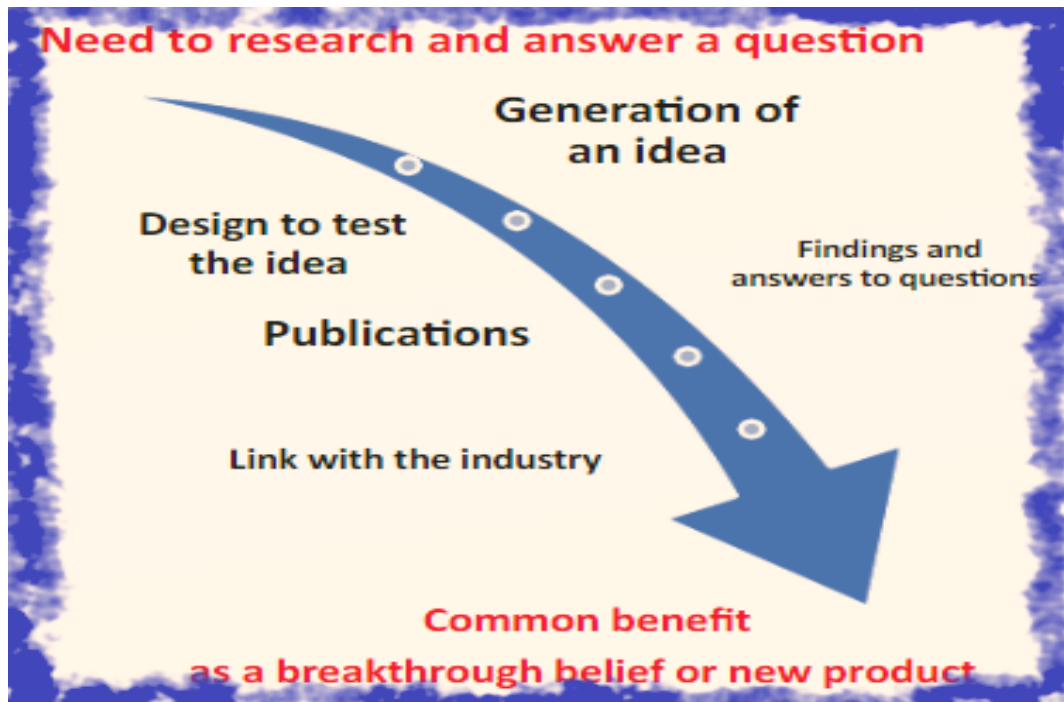


Figure 2: Idea Development (Source: Maqbool, Bahadar and Abdollahi, 2014)

Johnson (2013) elucidated the connection between ideology and education. Johnson attempts to disentangle the two and found that ideology is pertinent in education because it fosters analytical thinkers who can apply scientific ideas to solve complex problems in society. According to Moazzam (2017), the ideology concept applied to pedagogy inspects an existing system of beliefs and offers a different or supporting perspective of the same ideology. Further, Nescolarde-Selva, Uso-Domenech, and Gash (2017, p.21) studied pedagogical ideologies concerning cognition and defined ideology as a “systemic property of cognition central to the transmission and actualization of beliefs” and illustrated this concept using Piaget theory of the development of cognition.

Nescolarde-Selva, Uso-Domenech, and Gash (2017) noted that the concept of ideology is closely related to discourse because education ideology leads to forms of education discourses and narratives. According to Fiala (2007), ideological perspectives at the personal, group, or organisation level influence and shape education systems; therefore, it is fundamental to comprehend the impacts of different education ideologies. As Schiro

(2012) outlined, traditional academic forms of education seek 'academic' learning and are a fundamental international education objective. According to Fiala (2007), academic capacities include literacy skills of reading, writing, and cognition and logic. International education embraces classic liberal dimensions, such as the learner's ability to behave independently and make independent and conscious decisions.

Schiro's (2012) framework of different education ideologies can explain how international education impacts academic and social skills. International education fosters social efficiency in line with Schiro's (ibid) description of this education ideology. Education impacts social or interpersonal skills that help learners associate with other people in a globalised world with diverse socio-cultural perceptions (Schiro, 2013). The modern and social skills attained through international education also rhyme with the social reconstruction ideology of education outlined by Schiro (2012). Education impacts human capital. According to Schiro (ibid), human capital skills involve the knowledge transfer of skills that will be directly utilised in the learner's career life.

Definition of Curriculum Ideology

Schiro (2013) described curriculum ideology as paradigms that impact teachers' actions and behaviour in their daily teaching activities. According to Schiro (1992; 2013), there are four main curriculum ideologies: contributing to the realisation of the various goals of international education, namely the vocational, personal, academic, and social goals of international education. Notably, Kelly (2009) extensively explored the concept of curriculum theory and practice. According to Kelly (2009), the curriculum in international education ensures that learners receive integrated and coherent education that fosters their personal and literacy development.

The rapidly evolving education landscape is reflected in the discourses (Kelly, 2009), including international education. Kelly (ibid) observed that different parts of the world had

modified their curricula to match the developments witnessed in the 21st century.

Additionally, Apple (2004) highlights that, currently, curriculum policy is seen as providing quality education to learners in the contemporary context. Kelly (2009) further observes that curriculum goes beyond theory to incorporate practical activities for transforming the theoretical aspects of education to practical dimensions that foster the delivery of literacy skills and non-practical survival skills to produce a rounded learner.

A literature review on the concept of ideologies shows that ideology is perceived differently by many researchers, and there is no standard definition of this concept. Although the researchers who attempted to define it in the past came up with a harmonious definition of the components identified to constitute an ideology, there is a notable variation in perspectives when considering education ideologies. This research approaches the definition of ideology as a system of values, beliefs, and attitudes about education (Martin, 2015).

The Purpose of Curriculum in International Education

Schiro (2013) concludes that any curriculum's core purpose is to provide teachers with a guideline on the content to teach students and the scope within which the content must be delivered. According to Schiro (ibid), curriculum ideology guides teachers on achieving educational goals and learning progression from the lowest level to the top-most level in the education hierarchy. Besides guiding progression, Schiro (2013) explicated curriculum, such as the international education baccalaureate curriculum, as providing a framework for guiding teachers on how to impart knowledge to students, the content to teach, the level of the content, and to provide room for innovation within the curriculum.

Following this, Schiro (2013) recognises that IB and other international curriculums foster inclusivity and integration in education. Begg (2017) extends Schiro's (ibid) perspectives on the curriculum, concluding that teachers are the primary curriculum developers in international education. Thus, teachers are positioned as instrumental in

implementing the curriculums. According to Schiro (ibid), curricula are inevitable in an international school as they are the focal point from which international learning can be steered.

Introduction to Curriculum Ideologies

According to Makinen (2018), curriculum ideology, as conceived by Schiro, is a philosophy or theory that impacts teacher activities and perspectives on all aspects of the curriculum. Other researchers also perceive curriculum ideology as curriculum orientation (Jenkins, 2009; Schiro, 2013; Schiro, 1992). Makinen (2018) enumerated four different curriculum ideology types, but modern academic philosophers in the education discipline have included a fifth ideology named human capital ideology. According to Tahirsylaj (2017), curriculum ideologies are diverse but not wide-ranging and classified differently, as shown in figure three.

Figure 3: Classification of Curriculum Ideologies

Eisner & Vallance (1974)	Schubert (1986)	Schubert (1996)	Zeichner (1993)	Ellis (2004)	Kliebard (2004)	Schiro (2013)
academic rationalism	intellectual traditionalist	intellectual traditionalist	academic	knowledge centred	humanist	scholar academic
Technology & cognitive processes	social behaviorist	social behaviorist	social efficiency		social efficiency	social efficiency
self actualization	experientialist	experientialist	developmentalist	progressive & learner centred	child study	learner centred
social reconstructionism		critical reconstructionist	social reconstructionist	society centred	Social melliorist	social reconstruction

Source: (Tahirsylaj, 2017).

The figure above shows that curriculum ideologies contain varied perspectives. Within this diversity of perspectives on curriculum, the categories of Schiro (2013) and Kliebard (2004) have been influential in guiding curriculum development in the pedagogy disciplines. Figure three shows that the analysts concurred on four distinct education curriculum ideologies, namely social efficiency, scholar academic/ humanists, child-centred/learner-centred, and social reconstruction/social meliorisms. The theoretical postulations and tenets are aligned despite the variety of terminologies used to define them.

Curriculum Ideologies: Scholar-Academic Theory

Purpose, Aims, Values, and Assumptions

The ideology's purpose is the dispensation of knowledge through cultural mediation and interaction in a phased developmental approach (Schiro, 2013). The scholar is taught about discipline, and learners move up the hierarchy as they gain knowledge. Following Schiro's model, the teacher is the mid-level academician who teaches and imparts knowledge to the scholar (learner) to move from one level to another in the hierarchical knowledge discipline. Schiro (2012) further argued that the importance of this ideology in the education curriculum is its aim to transmit knowledge in a manner that increases the learner's intellectual value by enabling the learners to derive meaning and the essence of learning in the various disciplines in the school. The curriculum ideology aims to promote knowledge learning in specific disciplines. According to McGarry (2011), scholar academic curriculum ideology values expert knowledge in an academic discipline. McGarry (ibid) explains that proponents of this curriculum position believe that persons with higher knowledge in the academic disciplines make good citizens in society.

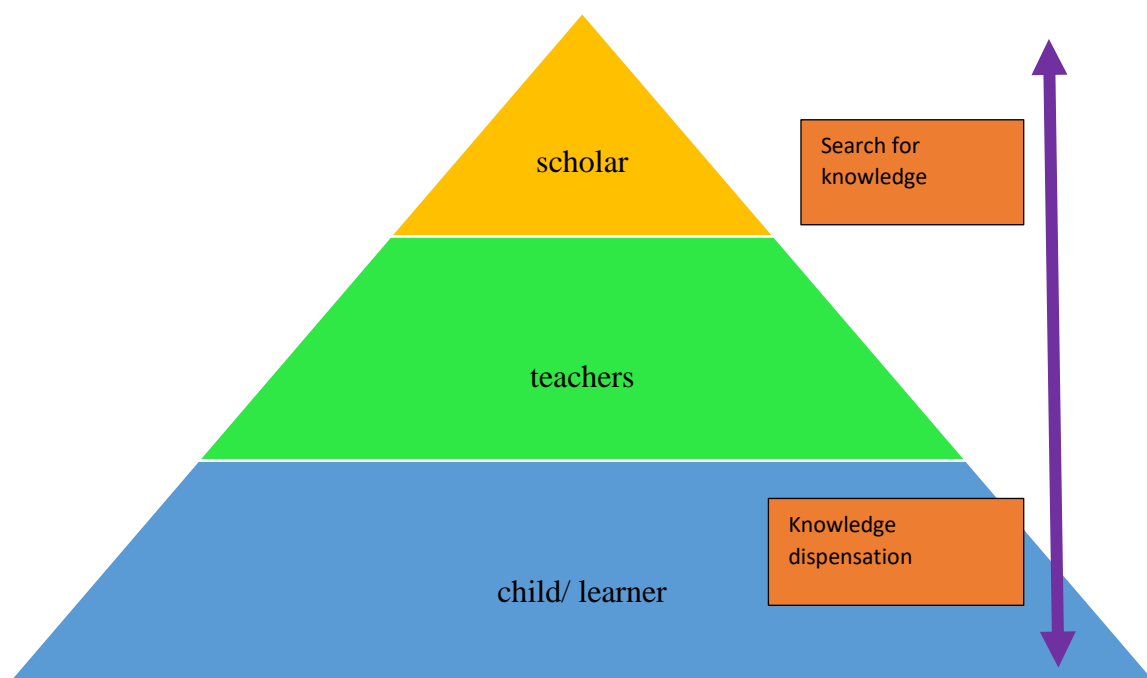
Knowledge

The ideology is founded on the theoretical postulation that knowledge is organised into groups and stages, particularly in higher education. A group of people controls

knowledge in the society that passes culture through generations. According to scholar-academic theorists, knowledge is viewed as having a disciplinary nature, and the process through which such knowledge is gained consistently is education (Schiro, 2013). Society, however, is perceived to have hierarchical structures that shape knowledge preservation and dispensation. At the helm of this hierarchy are the scholars or academics, while the child is at the bottom (Kasuga, 2020).

According to Farahani and Maleki (2014), knowledge is disbursed by society members through research and social interactions. Farahani and Maleki (ibid) found that scholar-academic curriculum ideology is the least adopted ideology in contemporary schools at 5% from a sample of 95 schools. The findings showed learner-centred ideology as the most favoured ideology in pre-school, primary, and high school among the four ideologies considered, while the scholar academic was the least adopted curriculum ideology. McGarry (2011) also argued that knowledge is viewed as dynamic in this ideology. McGarry's (2011) model of knowledge dispensation is illustrated in figure four.

Figure 4: McGarry's Pyramid Structure of Education and Knowledge Dispensation



Source: (McGarry, 2011)

Figure four above depicts McGarry's (2011) model where the scholar academic curriculum ideology assumes fewer scholars than teachers and learners. The figure depicts few members of society with highly specialised skills and knowledge in specific academic disciplines.

Curriculum

Schiro (2012) argued that centuries of culture have been accumulated into knowledge utilised by scholars and is organised in different academic subjects: essentially, gaining knowledge from the culture within an academic field through mastering its content, perceptions, ways of thinking, and the philosophical frameworks of that discipline. Regarding this, Schiro (2013) describes the scholar-academic ideology as one where academic education contains a hierarchical structure where an academician introduces the novice scholar into the lowest level of the hierarchy. Schiro (ibid) further argued that the curriculum is critical for guiding knowledge dispersion. McGarry (2011) observes that this curriculum type concentrates on identifying disciplines and determining their relationships.

The Child

The scholar-academic ideology emphasis is more on the curriculum's content; thus, it is based more on social aspects than child development (Schiro, 2013). The ideology aims to induct a child into specific disciplines (Harb and Thomure, 2020). The child is viewed as a social change agent. Cumulative knowledge about the social culture is instilled, and the child is given the liberty to choose the speciality through which they will contribute to society (Schiro, ibid). The teaching process emphasises a child/learner getting accustomed to thinking, behaving, and reasoning like higher education scholars. One of this ideology's critiques is its emphasis on children behaving like higher education learners because this expectation is problematic. According to Schiro (2013), therefore, schools have subject areas.

Teacher, Teaching or Pedagogy and Process

Physical, political, economic, or social issues should not be in the curriculum but rather be influenced by social interaction and experiences. Teachers mediate learning and knowledge dispensation to the child. According to Schiro (2012, 2013), a teacher is tasked with instilling the disciplines in learners necessary for existence in the society; thus, teachers must have pedagogical, curriculum, and discipline proficiency. Frizzle (2013) describes the main teaching methodologies applied in this curriculum ideology, including didactic discourse, practice, supervised assignments, and Socratic discussions (in-depth inquiry-based discussions on the central subject). The teachers are perceived as a learning-facilitating agent with expert knowledge in a specific academic discipline (Frizzle, 2013).

Assessment

The assessment methods used in this curriculum ideology are analytical and critical and mainly involve assessing a learner's learning progress in a specialised area. The ideology supports that teachers should impart knowledge to learners before administering complex tests on specialised areas (Frizzle, 2013). The assessment methods applied are objective and involve evaluating the learning proficiency in each academic discipline through academic and socially oriented approaches. The ideology values the assessment of learning in programmes as a fundamental tool in assessing the level of proficiency gained in the academic discipline (Schiro, 2013, 2012). Such learning progress assessments are ranked as a critical aspect in determining the level of learning and curriculum areas to be improved. Frizzle (2013) concluded that the focus of the assessment is determining what learners have gained over time and who has learned the most. Following this ideology's tenets, the evaluation is mainly conducted to grade learners according to performance, graduation to the next level, or completion of learning in that specific field.

History

According to Frizzle (2013), this ideology is associated with traditional education's educational perspectives in a traditional classroom. Charles W. Eliot, William Torey Harris are among the pioneer philosophers of scholar-academic curriculum ideology (Tahirsylaj, 2017). Bleich (1995) argued that the theory recognised that the society required members with skills to performed different roles in society and that the skills and higher capacity needed are gained through training in specific academic disciplines. Frizzle (2013) offered a critique of this theory's assumption that young learners are expected to behave and reason like higher learners as being misguided because it was impossible. According to Frizzle (2013), subsequent advancement of this curriculum ideology introduced aspects of education such as a structured hierarchy where learners are programmed from an early age and groomed toward embarking on a specific academic discipline.

Curriculum Ideologies: Learner-Centred Theory

Purposes, Aims, Values, and Assumptions

The goal of education in the learner-centred curriculum ideology is to promote the learner's personal and educational development (Schiro, 2013). Schools are viewed as institutions where learners go through personal and cognitive development based on their 'innate natures' (Schiro, 2013, p.5). This curriculum ideology assumes that learners have the abilities needed to learn by themselves. Thompson (2013) explains that this curriculum theory aims to foster the learner's growth, creative autonomy, and analytical capabilities. Moate and Cox (2015) argued that constructivist perspectives supported a learner-centred ideology that opposed conventional teacher-centred theories. According to Moate and Cox (2015), learning inside and outside a classroom setting through social interaction is valued.

Knowledge

The knowledge dispensation in learner-centred ideology emanates from the teacher and other experiences in the environment. The ideology assumes that learners have an important knowledge in them, requiring educational experiences to consciously develop the knowledge into a useful form for their personal development and society's improvement. According to Moate and Cox (2015), the curriculum is devised to promote the learners' growth. Schiro (2013) suggests that learning in this ideology is more subjective. However, Harb and Thomure (2020) contended that each learner is assumed to have unique knowledge subject to changes in experiences over time. The characterisation of Schiro (2013) depicts knowledge as subjective experience and personalised.

The Child

According to Schiro (2013), the child is central in this theory as the ideology concentrates on the child's personal development and wellbeing. The ideology depicts the child as a curious individual, unique and valuable. In the learner-centred theoretical perspectives, the learner has an innate ability to develop and learn, provided that teachers offer a conducive learning setting and learning resources. Schiro (ibid) further explained that learning occurs in developmental stages with time. The ideology recognises that the learning ability among learners varies; thus, learning progress and development varies among children. Therefore, child-centred perspectives advocate for customised teaching among learners to accommodate learners with special needs. The child's requirements, interests, learning capabilities, and preferences are valued in this curriculum ideology.

Schiro (ibid) identifies learner-centred ideology in education as applying a more integrated approach, focusing less on academics and society's needs in guiding education but the individual learner. The arguments of learner-centred theorists give rise to student-centric curriculum theories. When given the right environment, support, and catalysts, learners have

capabilities that can realise these capabilities and use them not only for personal growth but also for social goods. The learner-centred ideology is a value-based ideology premised on individualism and the overall growth of the learner. According to Schiro (2013), the ideology can be perceived as environments, tasks, and contexts that stimulate the learner to draw meaning regarding these aspects through social interactions.

Curriculum

The curriculum under learner-centred curriculum ideology is based on three fundamental tenets: competency-based learning and personalised learning (which can happen inside and outside the classroom). It is subjective (subject to changes in the environmental stimuli and experiences (Arceo, 2017)). The curriculum appreciates that children have diverse learning requirements. Thus, the concept of customised teaching methods is embraced in this curriculum ideology. Curriculum development is a shared responsibility between teachers, parents, and other curriculum development stakeholders (Schiro, 2013; Schiro, 2007). The analysis of Coelen (2016) concurs with Schiro (2013) in understanding this curriculum as emphasizing learners' classroom engagement with a blend of out-of-classroom social learning activities to promote the learner's holistic development. The curriculum is intended to provide learners with the opportunity to engage in inquiry learning. The learner-centred curriculum is developed to achieve analytical skills, creativity, effective communication, academic research skills, logical and statistical proficiency, intuition, insights and abstract reasoning, assessment, and interpretive capabilities (Schiro, 2013).

Teaching or Pedagogy and Process

Teachers' responsibility is to create the enabling factors that stimulate learners to learn through interactions (Schiro, 2012). According to Moate and Cox (2015), a teacher's primary responsibility within this perspective is to create an environment that fosters the development of cognitive and social skills needed to empower learners for personal development. The

teacher is viewed as a facilitator of learning in this ideology. According to Schiro (2013), the teacher facilitates learning by preparing learning materials, guiding the child on learning, and supervising the learning.

Schweisfurth (2015) describes the learning process as being left to the children, encouraging personal exploration and the teacher intervenes periodically through staged assessments. The learner-centred methodology utilises the following teaching and learning methodologies: small groups, project work, inquiry-based tasks, and projects, just in time, team-based, cooperative, problem-based, peer-led, active, and collaborative learning techniques (King, 2015). Although the instruction and learning methods supported in this curriculum ideology are many, the dominant approaches are collaborative, inquiry-based, and active learning, as illustrated in figure five.



Figure 5: Collaborative Learning (Source: King, 2015)

According to King (2015), collaborative learning involves the cooperation of learners and teachers in developing learning methods, providing learning materials, engaging children in their learning, and assessing their progress. Sharing ideas and brainstorming is a critical instructional approach in this methodology.

The five approaches used in this methodology are depicted in figure six.



Figure 6: An Inquiry-Based Learning Approach (*Source: King, 2015*)

The methodology supports a research-oriented approach for learners to develop capabilities and to handle information. The learner-centred approach to inquiry-based learning emphasises learners developing skills for collecting and analysing information and drawing the necessary conclusions.

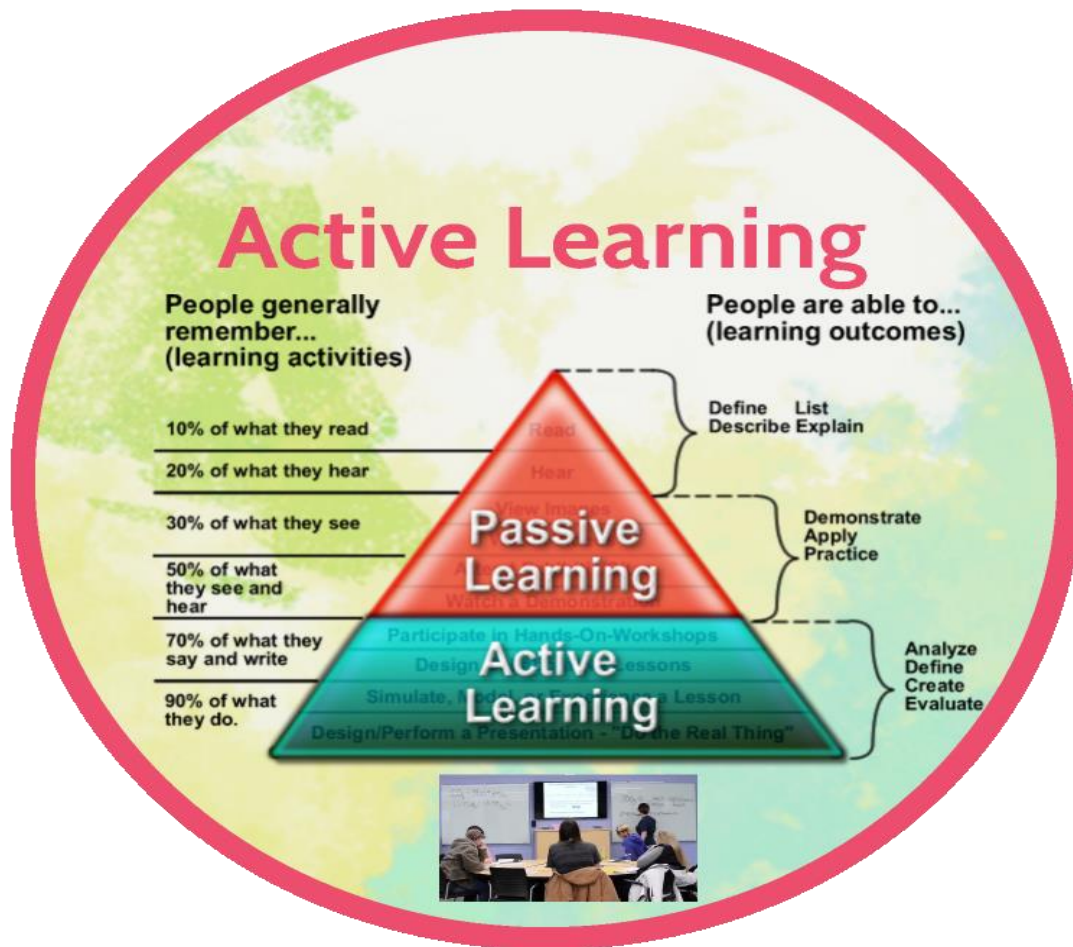


Figure 7: Active Learning in a Learner-Centred Approach. *Source: (King, 2015)*

The learning process comprises active learning in the classroom and passive learning outside the class. The child develops the skills to create, define, analyse, and evaluate issues. The active learning approach emphasises the need for active learning because the retention rate is higher when learning through engaging in activities in contrast to reading or hearing only (King, 2015). Fung (2015) further argued that the teacher and the child respectively are fundamentally involved in teaching and learning.

Assessment

Teachers are tasked with the responsibility of assessing the learning progress through developing tests and other evaluation tools. The learner-centred curriculum theory views evaluation as a fundamental aspect of learning; thus, the teacher consistently evaluates learning progress. Schiro (2013) notes that although teachers are focal in learning progress

evaluation, learners must be creative and help devise ways of evaluating their learning progress. Teachers can also stimulate learning experiences and note the effect of learners' experiences and their progress following the experiences. Rich et al. (2014) listed learner-centred assessment approaches as including formative tests, take-away assignments, short answer tests, and audience response approaches.

History

A learner-centred theory can be traced to Rousseau's *Emile's* and John Dewey's arguments that the child should be the integral focus of a curriculum (Greer and Mott, 2009; Williams, 2017). According to Williams (2017), learner-centred curriculum ideology evolved from the inquiry on the fundamental dispensation of knowledge epistemology (Emes and Cleveland-Innes, 2003). Schiro (2013) positions the needs of learners and their learning as central to curriculum development in progressive education, thus, tasking education stakeholders to collaborate in developing a curriculum that empowers child-centred learning and cooperation between stakeholders in fostering this self-actualised form of learning.

Curriculum Ideologies: The Social Efficiency Theory

Purposes, Aims, Objectives, Values, and Assumptions

According to Makinen (2018), social efficiency theory aims to produce learners that are fit for society's efficiency by ensuring that the curriculum equips learners with knowledge and skills vital for social survival and growth. Ashour, Khasawneh, Abu-Alruz, and Alsharqawi (2012) position the dominant values of social efficiency ideology aligned with education's social-academic goals. The ideology fosters accountability among learners and is centred around utilitarian beliefs about education. The focal theory in this ideology revolves around a simple tenet that although human life is diverse, it comprises specialised activities performed by people with specialised skills (Erlach, 1972; Beyer, 1982; Rudy and Drost,

1968). This theory's objective is the cultivation of skills in learners to perform definitive and specialised activities in their future place in society.

Curriculum developers must determine the needs of the market and society and evaluate the most efficient ways of producing learners with the needed skills in line with the theory's social orientation tenets. Schiro (2013) characterises this ideology of education as recognising the many activities of the society, thus providing different but specialised skills according to learners' interests; this recognition shapes the curriculum. Education is viewed as the key to a better society, thus a worthy investment. The curriculum is the numerous things that learners must go through to hone their skills to perform various future activities (Tyler, 1949). Ralph Tyler took up Bobbitt's scientific technique through the examination of four dimensions: the determination of the purposes of the curriculum; the experiences to be cultivated to attain the purposes; the effective organisation of the skills and experiences; and the assessment of attainment concerning the purposes (Tyler, 1949; Tyler and Hlebowitsh, 1950). Social efficiency ideology supports approaches to curriculum objectives enumerated in behavioural forms as skills attainable by people.

Knowledge

The utilitarian approaches employed in this ideology emphasised manual training in vocational institutions, industrial and agriculture training in preference to the means of conventional education ideologies (Schiro, 2012). According to Tahirsylaj (2017), the ideology became dominant because it aligned curriculum tenets alongside national development agendas. The ideology has received a lot of focus and attention because it emphasises a curriculum that instils knowledge and skills to perform diverse socio-economic activities instead of the general teaching of students filling them with the knowledge that supposedly is useful but is criticised for being scarcely useful. Traditional academic ideology is rejected because not all knowledge is seen as useful in a learner's future or proves to be

useful in the future. For instance, teaching agriculture to a learner whose interest is becoming a lawyer or pilot is inappropriate. This ideology has become very fundamental in school shaping curricula, such as IGCSE and IB.

The Child

A scrutiny of the literature and tenets of social efficiency ideology disclose that social efficiency does not focus on the child but rather on skills to be developed in that child for society's efficiency (Harb and Thomure, 2020). According to Penuel, Phillips and Harris (2014), the focus is developing the skills needed to survive in the social world rather than the child's welfare and cognitive development. The ideology views the child as a potential future member of society that needs to be prepared to contribute during adulthood. The ideology has less emphasis on the individual requirements and personal welfare of the child. The ideology supports the child's utility to solve social needs in the future; thus, it concentrates on cultivating specialised skills to solve such diverse but specific social needs.

Curriculum

According to Begg (2017) and Schiro (2013), the teacher is depicted as the developer and custodian of the curriculum, learning conditions, techniques used, learning materials, and assessment methods. The curriculum emphasis is on instilling those skills necessary for social efficiency. The stress is on the utility of the end products of education, a learner packed with relevant skills and knowledge to contribute to societal growth efficiently. Han (2019) also observes that teachers are mandated to adjust the curriculum to ensure that society's changing needs are addressed.

Under social efficiency, the curriculum is sequential and programmed in different phases (Magrini, 2014). Farahani and Maleki (2014) examined curriculum ideologies and found that most curriculum ideologies implemented in school are oriented towards responding to learners' needs and welfare, but the stage in which this intervention is enacted

varies. The exposition of Farahani and Maleki (2009) concludes that the social efficiency ideology concentrates on long-term investments in the learner in preparation for society building. The ideology views learners as potential adults that will contribute to social growth.

Teaching or Pedagogy and Process

Magrini (2014) characterises curriculum development, teaching, and learning processes as guided by five behavioural engineering processes and tasks described as follows. First, teachers must identify the purpose, objectives, and aims of their curriculum according to social efficiency assumptions. Secondly, teachers must analyse the purposes and move to determine different phases and sequences of learning to ensure gradual growth of skills among learners depending on the learners' learning capability over time. Third, the teacher must enact such learning experiences through a programmed curriculum. Fourth, curriculum developers have organized learning experiences; the teacher must design learning assessment techniques for each form of the learning experience.

Assessment

The assessment is designed according to the social efficiency goals of the curriculum (Mnguni, 2013). Schiro (2012) contends that subscribers to this ideology believe that education trains learners to become responsible members of society and serve society in different specialities for economic and social growth. Au (2011) also supports the position taken by Magrini (2014), locating teachers to develop reliable ways and tools for assessing learning progress. The social efficiency theorists believe that education is a fundamental tool that should turn learners into socially efficient adults. Therefore, the tests and other evaluation tools are crafted in line with social efficiency goals. The ideology applies a utilitarian approach in developing assessment tools designed to produce highly productive adults in society (Schiro, *ibid*).

History

Schiro (2012) located the origin of social efficiency tenets to an American context, with the ideology being coined in the late 19th and early 20th century to escalate concern over issues associated with conventional utilitarian forms of education. Although curriculum ideologies are associated with multiple influences by Schiro, he locates social efficiency ideology as having its roots located in the early 19th century and is associated with educational thinkers such as Franklin Bobbitt. Bobbitt insists that the educator should deploy scientific teaching techniques to impart skills to learners for future social roles and demands; this would ensure that learners produce and are equipped with the knowledge and skills to function successfully in society. Bobbitt published a remarkable book titled '*The curriculum*,' which birthed several curriculum ideologies. Bobbitt emphasised the use of scientific methods to produce in learners what adult roles required. According to Ravitch (2001), social efficiency was advanced by David Snedden (1868-1951), who advocated strong curriculum differentiation aspects and emphasised that society comprises different activities that required diverse but specialised skills cultivated through formal education settings.

Curriculum Ideologies: Human Capital Theory

Purposes, Aims, Objectives, Values, and Assumptions

Peers (2015) argued that human capital curriculum ideology aims to prepare learners for post-education adult engagement in the labour market. According to Olaniyan and Okemakinde (2008), a human capital theory of education perspective rests on the premise that improving human capital levels is instrumental in fostering production ability. The theory assumes that educated people are productive people when viewed from an economic productivity dimension (Almendarez, 2013). Education increases efficiency and the capacity of human beings to contribute to an economy. The theory emphasises investment in human beings, primarily education and a long-term increase in economic output (Fitzsimons, 2017).

The ideology assumes the importance of aims such as investing in learners and producing people with the relevant skills and knowledge necessary to discharge specific economic growth duties since they are viewed as the human capital that contributes to economic development (Peers, 2015). Tan (2014) noted that despite it being hailed for its economic and social welfare insights, the theory has critics based on the premise that education as an investment cannot be accurately quantified in the context of social welfare and wages. This criticism is aimed at the assumption-based model that holds that education improves social welfare and economic outcomes without strong empirical evidence supporting this relationship (Battu, Belfield and Sloane, 2000; Marginson, 2017). Understanding the human capital theory's perspectives is relevant to international education because it illuminates how education nurtures global human capital.

The Child

The human capital curriculum ideology views the child simply as a potential human capital asset as they transit from childhood to adulthood through education. The theory views the child as a social and human capital change agent that requires preparation through investment in education to cultivate the skills relevant for meeting future labour market needs (Nafukho, Hairston and Brooks, 2004). The child has potential as a labour supply for economic development; thus, the child must be equipped, and the adult encouraged to invest in education to possess the desired skills and knowledge.

Knowledge

Knowledge dispensation in this curriculum ideology revolves around building human productivity capacity (Jain, Rangnekar and Agrawal, 2016). The classification of Asongu and Tchamyou (2018) and Butters, Asarta and Fischer (2011) concur around the assumption that this theory demystifies the connection between human capital, social welfare, economic growth, and education investments in the population. The theory is fundamental in education

policymaking and research because it provides a framework to assess formal education's essence as inputs for improving a society's economic and social welfare (Becker, 2009; Peers, 2015). According to Nafukho, Hairston, and Brooks (2004), the education investment in learners has a causal impact on the levels of human capital in the market, thus affecting labour markets.

Curriculum

This theory's curriculum perspectives remain largely an under-explored area considering the inadequacy of published literature on the subject. However, based on Olaniyan and Okemakinde's (2008) theoretical perspectives and Ginsburg's (2017), the curriculum ideology of human capital theory supports learners' preparation to perform specific duties in the labour market after school. The curriculum recognises the diversity of roles and responsibilities in the job market and embraces it by having diverse academic disciplines that foster labour market experience, skills, and knowledge to segment within the labour market (Almendarez, 2013). Human capital theory's curriculum perspectives view persons with quality education as a scarce economic good that must be apportioned in the labour market. Therefore, suitable structures and systems (curriculum) for developing and maintain a steady supply of this economic good are needed. Bouchard (2008) argued that this curriculum incorporates education discourse and economic aspects that seek to ensure the end product of education are citizens who act as labour supply to the economy.

Teaching, Pedagogy Process, and Assessment

According to Almendarez (2013), schools and teaching are viewed as fundamental avenues through which the labour supply of highly qualified learners viewed as human resources are nurtured and packed with relevant skills to discharge different roles in the labour market. According to Oketch (2014), human capital theory views learning as an economic investment while teachers and education facilitate this investment. Butters, Asarta,

and Fischer (2011) further argued that human capital theory's learning process is premised on developing capabilities to perform labour market-related and specific duties and responsibilities (Oketch, 2014; Holden and Biddle, 2016). Active learning can be seen as a fundamental aspect of human capital theorist teaching methodologies. Learners must be exposed to practical learning in addition to in-classroom learning to ensure that they gain practical experiences in the field before they are discharged into the labour market (Holden and Biddle, 2016). As such, internships and educational, industrial attachments can be seen as a fundamental learning methodology. Learners are evaluated in different stages to determine the learning progress through staged tests, assignments, and research tasks (Oketch, 2014).

History

According to Zamora (2007), Becker, Mincer, Schultz are some of the notable pioneers of this theory. Mincer and Becker built the theory to explain that investing in human beings through training and formal education emerges as a necessary investment in the economy and how such investments yield different lifetime earnings for the educated population and returns to the economy in general (Gillies, 2015). According to Zamora (2007), human capital ideology evolved from theoretical arguments on education's role in economic productivity. Becker's arguments were published in the book "Human Capital," first published in 1964. The human capital curriculum ideology evolved from the perspective that children as the physical human capital for building the economy needed to positively contribute to the workforce and social capital. Becker argued that human capital ideology is premised on the tenets of human capital quality and is contingent on the quality of education according to the child (Zamora, 2007, p.3).

Curriculum Ideologies: Social Reconstruction Theory

Purposes, Aims and Goals, Values, and Assumptions

The social reconstruction ideology of education assumes that society is faced with significant negative aspects that require solutions (Schiro, 2012). The ideology adopts a social perspective based on the assumption that learners are an avenue of social reconstruction through education. The tenets of social reconstruction theory in education are based on responses to sad realities originating from social injustices such as racism, nepotism, ethnicity, economic disproportionality, and poverty. Therefore, the ideology perceives education as a critical tool in creating a whole new social system, a society free of the social issues noted above, a society that every member feels not only a sense of belonging but enjoys a degree of comfort. This ideology assumes that society is sick and is heading for self-destruction; therefore, it views education as medication for treating society's illnesses (Schiro, 2013).

According to Webster and Ryan (2018), social reconstruction theory assumes that important knowledge, truths, and systems are declining and are on the verge of extinction. Consequently, the social reconstruction ideologist proposes that the sick society can be cured by getting rid of the unwelcomed social aspects and replacing them with a better society. Schiro (2012) notes that achieving this substitution requires remodelling society's culture by instilling values and ideologies that create positive social change. According to Webster and Ryan (2018), the theory's aim and objectives are no less than to foster a better society through its reconstruction.

Knowledge

The ideology views the knowledge acquisition process as a social change process necessary to eliminate social ills. According to Frizzle (2013b), the social reconstruction ideology supports a view of knowledge as socially acquired and historically situated. Frizzle

(2013b) further argued that cultural interactions are significant in knowledge dispensation and acquisition. According to Frizzle (2013b), social interactions and experiences determine the epistemological and ontological underpinnings of what can be regarded as true, acceptable, and relevant. Knowledge emanates from society members as the theory does not formulate itself but is created through cultural mediation. Frizzle (2013b) further argued that knowledge exists in our society's subjective reality and individual members.

Knowledge acquisition through learning is critical for equipping learners with analytical skills to analyse their society and realise their impacts on society and the need for social change through reconstruction (Webster and Ryan, 2018). The ideology emphasises instilling skills in a learner that enable them to realise the injustices in the society and gain the knowledge to remedy such injustice in a process referred to in this philosophy as reconstruction. The knowledge gained through learning should be used to fix society's issues and transform society to an equitable one with a consciousness of the ills to be ameliorated in society (Schiro, 2012).

The Child

According to Schiro (2012), social reconstruction ideology views the child as a critical reconstruction actor in society. The ideology does not view the learner as a child but as a potential change agent in society. The child must be developed to be a critical thinker who can recognize society's problems and create critical solutions to such problems. According to Castro-Franco (2013), social reconstruction ideology assumes that the child is an integral member of the society; thus, they must be prepared for social reconstruction. However, the learning and teaching process under this ideology does not focus on the child's welfare. According to Schiro (2013), the child must begin with self-investment to socially develop themselves before they can embark on improving society.

Curriculum

The curriculum design in this ideology emphasises producing analytical and critical thinkers with the capabilities to provide solutions to the problems facing the social order (Schiro, 2012). Castro-Franco's (2013) 's characterization positions the curriculum on the tenets of developing socially conscious learners with relevant skills to recognise problems in society, interact objectively in society, and reconstruct a new social order. The teacher is the custodian of curriculum development and devises it to foster the capacity for social reconstruction. Active social learning is fundamental in the curriculum. A tenet of social reconstruction ideology concerning the curriculum assumes that because the school system shapes society's leaders, the curriculum utilised in such schools should be oriented towards social reconstructivism.

Esmaeili, Abassi and Shahamiri (2015) explored the role of education in social reconstruction; in following a social reconstruction curriculum ideology, schools have to solve the social crises through regeneration. Schools train learners in social values, improving past values with better values, cultural reconstruction, and the development of environmental consciousness (Esmaeili, Abassi and Shahamiri, 2015). The ideology combines the perspectives of social constructivism and pragmatism to provide a comprehensive approach to dealing with societal problems through learners' development into reconstruction agents (Schiro, 2013). The curriculum under this ideology puts the emphasis more on social development and reconstruction for a better society than learners (Ramirez-Barat, 2020; Lasmawan, 2019)

Teaching or Pedagogy and Process

The teacher (Schiro,2012) is the primary change agent that prepares learners for their future social change role in society. From this perspective, the school is an institution of change. Makinen (2018) further argued that the instructional methods in social reconstruction

ideology involve collaborative learning, where teachers develop analytical thinking and social consciousness skills among learners. Learners spend time on social activities in school and outside the classroom. The learning and teaching process (Schiro, 2013) is active and achieved through social interactions. Castro-Franco (2013) underlines that the purpose of teaching is to equip learners with social reconstruction skills. Castro-Franco (2013) emphasises the teacher and the learner, viewed as agents of social reconstruction. Discussion among learners is the main teaching methodology. The social reconstruction ideology looks at group discussions as having three fundamental processes; this consists of three aspects, namely: action thought and commitment (Frizzle, 2013b).

Assessment

According to Frizzle (2013), social constructivists used subjective forms in evaluating the learning progress as opposed to utilised formal examinations. The ideology views evaluation as monitoring the learning progress and controlling what is learned and learning progress. The teacher is a facilitator of social development progress and is charged with developing curriculum and appropriate assessments for evaluating learning progress (Castro-Franco, 2013). All assessment methods are oriented towards identifying society's problems, critical and analytical skills to dissect them, and finding solutions to the issues. The assessment is subjective to the teacher and learners' perspectives of society (Schiro, 2013; Marulcu and Akbiyik, 2014).

History

Social reconstruction theory's genesis can be traced to George Counts' (1974-1889) arguments on the role of education in fostering the development of new social systems in society. Counts argued that education could be utilised to reframe society to create new social orders to alleviate the previous ills in society (Schiro, 2013). According to Esmaeili, Abassi, and Shahamiri (2015), Brameld (1904-1978) was a critical social reconstruction curriculum

ideology pioneer. Brameld, in the book 'Towards a Reconstructed Philosophy of Education,' articulated his arguments on the role of education in reconstructing a society as when the child is oriented towards critical and analytical thinking in realising the existence of social ills. According to Smith (2014), John Dewey (1859–1952) was vital in advancing this ideology.

Stanley (2014) concurs with Smith (2014) in identifying Dewey as fundamental in articulating social reconstruction tenets, especially on students' interests being combined with cognitive capabilities to diagnose society's problems. Dewey's theoretical tenets rested on pragmatism, consequentialism, and subjectivity to ensure that the teacher was a knowledge dispensation source and learners were social change agents. The consequentialism philosophy advanced by Dewey was based on the argument that learners be informed that choices and action have consequences in society; thus, learners should endeavour for positive activities. Greenwalt (2016) also characterised Dewey's perspectives on education and curriculum around education as the means to promote social development.

Comparison of the Curriculum Theories

According to Alanazi (2017), the main distinction between reconstructionist theory and learner-centred theory is that in learner-centred theory, the focus and emphasis are placed on the learner. The emphasis requires the teacher to ensure that they are familiar with the taste, preferences, interests, hobbies, and talents, among other attributes and help the learner actualise them by combining them in the learning experience. Alanazi (2017) assumes that social efficiency ideology wants a curriculum that equips learners with the skills and knowledge suitable to meet society's different needs. Under the learner-centred ideology, the school can be characterised as an organic school, integrating school activity and the individual child; thus, it is a learner-centred school (Alanazi, 2017). The human capital theory

also connects with scholar academic curriculum ideology on having diverse yet specialised academic disciplines.

LITERATURE AROUND INTERNATIONAL SCHOOLS: THE GLOBAL AND SINGAPORE INTERNATIONAL SCHOOLS' CONTEXT

Giedt, Gokcek and Ghosh (2015) asserted that international education is a gateway to literacy among global citizens. Urban and Palmer (2014) and Walker (2016) further added that international education is an avenue through which global citizens get informational literacy through an international curriculum that supports globalisation and reinforces the global knowledge economy. Cambridge (2002) claims that international education enhances the global knowledge economy through international curricula. International education is a gateway to global creativity and innovation. Walker (2016) and OECD (2016) assert that international education fosters innovation and creativity through technology, innovation, a creativity-based curriculum, and an internationalised education mindset.

International schools are an integral part of many education systems. Dolby and Rahman (2008) suggest that international education supports innovation through increased differentiation and competitiveness, noting that innovativeness and creativity are part of the prime strategies that international schools employ. Keller (2015) and Dolby and Rahman (2008) argue that international schools promote global problem solving and critical thinking through providing a valuable outlook from education. Gardner-McTaggart (2018) further emphasize that international schools operate in a turbulent environment with global issues and challenges but are necessary to provide a global outlook on issues facing global society. Heyward (2002) noted that international education aims to contribute solutions to global issues through producing scholars equipped with relevant skills, knowledge, criticality, innovation, and creativity to reduce such problems.

International education fosters economic growth (Eras, 2016). Lemoine, Jenkins and Richardson (2017) also argue that international education contributes to its growth. Singapore is a multi-ethnic island with few natural resources and is largely dependent on trade but has rapidly developed to become a first-world country in four decades (National Institute of Education in Singapore, 2011). Education has contributed significantly to this development by delivering quality education outcomes for the labour force packed with skills, creativity, and expertise to attend to the Singapore economy's market demands. Singapore's education objectives are founded on economic, social, and political pillars which aim to foster political and ethnic unity and diversify skills to support an industrialised economy (National Institute of Education in Singapore, 2011).

The period from 1960-1975 witnessed substantial changes in the Singapore education system as the country increased the number of primary and secondary schools. The primary school leaving certificate was introduced during the period. Koh (2010) notes that Singapore increased its education infrastructure, improved policies, and human resources into teaching. Education in Singapore has four cadres, namely preschool, primary, secondary, and tertiary education, offered using different accredited curriculums (Tan, Koh, and Choy, 2016). Singapore has evolved over the years from survival-based to efficiency-oriented to ability-centred and currently to a value-based education system (National Institute of Education in Singapore, 2018).

The island has ten tertiary education institutions and primary and secondary education that promotes technical meritocracy to support its high industrialisation (National Institute of Education in Singapore, 2011). The education sector in Singapore is also evolving in the face of rapid globalisation. It focuses more on education quality, engaging learning, evidence-based educational policies, contextualised classroom pedagogy, and research (National Institute of Education in Singapore, 2018). Adopting English as a national language and

supporting the incorporation of international curricula promoted education evolution in Singapore to make it one of the leading education systems globally.

According to Tan, Koh, and Choy (2016), most Singapore schools are state-owned and managed under the Ministry of Education. Although Singapore is a leading authority in the global education sector, it faces cultural diversity and integration challenges in increasing globalization. Singapore is an illustrious country with successfully fast-tracked development from a weak penurious underdeveloped country to a successful advanced, and leading country educationally and economically within 50 years following independence (Koh, 2011). A McKinsey and Co (2007) report concluded that Singapore's education system's success could be attributed to the selection and employment of highly qualified teachers, mechanisms for quality teacher training, effective structures, and curricula to support quality instruction in all schools.

The introduction of the IB curriculum in 2010 paved the way for the rapid proliferation of international schools and this form of education in Singapore (Venngage, 2020). A benchmarking study conducted in Indian and comparing the Singapore and Indian international education systems revealed that Singapore's education system incorporates IB programs and focuses more on skills, creativity, and quality for students (Richa and Unnimaya, 2019). In Singapore, the Ministry of Education report noted that the Singapore education system boasts of an integrated approach, a diverse human resource workforce, a multilingual system, education fused with ICT, and strong partnerships among educational stakeholders.

Since 2010, the number of international schools in Singapore has steadily risen, translating to capacity the increasing demand for international education in the country. A random search for an international school in Singapore displayed many international schools (International Schools Database, 2020). On 16th June 2020, Ryder found that Singapore has

over 50 international schools, including 36 that adopt the IB curriculum, eighteen that provide a British curriculum, and three schools that have adopted an American curriculum (Ryder, 2020). International education systems are well established in Singapore, responding to students' education needs preferring international curricula.

In Singapore, teaching aids are given much weight by school administrations and the government. In support of education, Singapore's government has continuously endeavoured to have a flexible learning environment policy with all the learning material that learners and teachers require. The substantial investment in an ICT fused curriculum is a clear manifestation of Singapore's determination to support diversified and flexible learning in Singapore. Kellman and Massey (2013) illustrate that a learner with a slow cognition process may challenge reading and comprehending discourses. Such learners require special attention from the teachers and learning aids.

The Singapore government's mandated curriculum considers various groups of learners with cognitive challenges. Learners can enrol in government-funded special needs education schools or privately owned special schools such as Ngee Ann school, Asian international School, and National Institute of special education, Singapore (Poon, 2012). A study of education for children with special needs relating to cognition challenges reveals that teachers are instrumental in promoting the cognition of discourse in that learner through personalised support and understanding (Poon, 2012). In this regard, the Singapore government has trained an adequate teacher workforce in dealing with special needs education (Poon, Musti-Rao and Wettasinghe, 2013).

International teaching methodologies foster international education. Senthamarai (2018), in an analysis of teaching methodologies and aids in Singapore, noted that the internet had paved the way for many changes within the education system. The liberalisation of education policy has allowed more private and international schools who provide educational

services that most of the public schools in Singapore do not provide. According to Bautista, Wong and Gopinathan (2015), Singapore invests heavily in its education sector by employing highly trained and adequate teachers and sound educational policies to provide the necessary infrastructure in schools. Many education systems are based on a hierarchical nature containing levels and sublevels. For instance, the figure below illustrates the hierarchy within Singapore's education system, which is similar to many systems in other countries worldwide.

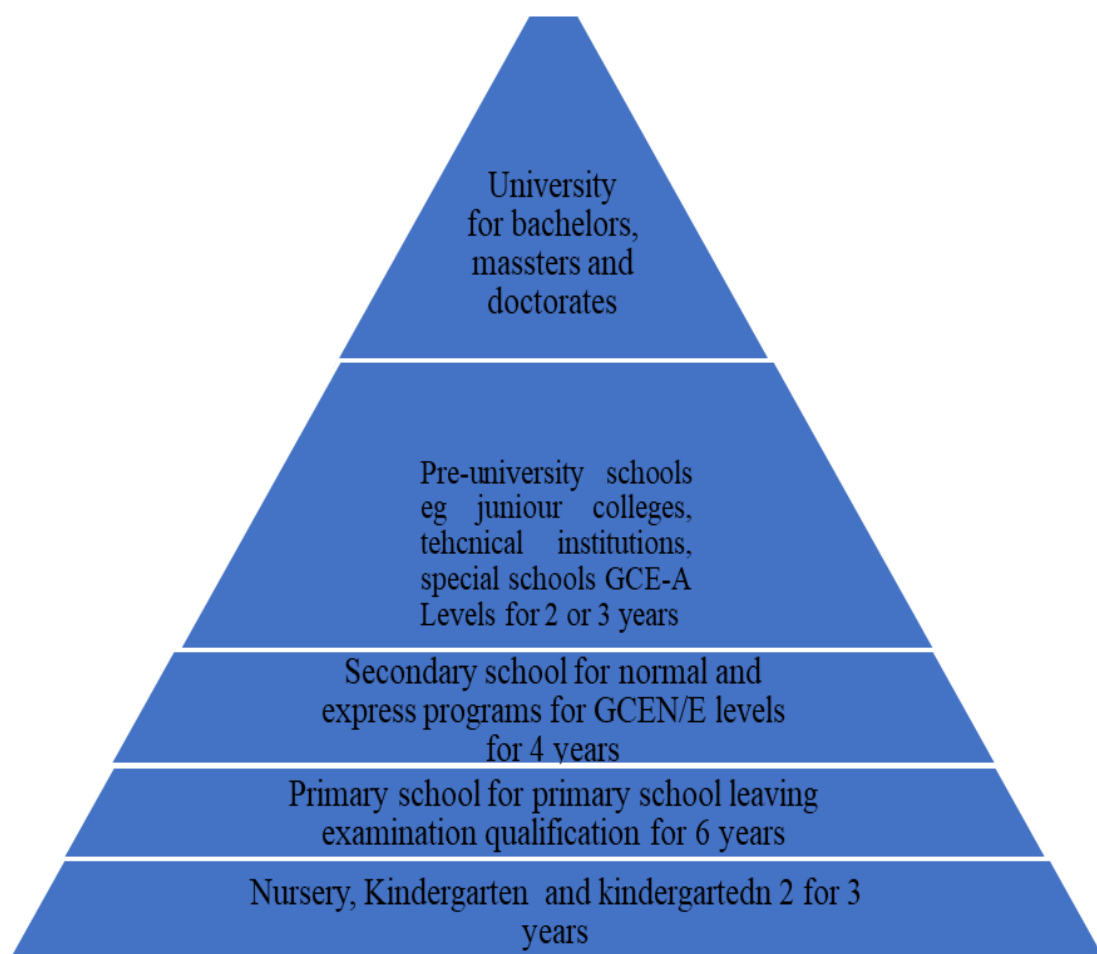


Figure 8: Hierarchy of the education system in Singapore

International education in Singapore is considered one of the top systems in quality of education as evidenced in the excellent performance of various global assessment tests such as Progress in International Reading Literacy Study (PIRLS), Trends in International

Mathematics and Science Study (TIMSS), and Programme for International Student Assessment (PISA) among others (Bautista, Wong, and Gopinathan, 2015). The secret of its excellence lies in the international teaching methodologies, curricula, infrastructure, and policies for teaching and learning.

According to Bautista, Wong, and Gopinathan (2015), after independence from Malaysia, Singapore took a drastic step to revitalise and diversify the economy by adopting English as the language of business communication. Later, the language was adopted in education as the school would be instrumental in teaching discourse and communication to the citizens who knew only the native dialects. The discourses were comprised of nonstandard English; this was English blended with the colloquialism of native languages such as Malay, Tamil, and Chinese Mandarin. Considering the rapid globalisation and growth of international education, the Singapore government realised a need to review communication policy, especially in the education sector.

‘Singlish’ that the Singaporeans were using was not competitive enough in the global education market space. Therefore, the government came up with the ‘Good English Movement,’ which aimed to promote the speaking of proper English. The teacher must be taught good English in the teachers’ training schools as good English was critical in international pedagogical discourses. Currently, in Singapore, teaching discourse and communication makes use of English. Communication is taught in English in Singapore, with most of the subjects being taught in English. In her review of why Singapore has good English despite being an Asian country with bilingualism, Rubdy (2003) asserted that the government had supported the growth of English as an international language through the ‘Good English Movement.’

This development in communication and teaching discourses has led to Singapore ranking in the top three behind the Netherlands and Sweden in the annual EP rankings

(Pryke, 2013). Singapore has invested massively in online education. Online communication has fuelled globalization and promoted educational discourse and communication (Alansari et al., 2017). For instance, in Singapore, you can communicate with potential students through online discourse on a website. The international schools in Singapore can engage parents, ongoing students, and visitors on the different educational discourse reflecting on social-political issues and cultural change online. A website also hosts the school's electronic library where the learners can get more material to learn about any aspect of their environment.

The education system in Singapore has a curriculum that supports creativity and social consciousness, and thus students can express their ideologies on various social issues through educational discourses, which can be saved in student repositories. The essence of teaching aids in pedagogy can be seen in the fact that learning and teaching cannot happen effectively in a classroom without them. Lim (2017) explained that the Singapore education system had invested heavily in technology infusion in learning and marketing their services targeting local and international learners. In support of education, Singapore's government has continuously endeavoured to have a flexible learning environment with all the learning material that the learners and teachers require. The investment in an ICT fused curriculum is a clear manifestation of Singapore's determination to support diversified and flexible learning in Singapore.

CHAPTER SUMMARY

This chapter has reviewed the literature on narratives of international education, discourse theory, including a focus on Singapore's international education. Communication is integral in human survival, especially for human interactions considering that human persons are social beings. Discourse is a communicative text or speech, and it is not a peripheral aspect of communication. Different types of communication comprise discourses. In the

modern era, communication has evolved rapidly from the conventional letter and oral-based speech to print media and lately to online texts and audio discourses.

Discourse theory was also reviewed to explore underlying theoretical assumptions on the importance of discourse in shaping knowledge and reality perspectives. The chapter ends with a review of the literature on international education in the global and Singapore context. International education aspects such as narratives, curriculum ideologies, educational discourses, and websites' contributions in fostering international education discourse are also reviewed. Five curriculum ideologies and theories, namely scholar-academic, social reconstruction, human capital, learner-centred, and social efficacy ideologies, were reviewed.

CHAPTER FOUR: METHODOLOGY

CHAPTER OVERVIEW

This chapter explores the methodology aspects that have guided this research. Different aspects are described, and justification for the choices made is provided. The chapter begins by discussing the research approach adopted and moves to consider their potential. The approaches explicated in this section include research philosophy, method, reasoning, and theory formulation approach, design and strategy. The study will explicate the data sources and design of instruments used to collect data from secondary and primary sources. The chapter also explicates the study population, the location and justification for choosing Singapore as the study location.

This chapter also describes the inclusion and exclusion criteria for participating in the study. The sampling technique adopted, the procedures and sample size are clarified. The extant section also illuminates the data collection, recording and analysis techniques used and procedures, and interpretation, strategies, and provisions. The chapter will also describe study frameworks employed for data collection and variables for the investigation. The chapter will describe the research ethics that guided the investigator in accomplishing this research. Research limitations are unavoidable in research design; thus, the study will endeavour to declare all the limitations that were predicted to affect the study potentially. The study will also explain the strategies adopted in the study to mitigate the expected limitations.

RESEARCH APPROACH

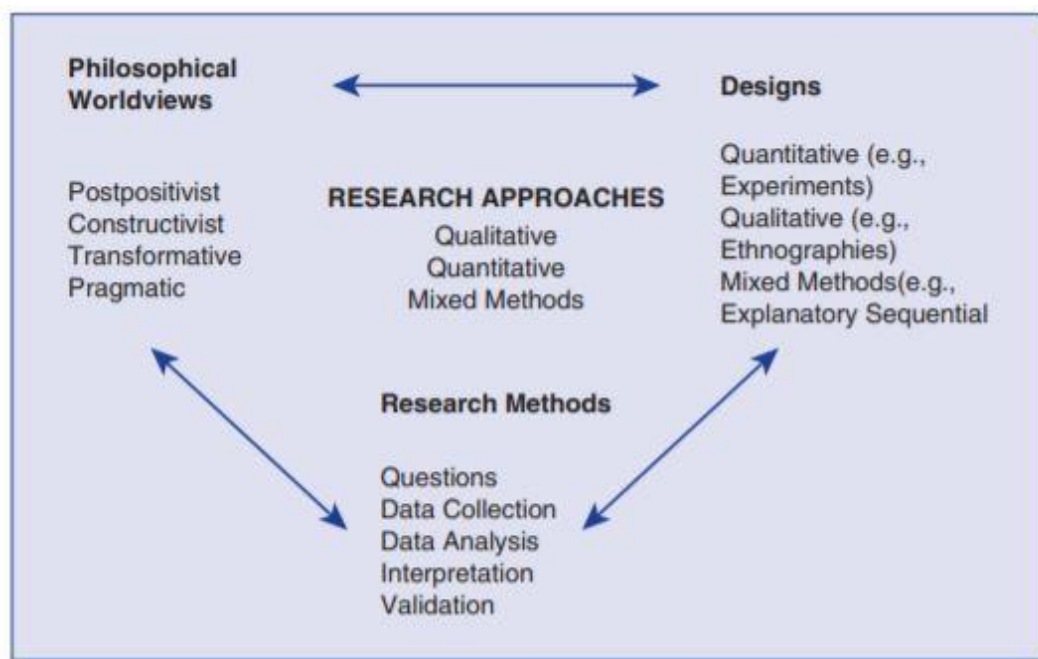
Introduction to Research Approaches

Creswell (2009) asserted that the research approach comprises three crucial components: the philosophy, design, and methods, a form of categorisation echoed by Vijay (2015). The concept of the approach is subject to deliberation due to diverse perspectives on what can be termed as a research approach. In a different perspective, Saunders, Lewis and

Thornhill (2009) listed research approaches as deductive, inductive and abductive approaches.

Gaus (2017) attributed the confusion to the close relations and exchanged perceptions of the research approaches, especially concerning research paradigms and designs. According to Grover (2015), research approaches comprise three fundamental aspects: methods, philosophy, and design. Contrary to the perspectives of Grover (2015), Creswell (2014) outlines three research approaches as quantitative, mixed-method and qualitative research approaches. Notably, Haradhan (2017) holds a similar perspective. The figure below illustrates the three approaches above that will affect the choice of philosophy, design, and methods.

Figure 9: Three Research Approaches

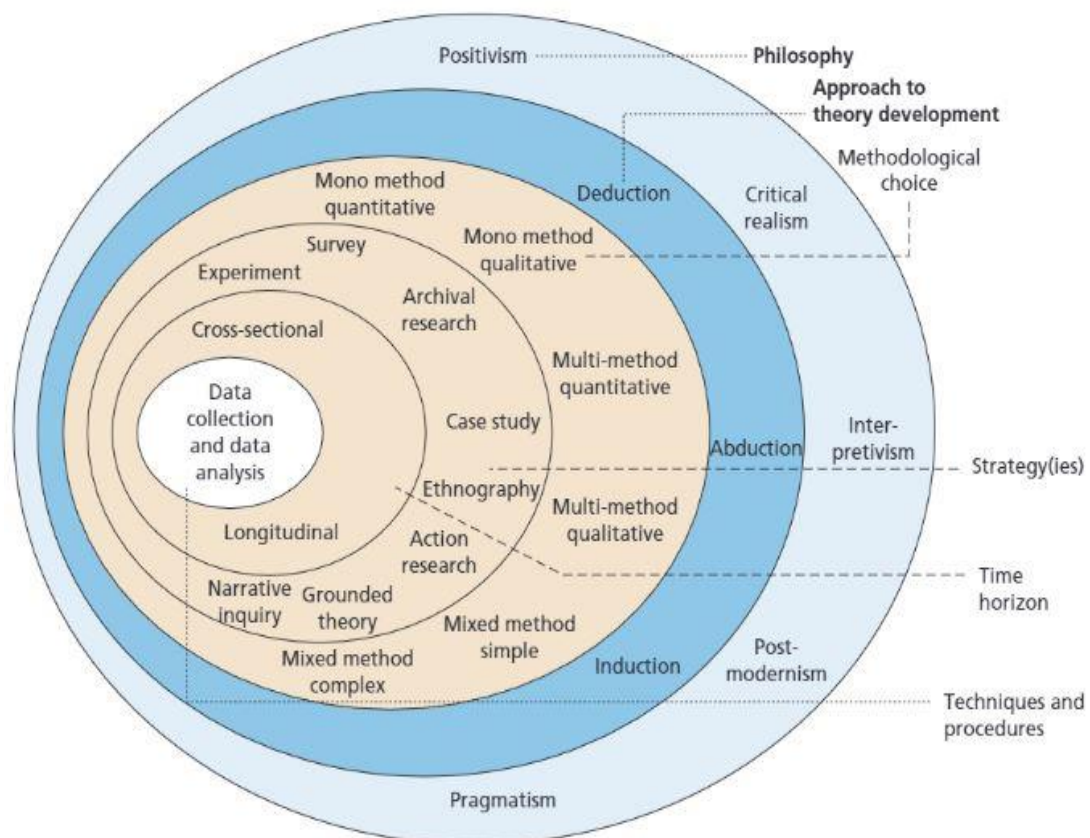


Source: (Creswell, 2014)

Figure nine illustrates how perspectives on approaches in research varied from one researcher to another. Notably, the varied perspectives have a common perception. For instance, irrespective of the diversity, all the approaches concurred that the design influences choices made in other methodological aspects. Although there is an apparent enigma on the

universality of the idea of research approaches, the researcher will combine the perspective of the three authors to discuss the research approaches of this investigation. In considering methodology, some aspects were adopted from the Saunders research onion to describe research approaches and other methodology aspects in this research. Figure ten illustrates the research onion as described by Saunders, Lewis, and Thornhill (2009).

Figure 10: Research Onion as stipulated by Saunders, Lewis and Thornhill

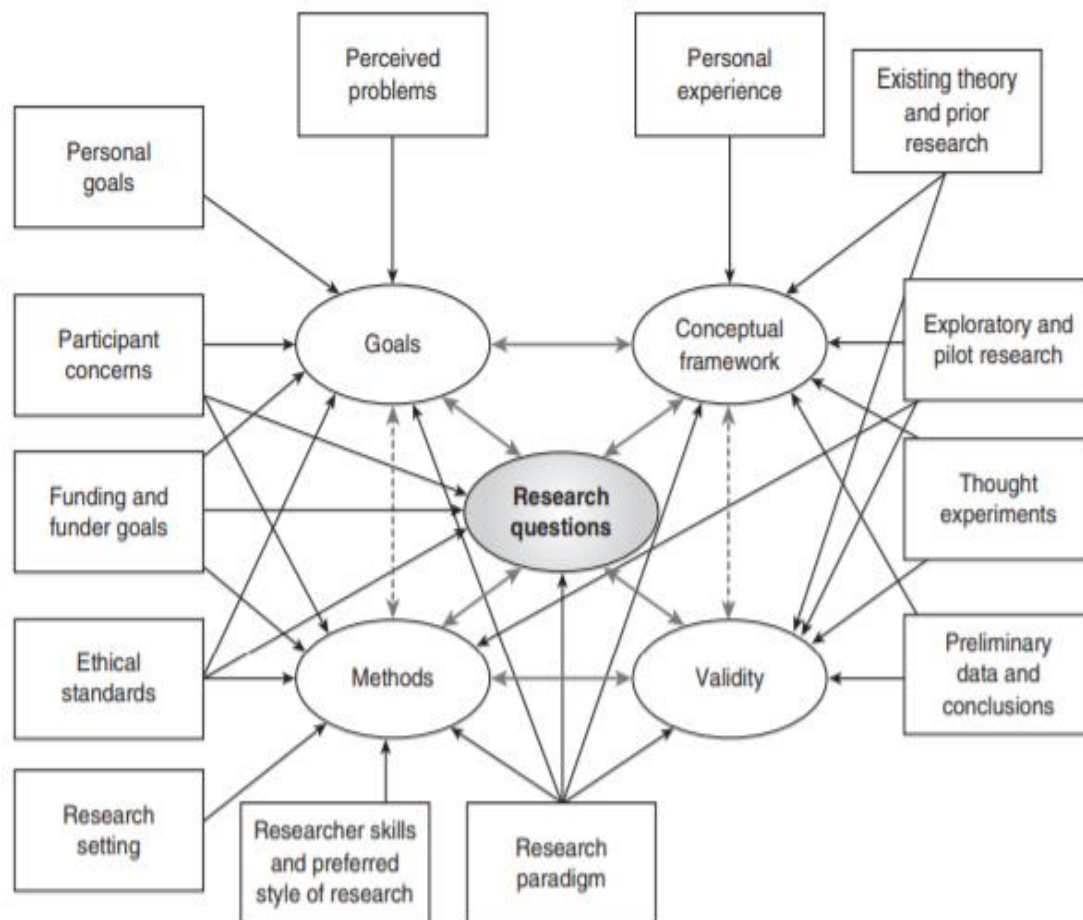


Source: (Saunders, Lewis, and Thornhill, 2009).

Noting the diversity of perspectives on research approaches, this study will explore four research approaches, namely, philosophy, design, strategy, research reasoning and approach to theory formulation. Notably, in exploring the methodology applied to this research, consideration will move from Saunders's outside layers, with the research philosophical worldview, to the innermost layer on data collection. In addition to the

Saunders researcher onion for describing the methodology aspect of this investigation, the figure below illustrates the methodology planning process that guided this work in analysis and the choices made for this investigation.

Figure 11: Methodology Planning Process and Considerations



Source: Maxwell (1998).

The perspectives illustrated in figures ten and eleven demonstrate and emphasize the arguments and philosophical viewpoints of Creswell (2014) and Saunders, Lewis, and Thornhill (2009) that there is one common aspect apparent among the three despite the varied perspectives schools of thought. The commonality is evident in the close interrelationship

among the aspects, thus showing that one choice affects choices made in other aspects. The subsequent subsection describes the research approaches adopted for this investigation.

Research Philosophy

Saunders, Lewis, and Thornhill (2009) described research philosophy as the perception or belief regarding knowledge and perspectives on what can be regarded as acceptable information. On the contrary, Creswell (2014) described these aspects as worldviews to connote the researcher's perceptions regarding how the world operates and of knowledge formation processes. Among the four major paradigms described by Creswell (2014), pragmatism, constructivism, transformative, and post-positivism, the researcher adopted a constructivist worldview. According to Creswell (2014), constructivist is alternatively referred to as social construction or interpretivism paradigm. Notably, interpretivism ontology and epistemology have dominated this research's philosophical worldview (Bhawna and Gobind, 2015).

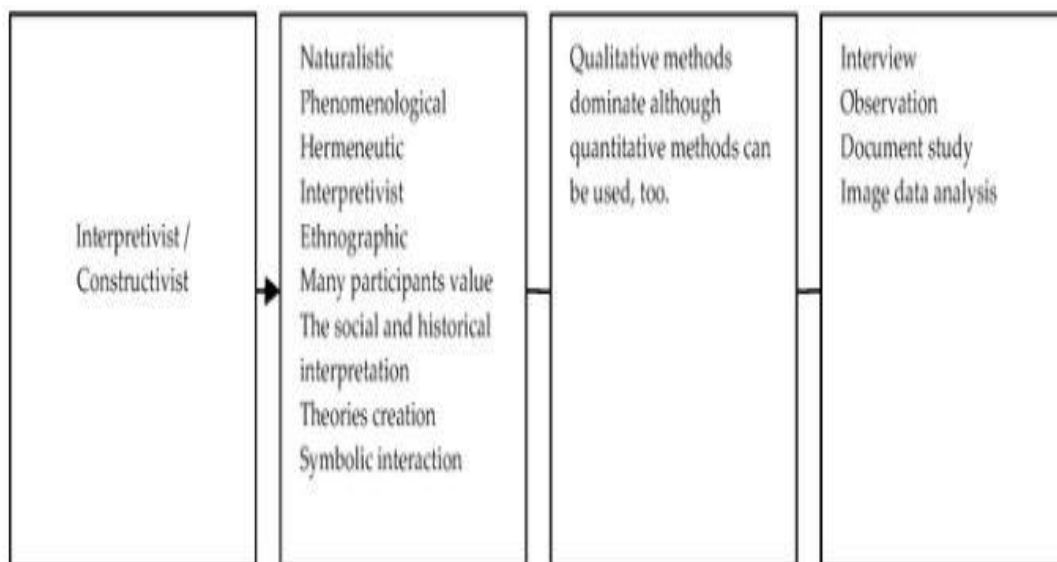
In this case, an interpretivist ontology is concerned with finding out what information collected can be regarded as giving insight, whereas the interpretivist epistemology explores techniques or approaches for exploring the truths established through ontology. Epistemology explores issues of what comprises valid knowledge and how it can be obtained, while ontology explores what constitutes reality and how it can be comprehended (Rangel, 2019). The researcher adopted an interpretivist ontological perspective that knowledge exists in multiple realities and is subjective to people's interpretations and perceptions. Notably, the ontology perspective under an interpretivism paradigm supports the assumption that knowledge is a process of social construction (Andre-Brown et al., 2020).

Further, Andre-Brown et al. (2020) added that reality results from the mental process of interpreting environmental stimuli in social-cultural, moral, and cognitive contexts. Therefore, a subjective epistemology is adopted. Regarding this, understanding how

knowledge is formed and what can be regarded as acceptable truths requires subjects to experience the phenomenon under investigation. Essentially, knowledge is a subjective reality of the individuals that experience it. Besides, the process of deducing meaning from the phenomenon of experience is contingent on the interpretive capability of the mind. Moon and Blackman (2014) emphasised this perspective in the argument that philosophical stances in research are fundamental because they ensure that the findings collected are correctly interpreted, and meaningful conclusions are drawn.

On a divergent dimension, Saunders, Lewis, and Thornhill (2009) clarify that an interpretivist philosophical perspective assumes that knowledge is subjectively formed, culturally formulated and situated historically. In the advancement of Saunders (ibid) arguments, Andre-Brown et al. (2020) illuminated that phenomenology, hermeneutics, critical and symbolic interactionism, case studies, participatory and some feminism strategies are applied in line with interpretivist philosophy. Figure twelve illustrated the perspective of interpretivist or constructivist philosophy as it influences other research method aspects.

Figure 12: Interpretivist Philosophy Interrelation with Other Research Approaches



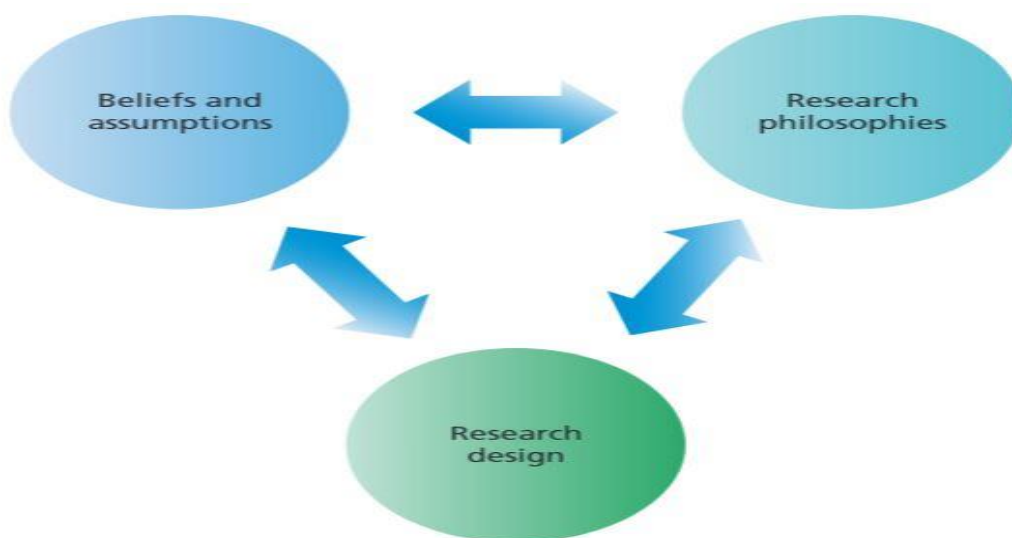
Source: (Andre-Brown et al., 2020).

Figure twelve depicts an interpretive world view as being more compatible with qualitative methods and data collection approaches, as it favours the use of interviews, observation, document analysis and image data analysis. The aptness and justification for an interpretivist or constructivist philosophy are explained in the subsequent subsection.

Justification for the Choice of an Interpretivist Approach

The interpretive philosophy was useful because it enabled comprehension of the research's significance and outcomes from a subjective perspective. One fundamental perspective of interpretive ontology and epistemology that was useful in this research is that stimuli or experiences can have multiple yet valid interpretations. This perspective is true in the education context, considering that learners interpret information taught or learned differently depending on their learning context. Saunders, Lewis, and Thornhill (2009) described the interpretive process as a reflective process that affects research design and is influenced by the researcher's suppositions and beliefs. The choice of the philosophy and other methodologies are influenced by the researcher's design preference, hypotheses and beliefs about outcomes, analysis, and interpretations, as illustrated in figure thirteen.

Figure 13: Factors Affecting Research Philosophy



Source: (Saunders, Lewis and Thornhill 2015)

Figure thirteen shows that other choices of methodology influence the philosophy used. The researcher's preference for a qualitative-oriented study also made an interpretivist philosophy the most appropriate paradigm. The interpretive paradigm was justified due to its inductive nature and correlated with the research method adopted in this research, as explained in the subsequent sections. Further, Ryan (2018) demystified that interpretivist perspectives are most appropriate for social science research work because they are based on the ideology that a studied phenomenon can have multiple explanations as opposed to the adoption of facts that stand to be validated or invalidated.

These perspectives are in line with Zukauskas, Vveinhardt and Andriukaitiene's (2018) viewpoints that education is a social process, thus understanding aspects of education requires a subjective process where one's experience of the learning process is available to the analysis of such teaching and learning processes. As such, the interpretivist approach is the most suitable worldview for this research because it provides a subjective opportunity to examine the phenomenon under scrutiny. Additionally, the interpretivist approach supports investigations using the context of the application instead of generalising the study topic. The interpretivism philosophy approach of using a context or case studies to articulate the larger issue under investigation suits the researcher's objectives to study narratives of education in international schools' websites using the case study of Singapore's international education system. Therefore, interpretivism was appropriate for serving the current study.

Theory Formulation and Reasoning Approach

As illustrated in figure ten, the next layer on the Saunders onion framework is the approach for formulation of theoretical assumptions of the study and reasoning to interpret and articulate the issues or data collected. There are three theory formulation approaches: abductive, deductive, and inductive (Saunders, Lewis, and Thornhill, 2015). Saunders, Lewis

and Thornhill (2014) clarified that four factors, namely logic, use of data, theory and generalisability, impact the reasoning process and formulation of research findings. In the case of an inductive approach, Azungah (2018) explained that data is analysed to draw more generalised and untested conclusions on the subject. The option chosen depends on the philosophy and design adopted in line with the researcher's aims, objectives and assumptions regarding the study subject. Considering the factors enumerated above, the researcher chooses an inductive approach. The reasons for an inductive approach are provided below.

Justification for an Inductive Approach

The researcher had assumptions regarding the narratives of education in the websites of international schools that needed assessment and validation, but the study's focus was not suitable for statistical means of testing such outcomes. Thus the assumptions made may be valid but statistically untested. Besides, the researcher had specific questions and assumptions about the narratives of education on international school websites, which required to be scrutinised to explore the questions and test the assumptions.

The data collected on the study subject was to be scrutinised, themes and patterns identified in reference to a theoretical or conceptual framework, thus making an inductive approach the more suitable approach to achieve this aim. Unlike the deductive approach, whose main aim is to test a theory to verify it or invalidate its propositions, the inductive approach was suitable in this case because it concurred with the research objective to create new knowledge on the narratives of international education as portrayed on school websites. The inductive approach has methodological flexibility as described by Liu (2016), thus making it suitable for this research considering the study's multi-perspective aspects.

Research Design and Strategy

Toshkov (2016) asserted that regardless of the research methods and instruments adopted for the study, the researcher must decide how to structure the study. Notably, in their

discussion of design, Saunders, Lewis, and Thornhill (2016) grouped research designs into three major categories: qualitative, mixed-method, and quantitative designs. Further, the above researchers noted that these research designs adopt different strategies to give more precision to the broad design. Considering the options above, the researcher chose a mono-qualitative design. Hammarberg, Kirkman and De-Lacey (2016) demystified that qualitative designs are suitable for assessing experiences, phenomena, theoretical issues, behaviour and perceptions that can not be explored statistically, mainly in social science research. Kalra, Pathak and Jena (2013) added that the qualitative approach is the most suitable design for investigating the social science process. In line with the Saunders research onion insights, the researcher also chooses a case study strategy for this investigation.

Justification for a Qualitative Case Study

The qualitative design was suitable for this research because the research sought to explore a social science aspect of education narratives that can be understood better through a qualitative design. The design was appropriate because the study used mainly secondary data sources collected from the websites and interviews to get descriptive data. Besides, the secondary data were analysed using qualitative methods. The design was befitting because it allowed the investigator to adopt open-ended questions to explore narratives of education. On the other hand, the case study strategy was appropriate for this investigation because the study examined narratives of education found on international education websites using the case of Singapore international education as a case to contextualise the study.

Research Method, Justification and Instruments Design

The researcher adopted three data collection methods, namely image analysis, text and documents analysis and interviews. Specifically, the researcher analysed the texts on the websites, the symbols therein, images, audio and video graphics on the website sections.

Frameworks were used to record and analyse the data collected from the website of the international schools sampled. A framework refers to a planned edifice or a structure of the subject in a reference where the edifice details the ideologies, facts, opinions, beliefs, or rules that enable one to discuss the subject matter. Frameworks are significant in research work as they help the researcher make meaning and discuss various concepts under research. Notably, this research adopts an analytical framework in data management. Therefore, the analytical frameworks were instrumental in summarising and presenting data gathered during the study.

The process leading to the adoption and formulation of frameworks started with the study of King's evidence-based framework and its adoption in education research works. King (2014) evaluated the usefulness of frameworks in research and found that previous frameworks were useful but had limitations that she built upon to develop a provisional framework. The framework was revised to provide a holistic approach to studying a subject. King (2014) noted that using frameworks allowed researchers to extensively study a complex subject with several parameters through grouping the aspects under scrutiny. King (2014) found the frameworks to be fit for serving her purpose in assessing the effects of teachers' professional development (see appendices D and E). King (2014) embraced the development of frameworks customised for the phenomenon under study. Her support for the frameworks led to the decision to work with frameworks (King, 2014). The framework for this case was based on Fairclough's perspectives and theories.

In line with King's (2014) perspectives on the provisional framework, a trial framework was developed for analysing the semiotics and discourses in the sampled website. The trial framework was the initial framework adopted to test whether the envisaged framework would yield relevant and reliable data. The trial framework was used to analyse one school to test the validity and reliability of the framework in collecting data. HWAR2

was the school chosen for a trial. The trial framework is attached in the appendices section for perusal. Major changes were made in the final framework, mainly extending the parameters used to collect the websites' data. The trial frameworks adopted the main website pages as parameters to collect and analyse semiotics and discourses on each page. The trial framework's scrutiny revealed that the framework was complex and contained repetitive data on each web page. The final framework was overhauled to adopt specific semiotic and discourse parameters. Specifically, the trial semiotic framework used 'graphics, colours, dominant shapes, persons, actions, nature and emotion' parameters. However, the final semiotic framework condensed the parameters above and formulated the following parameters.

1. Signs/sign language use, icons and index,
2. Symbols/symbolism, signifiers,
3. Photos and videos,
4. Visual aesthetic aspects of the websites, such as colours and design.

Additionally, the trial discourse framework used 'events, culture, mobile integration, grammar, vocabulary, texts, semantics, navigation and phonology' parameters but the final discourse framework focused on the analysis of the text on each webpage. The trial frameworks were overhauled because the researcher realised that the trial framework had shallow yet very complex information that missed the critical aspects expected in analysing the texts on the website (Refer to appendices B and C). The final data collection involved two interrelated frameworks that facilitated collection, recording, presentation, and data analysis. The first framework analysed data on the websites' semiotics, mainly focusing on the data relating to signs and symbols on the sampled websites. The second framework has data on education's discourses, mainly detailing data on linguistics and other aspects relating to education evident on the websites. The frameworks were used to guide the collection of data

on narratives and discourses of education observed on the sampled international schools' websites. The frameworks will be discussed in detail in the next chapter on presenting data, analysis, and discussion of results.

The researcher interviewed the principals of the sampled international schools in Singapore. The interview had an unstructured design with open-ended questions for obtaining extensive information regarding the narratives of education on the websites of sampled international schools in Singapore. The methodology above was appropriate as it was in with the interpretivist philosophy adopted in this study. The main reason for conducting interviews was to gather another version of the narratives as close as possible to the participants' experiences and present their perspectives as accurately as possible. Image and text analysis methods were appropriate because they enabled the researcher to collect data on images, texts, audio, and graphical data contained on the sampled website. A set of questions for preparation was sent by e-mail to the participants before the interview. The interviews were conducted online using Skype.

The study also adopted online methods as they were suitable for remote data collection. The methods were also suitable because they are cost-effective. However, the researcher briefed the potential respondents about the process for online data collection as part of the interview process preparation. The interview conversation was recorded in audio format for transcriptions. The graphics, text and image analysis were appropriate because it allowed the researcher to assess the narratives communicated about international schools and international education in Singapore.

STUDY LOCATION AND ITS JUSTIFICATION

The study was conducted in Singapore. Singapore's excellent performance in global competency assessment (PISA) over the years has increased the global focus on Singapore's international education (Teh, 2013). According to Coughlan (2015), Singapore led in an

international competition involving math and science, a competition including 76 countries worldwide and organised by the Organisation for Economic Co-operation and Development (OECD). OECD organises an international contest for 15-year-olds to assess their competency applying mathematics, reading and science in life issues. Singapore has performed exceedingly well in the Programme for International Student Assessment (PISA) results. For instance, Singapore topped the 2018 and 2015 PISA global assessment (OECD, 2018; OECD, 2021). In the 2018 tests, Singapore learners' performance averaged 576 marks, a mark higher than the OECD averages. The other top five in the test include Canada (554), Hong Kong (542), Scotland (534) and Taiwan (527), indicating a significant lead gap (Davie, 2020).

Tan, Koh, and Choy (2016) cited the McKinsey report, which named Singapore as determined to achieve success. Singapore is recognised as having made tremendous progress in its education systems in five decades. The Singapore learners' methods of knowledge acquisition, mainly the primary and secondary learners, have evolved to incorporate emerging yet revolutionary technologies such as online student portals on websites, electronic libraries, and other innovations. Further, Tan, Koh, and Choy (2016) identified the main challenges facing Singapore's educational sector as globalisation and its cultural diversity. They argue that these challenges could be handled by keeping up with globalisation and adopting modern technologies.

In response to the increasing population and demand for educational services, Singapore has witnessed an influx of international players who have diversified the education service in Singapore by offering other curricula such as the international baccalaureate system, English national system, and American-based education systems. A look at the statistics databases reveals that Singapore has 53 international schools (International-schools-database.com, 2019). This high number of international schools makes Singapore an

interesting space to sample the narratives of education found on their websites. The evidence above suggests that this education context is developing rapidly, including the international school sector, making it an interesting location to study the narrative of education contained in websites of international schools.

STUDY POPULATION AND ITS INCLUSION-EXCLUSION CRITERIA

The current study used the international schools in Singapore as the study population. Specifically, the study data and participants involved in this study are the school heads and the sampled international schools' websites in Singapore. The population had the following exclusion and inclusion criteria.

Figure 14: Population Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. The school must be located in Singapore.	1.Non-Singaporean schools, even if they are international schools.
2. The school must be an international school.	2.Local Schools were excluded.
3. The school heads must provide consent for an interview and cooperate with the researcher.	3.Schools that were hesitant to give voluntary participation consent or portray goodwill to cooperate with the researcher and share information were excluded from this research.
4. The school must have a website.	4.The school has no website.

SAMPLE SIZE, SAMPLING METHOD AND PROCEDURE

Research work ought to study all the population members, a research standard that Acharya and her colleagues emphasized in a study they conducted in 2013. Nonetheless, Acharya (2013) notes that the endeavour of studying the entire population is often marred by impracticability. Sometimes it is impossible to study the whole population due to reasons such as insufficient time and finances and a widespread geographical location of the population, among other research challenges. Therefore, it is necessary to sample as Thompson (2013) advised.

The researcher adopted a convenience and purposive sampling technique to recruit the participants. Convenience sampling was used to sample the international schools based on the convenience factors such as geographical, an updated running website and time convenience. Etikan (2016) argued that purposive sampling is mainly used when a researcher is interested in a specific feature of the study subjects suitable for his research, perhaps skills, knowledge or another feature that makes the study subject stand out among other possible participants. The purposive sampling technique was used to sample the principals of the schools sampled because they have expert information on the narratives of international education and the value of websites to international schools' operation and presentation. The targeted sample size was five international schools in Singapore with websites. The researchers' interest in respondents with a wide array of knowledge and administrative power justified the purposive nonprobability sampling in sampling school principals.

PARTICIPANTS AND RECRUITMENT PROCEDURES FOR INTERVIEWEES

The target interviewees were the principals of the international's schools sampled for this investigation. The researcher recruited the participants for this investigation through emails available on the school websites. The potential respondents were emailed a letter of invitation to participate and informed consent forms to ensure that all the aspects of the study,

its benefits and any related risks were divulged before the participants decided on their participation and made informed decisions regarding their participation. The respondents were invited to read and voluntarily accept to participate. The target respondents were also expected to provide proof of voluntary participation and consent for the researcher to interview them through signing the informed consent forms.

DATA COLLECTION AND RECORDING PROCEDURE

According to Igwenagu (2016), data collection is a fundamental and indispensable part of any research endeavour. The researcher guaranteed that every respondent was given an appropriate time to ask questions and talk to the interviewer. The interviewer explained that the intention to engage the respondents in an interview regarding their schools and websites and that the interview would be recorded. The researcher requested consent from the interviewee. Once an invited principal gave consent for the interview, the researcher then explained the interview structure and commenced the interview as soon as the interviewees were ready. The researcher recorded audio format data to protect the respondents' physical identity in line with anonymity and ethical privacy provisions. Further, the researcher collected data through structured analysis and observation of the sampled international schools' websites.

DATA ANALYSIS

The data collected using close observation of the website content were analysed using thematic analysis approaches. The thematic analysis process involved coding the data gleaned to ensure that patterns and themes were formulated. In the first step, the researcher skimmed through the data to summarize the raw data into phrases, also called subthemes. The phrases constituted preliminary codes. In the second phase, the researcher used the open coding technique to identify close relationships and patterns in the data. The preliminary codes were scrutinized further to identify similar subthemes, grouped, and allocated a specific term that

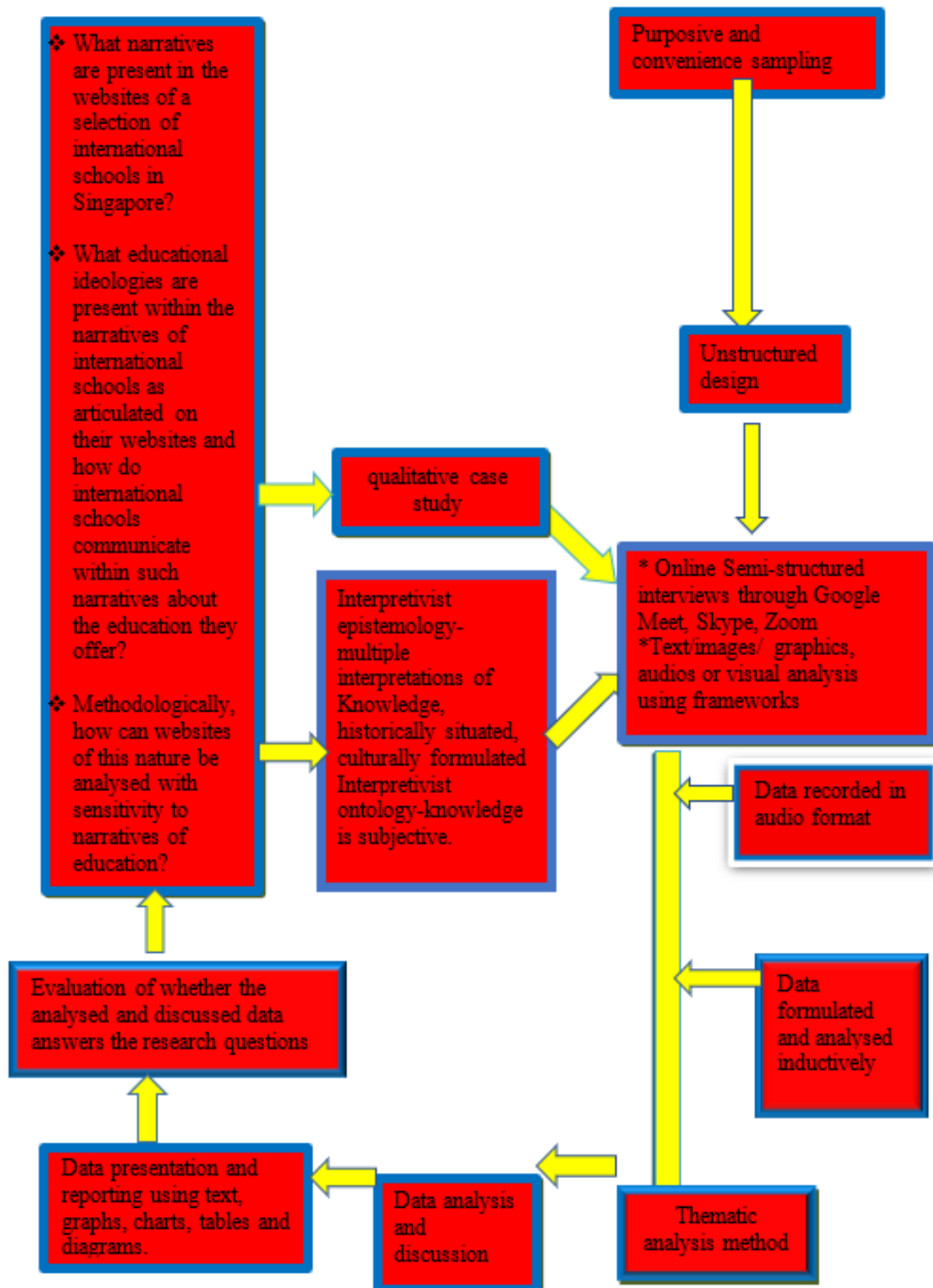
referred to a theme. The main observation and findings of the study were analysed under different themes formulated. Notably, the themes helped to examine aspects of international education narratives as revealed in the interview data. The data analysis and discussion in the next chapter are presented under the following chief themes. Notably, the themes below have subthemes.

1. Descriptions of the international school
2. International education and curricula
3. Integral aspects of international education offered in international schools
4. Narratives of international education told on the school website
5. Narratives of education not reflected on the website.

ANALYTICAL FRAMEWORK FOR METHODOLOGY

Figure fifteen summarises the methodological choices made for this research through an analytical framework.

Figure 15: Methodology Framework



The framework above shows the research question, aims and objectives formulated using an inductive approach. The analytical framework shows that the study follows an

interpretivist philosophy, qualitative case study, inductive approach with interviews, the analysis of text and graphics as methods to collect data. A thematic analysis technique was used for analysis. The framework above is useful in presenting how the researcher chose between methodological options and how the choices affected other dimensions.

PROBLEMS AND LIMITATION ENCOUNTERED IN THE RESEARCH

Methodology Limitations

The research study relied on qualitative approaches to examine the investigation subject, mainly using interviews and analysis of the texts, graphs, audio, and symbols on the websites of sampled international schools in Singapore. Although qualitative approaches were the most suitable for examining a social discursive aspect of education, they have their fair share of limitations and presented difficulties in undertaking this research. Although the use of unstructured interviews is useful in collecting in-depth data for this kind of research, the data was highly subjective and open to the personal prejudice of the principals sampled.

The unstructured design of the interviews was also challenging in the sense that there was a chance that participants could veer off the broad main objective of the inquiry and provide irrelevant data. Some principals provided data that was irrelevant to the question posed but the instances of this were minimal. Nonetheless, the interviewee listed without interruption but ensured the excessive irrelevant data was filtered out during thematic analysis. Additionally, the online interviews required a reliable internet connection. In one case, there was a minor internet downtime which made the connection poor. The page has to reload before the conversation could continue. However, the issue was resolved, and the conversation continued.

Research Bias and Sampling Limitations

The convenience sampling used had limitations because it did not give all the population members an equal chance of being selected for this research. Additionally, the

data collected for this investigation were subject to respondents' perspectives and thus were highly subjective. The subjectivity increased the possibility of respondent bias. In addition to respondent bias, the data garnered was further subject to the researcher's risk of bias during analysis, interpretation, and reporting.

STRATEGIES TO MITIGATE THE PROBLEMS AND LIMITATIONS

Ensuring Reliability and Validity

Reliability and cogency are indispensable in research work, and thus, the researcher should carefully determine whether the research instrument intended to collect data from the study subjects can yield valid and reliable data. The limit of an instrument to quantify and yield comparative outcomes over and over decides the degree of the research instrument's dependability. However, in qualitative research works, validity is assessed in terms of cogency, legitimacy, trustworthiness or rationality, while reliability is assessed as confirmability, consistency, transferability, dependability and credibility (Leung, 2015; Ali and Yusof, 2012).

Researchers have supported the shift from reliability and validity in qualitative research to adopt more suitable terms that reflect the aspects of enhancing the quality of the result outcomes, such as the ideas listed above (Leung, 2015). According to Noble and Smith (2015), the terms reliability and validity are inappropriate for qualitative studies because qualitative studies have no statistical means of testing validity and reliability; thus, such terms are more suitable for quantitative-oriented research. As Ghazali (2016) indicated, a reliable research instrument should create consistent and predictable outcomes. The research instrument's reliability was measured by testing the instruments before it was launched in the field. A thorough review of the instrument, mainly, the nature, type, and structure of the questions, was also critical in ascertaining the reliability of the data collected by the research instrument.

Regarding this, the researcher thoroughly assessed the study frameworks and interview approach to be used for quality and ensuring that the questions asked were objective, respectful and unambiguous. Additionally, the researcher also triangulated the data collection methods used. The unstructured interviews were triangulated with text analysis, graphics analysis, symbol analysis and image analysis of the websites. The data collected from the websites were recorded and analysed within the frameworks adopted. Moreover, the respondents were pre-screened through a set of inclusion-exclusion criteria to ensure that they met all participation requirements before they were invited to participate in this study. Notably, reflexivity was also a critical consideration because it is a potential source of bias in research. According to Patnaik (2013) and Palaganas et al. (2017), reflexivity is concerned with the researcher's position in the research process where the overarching assumption is that a researcher is influential in research and thus cannot be treated as mere observers in the prospective consideration of reflexivity.

Prospective reflexivity was critical in this investigation as it has a higher potential to cause research bias than retrospective bias. Prospective reflexivity required the researcher to be aware of the possible implications and bias the methodology choices can have on research to avoid or minimise bias. Regarding this, the researcher had sought authorisation for conducting the study from the interviewees and sampled schools. The researcher also sent copies of transcript interviews to interviewees, who then confirmed that the transcribed data was indeed discussed, and nothing had been lost during the transcription process. The researcher increased the measures for legitimacy and trustworthiness of the data by combining approaches for increasing credibility. The researcher combined member checking, triangulation, and reflexivity.

CHAPTER SUMMARY

The methodology chapter elucidates the research approaches, namely the interpretivist paradigm, qualitative design, case study strategy, unstructured online interviews, and the website text and graphics analysis employed in the study. Justification for the above choices is also provided in the chapter. The chapter also explained the study population, location and their suitability for this investigation. The study was conducted in Singapore as the context, and international schools in Singapore comprised the study population. The researcher was interested in the international schools' websites and undertook interviews with the schools' principals: five school heads and the websites of the five schools sampled. The chapter also explains the purposive and convenient sampling technique, procedures and data collection and recording procedures and techniques.

This chapter also elucidates study variables and frameworks. Two types of study frameworks were used in this research to record and aid in the orderly analysis of the websites' data. The chapter also presents a design framework for the methodology to illustrate the methodological aspects adopted in the study and the relationship within this study's research design aspect. It provides a visual framework for the methodology of the research process. The inclusion and exclusion criteria have been specified. This chapter described the method of gleaning and recording data. Finally, the chapter discusses the limitations of the study and the mitigation of the limitations. The chapter explains measures enacted to increase reliability, credibility, trustworthiness, legitimacy, and confirmability of the data collected.

CHAPTER FIVE: DATA PRESENTATION, ANALYSIS AND DISCUSSION

CHAPTER OVERVIEW

The current chapter presents data collected from websites of five international schools in Singapore. The websites' data was gleaned through a framework where the data observed on the websites was recorded on the frameworks. Two types of frameworks, namely semiotics and discourses frameworks, were deployed. The preceding chapters discussed diverse concepts, aspects, theories, and literature related to narratives of education, the discourse of education, linguistics aspects and website technology as this knowledge is fundamental in analysing the websites of the sampled international schools. The complexity of the relationship between educational discourse, language, and other aspects in an international school website necessitated the researcher to lay an extensive foundation of knowledge to foster scrutiny and comprehension of the data collected from the sampled websites.

The secondary data is collected from websites of the five international schools sampled. Regarding ethics of anonymity, any reference to the schools sampled used alphanumeric pseudocodes as follows SAISR1, HWAR2, CISR3, ISSISR4, and DCISR5. Educational ideologies presented within international schools' narratives as articulated on their websites were scrutinised to determine how the narratives, discourses, and ideologies communicate about their educational services. While the use of terminologies such as narratives, ideologies, and discourses can be confusing in collecting data on the websites, specific contents such as texts on the websites, symbols, images, video graphics, audios and aesthetics aspects on the websites were considered. They are critical components of discourses on the websites.

The chapter is subdivided into four main subsections. The first subsection presents data in frameworks. The second subsection analyses the data collected. The third subsection

provides a summary of the main findings, while the fourth discusses the data analysed. The discussion subsection compares and contrasts the findings of this research with the findings of other researchers scrutinised in the literature review in chapters two and three.

INTRODUCTION TO THE FRAMEWORKS

The semiotic framework focuses on aspects that use signs, symbols, and other graphics on the websites. In perspective, semiotics is a linguistic concept that studies signs and how the signs communicate about society, culture, activities, and phenomena, among others. Semiotics is applied in the context of this investigation to encompass diverse signs, symbols, photos, and video graphics on the websites. Since semiotic analysis is a study of behaviour and social concepts of subjects using signs and symbols, the researcher focuses more on the aspects portrayed on the websites to scrutinise what narratives and ideologies these semiotic aspects talk about the school and the education offered therein.

Consequently, the semiotic framework and analysis in this subsection are highly packed with symbolism, imagery, depiction, figures of speech, signification, pragmatics, designation, and semantics, considering there are fundamental semiotics discourse concepts. The second framework analyses the discourse aspect of the websites fundamentally the social aspects of the website's discourses. This framework connects the semiotic analysis and the discourse on websites with the social aspects of the discourse. One school was chosen for the trial purpose to assess the applicability and reliability of the frameworks in analysing the websites for meaningful semiotics and discourses/data.

DETERMINATION/CONCLUSIONS OF PILOT/ TRIAL STUDY

The researcher chose the website of HWAR2 for trial purposes. The website had several main pages, which had other web pages. The website contained a page about the school, admissions, school life, academics, news, careers, and contacts. The trial study determined that the two frameworks were reliable tools for analysing the sampled schools'

website. The tabulation technique of the framework allowed the researcher to record multiple aspects of narratives, discourses, and semiotics in the websites of sampled schools.

DATA PRESENTATION

To avoid clumsiness in data presentation, the section has five semiotic frameworks that analyse semiotics used in websites for each school.

Semiotic Framework

Table 1: Semiotic Framework for SAISR1

School Semiotic aspects	SAISR1
Signs/sign language use	<p>The landing page had a sign of a lion in the logo. Lions are symbolically used to signify bravery, mighty, leadership, power, strength and majesty. The lion symbol may have been used to symbolize that the school leads to instilling leadership or providing international education. A scrutiny of the websites revealed that there was scanty use of signs and sign language. Instead, the website emphasises the use of texts and graphic discourses</p>
Symbols/symbolism signifiers	<p>The masks worn by learners in class symbolise the school's commitment to providing a safe environment for learners considering COVID-19. The wearing of masks and keeping a safe physical distance among learners in a class is meant to elicit feelings of safety among the visitors. At the back of one of the classrooms were images of flags of different countries. The flags in this context symbolised the</p>

	<p>internationality or globalism aspects of the schools to illustrate that the school has students from all over the world. The flag's symbolic presence is used to reinforce the ideology of international education offered in the school. The diverse flags show students enrolled in the school from those countries and the school's multicultural context.</p>
<p>Icons and index</p>	<p>The use of the lion as an index is metaphoric of the school as the leader or 'king' in offering international education in Singapore. Lions are conventionally used metaphors for leadership and bravely. Therefore, it was used to depict the school's leadership in the international education sector in Singapore. Additionally, different sports icons such as a student holding a basketball, a student swimming, a young child riding a bicycle, a tennis court, and a football field are icons that symbolise sports and physical education as part of the school's co-curricular activities.</p>
<p>Photos and videos</p>	<p>The presence of a video that offers a virtual tour of the school is critical because it allows visitors to explore the schools remotely. The landing pages had several photos set in video motion to acquaint the visitors on the websites with their education. Notable were learners in class learning using modern technology, precisely photos of learners in classes using tablets and interactions of teachers and learners, which seemingly depicts teachers helping pupils navigate and learn on tablets. The website had photos of learners in different age groups, showing that the school offers education for various learners in different age groups. There was a photo of school leadership having virtual meetings, thus reinforcing the ideology of</p>

technology. The different photos and video graphics of learners using technology depicted the importance of technology in this school's curriculum. There were photos of the school facilities such as swimming pools, sports arenas, and playing ground to depict that the schools' value the learners' physical education. Photos were used to illustrate admission, curriculums offered, fees, facilities, boarding, classroom environments and moods. For instance, the photos with children smiling and laughing symbolise a serene and tranquil environment where the children learn and have a good time after the class. The learners' emotions on the website depicted the school as a good place to be, as evident in the smiley faces plastered all over the website on different pages. Such photos symbolised the happiness of the learners in the school. Generally, the websites had capitalised on visual semiotics of photos and videos to articulate different curriculums, ideologies and narratives of the education offered. The numerous videos displayed the state of art facilities of the school, early education facilities and playing aids, virtual school tours, and the school's collaboration with other international education systems in other countries. The combination of photos, videos, and audio offers the website visitors a one-stop shop on all school aspects. These semiotic aspects were critical in providing a visual experience with the school as if one had physically visited the school. The technology aspects emphasised on the website show the school's importance in connecting with its international clients.

Visual Aesthetic aspects of the websites such as colours and design	<p>A scrutiny of the website's aesthetic aspects and design revealed a well-articulated narrative of the services offered. The website was easy to navigate, and the icons used were few to avoid confusion. Different aspects are group together in specific icons for easy identification. The main pages include the home page, curriculum, admission, about us, contact us, 360 school tour and school life. The colours are carefully chosen to yield an appealing blend of navy blue, red, sky-blue, and white themes to match the school uniforms and the school's facilities. Lastly, the use of hyperlinks helped in navigating different pages of the websites.</p>
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The table below is a semiotic framework presenting the data on HWAR2

Table 2: Semiotic Framework for HWAR2

School Semiotic aspects	HWAR2
Signs/sign language use	<p>The website had logos and images of organisations affiliated with the school to depict the school's high collaboration and partnerships with other leading international education stakeholders. The website had a scanty application of signs. The sign of the cross on top of a building signifies a church to show that despite the school being located in a Buddhism majority country, it accommodates Christianity due to its international status. There was no use of sign language on the website.</p>
Symbols/symbolism signifiers	<p>One of the photos had five children. One of the students was of African black race, and another child was of Asian race. The photo carries a symbolic meaning that depicts the multi-racial or multi-ethnic nature of the school. The photo was meant to illustrate the diversity of international education offered in the school.</p>
Icons and index	<p>The basketball image is an icon used to show that the school values sports as part of the learners' learning and all-rounded development. Flags of different countries on websites were used as an index to illustrate the countries of origin of their students supporting international education in the school. Images of the children playing ground were an icon for a children-friendly environment for pre-primary learners in kindergarten. The school van was an icon</p>

	<p>deployed on the website to inform the visitors that the school can offer arranged transport for the learners to and from the school. The van can also facilitate educational trips.</p>
<p>Photos and videos</p>	<p>The photos on the landing pages also illustrate the modernity of the school facilities and adequate co-curricular activities. For instance, the presence of a playground in the background of the photo and children playing basketball elicits notions of a school that values the children's physical education. There was also a photo of two students in what seemed like a science class. A test tube and some chemical reagents in the test tubes depict an experiment. The photo was meant to show that students are given classroom lectures and scientific experiments for practical learning. The website also had a photo of learners discussing something in a book to signify the value of teamwork in learning. Another photo with a teacher and pupils was semiotically applied to illustrate a close relationship between teachers and learners.</p>
<p>Visual Aesthetic aspects of the websites such as language, navigation ease, colours, and design</p>	<p>The website was easy to navigate and locate different information. The main pages were home, contact us, careers, login, about us, admissions, school life, academic and news. Visitors can trace different information by navigating the main pages above in either English or Chinese languages. Established as a Chinese-oriented international school in Singapore, the website offers the visitor the option of navigating in the Chinese language. Non-Chinese visitors can easily navigate in English. The design was appealing, and the aesthetic combination of colours of the websites offered a tranquil</p>

	<p>feel. Nursery and primary school have red and grey colours for uniforms, while the high school uniform is designated to be a blend of black and grey. Although the school has videos to acquaint the school visitors, any virtual tour of the school must be booked. The school's virtual tour was restricted to the visitor who requested the virtual tour through booking.</p>
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Table 3: Semiotic Framework for CISR3

School	CISR3
Semiotic aspects	
Signs/sign language use, Semiotics used for symbolism/signifiers	<p>There were logos for different organisations and agencies that partnered with the school to show that the school is accredited and offers high-quality international education. Additionally, there were logos for different social media sites that one can connect with the school. There are sport-like images such as basketball and playing ground meant to signify the school's commitment to physical education and co-curricular activities of learners after class time</p>
Icons and index	<p>The admission page had eight indexes that illuminate narratives of co-curricular activities. The eight symbols used show that learners can go to the gym, performing arts theatre, science labs, aquatic centre with Olympic size pool, outdoor discovery centre, art centre, three makers spaces for learner interested in craftworks and</p>

	<p>library. The website had images with indexes to signify Facebook, Vimeo, Instagram and Twitter. The index demonstrates that the school value is communicating with its learners, parents, and visitors across various social media networks. The school recognises social media's power in reinforcing the narrative of international education it offers on the websites. There were indexes for showing direction, location, chat conversation with the school agent and customer service.</p>
<p>Photos and videos</p>	<p>The home page offers visitors a chance to have a virtual tour of the school and class activities and outside the class. The video acquaints the school's visitors by highlighting key aspects of the school such as curriculum, e-learning, innovations, practical learning and sports. Three other icons offered the visitor a chance to inquire for more information, chat with an operator or customer service personnel or attend a virtual open house. There was a photo of school staff in what seemed like a staff guiding the young learners. The website had a video that provides an in-depth story of the school by describing its vision, future prospects for international education, learners, and the school's response in preparing its learners to fit in and become leaders in the future technology, research and innovation-riddled education landscape.</p> <p>There were photos of children learning using modern technology tablets and computers to show that school values development and utilisation of e-learning. There was a photo of learners and teachers looking at a practical science class and two other photos depicting students performing art activity. Different photos</p>

	<p>showed that learners could engage in home science, culinary skills, technology-oriented co-curricular activities, science projects, dances, drama and music, physical education such as sports, and music, among others. There were photos of the school staff serving in different capacities an organisational hierarchy chart for visitors to get acquainted with the school administration. Photos and videos also showed a close interaction and support of learners from alumni, pastoral care staff, teachers, counsellors, and parents to foster comprehensive, social, emotional, intellectual and physical growth of the learner. The website also had photos that demonstrate the commitment of the school to bilingual education. The English language is the main language used, but the school also teaches French and Chinese.</p>
<p>Visual Aesthetic aspects of the websites such as colours and design</p>	<p>The website is designed so that it is easy to navigate. The main pages were home, admissions, camps and events, learning, about our story. The main colour themes were blue, white, grey, red, purple and black. The colours were carefully blended to provide appealing aesthetics.</p>

Table 4: Semiotic Framework for ISSISR4

School	ISSISR4
<p>Semiotic aspects</p> <p>Signs/ Icons index, sign language use</p>	<p>There were image icons of Facebook, Twitter, Instagram, and LinkedIn, indicating that the school values communicating and</p>

	<p>creating awareness social media channels. There was also an index image of YouTube. The website has five accreditation logos meaning that the school offers high-quality education.</p>
<p>Symbols/symbolism signifiers</p>	<p>One of the symbols was children holding a global sphere which meant that the school offers international education. Another symbol is that of a basketball, signifying that the school encourages sport for physical education. The symbol of a laboratory signifies that the school encourages practical learning. The presence of young children and teenagers signifies that the school offers education for different age groups. The sign of a lion on the website is symbolically used to signify that the school's purpose of converting the students to strong, brave leaders.</p>
<p>Photos and videos</p>	<p>The homepage of the school website offers a virtual tour of the school. There is another photo of a basketball signifying sport. There is another photo signifying practical learning where a student was working on a microscope. Photo of children with a global sphere signifies international learning for the school. There were also photos of the students' performance, which indicate show that the school performance is good. The website also had a photo of children in a computer laboratory, meaning that the school advocates technological learning. In another photo, children were seen performing in a music festival, meaning that the school offers extra-curriculum activities besides learning, including music, art and drama. A teacher is also seen guiding children through drawing. The Facebook, Twitter and Instagram icons show that parents and other visitors can communicate</p>

	with the school on social media regarding any information they would require about the school activities and learning. Photos of food indicate that the school also offered various delicious meals for the learners to choose from based on their dietary preferences.
Visual Aesthetic aspects of the websites such as colours and design	The website was easy to navigate. The homepage's main pages were about us, curriculum, faculty, Extra Curricular Activities (ECA), admissions, services, students work, news and gallery. The major colours that were used to provide an appealing representation of the school were white, black, orange and purple. The combination provided an appealing blend

Table 5: Semiotic Framework for DCISR5

School	DCISR5
Semiotic aspects	
Signs/sign language use, Icons and index	The website had numerous signs. The landing page had icons representing teachers and pupils ration, swimming, music classes, amphitheatre, a ball that shows the school has different sports facilities such as basketball, soccer, volleyball, and tennis. The icon of the globe was also used to illustrate that the school has students from over 60 nationalities, thus depicting the school's multicultural context. Some icons outlined the curriculums offered in the school. The British flag illustrated that the school offers a British curriculum, while IB illustrates that it offers an international baccalaureate curriculum. Other curriculums highlighted using icons and indexes include the

	<p>international primary curriculum Edexcel and Asdan. The website had a wheel-like circle icon with spikes that is utilised to mean sun or daylight. The icon was used in the context of a schedule for learning from morning to evening. A book icon was used to signify curriculum, while a pile of coins was used to mean the school's fees charged. The globe icon is used to illustrate the international nature of the education offered in the school. The website also had trophy icons which were this context is used to depict that the school led in various competitions participated. Different icons and indexes were also used to illustrate different organisations and agencies that accredited the school. The landing page also had icons and indexes for different social media account such as Instagram, LinkedIn, YouTube, Twitter, and Facebook. The website does not use sign language at all in the videos uploaded.</p>
<p>Symbols/symbolism signifiers</p>	<p>The accreditation icons and indexes were put on the websites to symbolise the school's high-quality education. The semiotics application of the accreditation icons and curriculum was symbolic of its diversity and a high-quality guarantee since the school had been accredited. There were photos with black race, Asian and western race learners to symbolise the multicultural and multi-ethnic nature of learners. There were animals, precisely Giraffe and Elephants, on the website in what looked like the students has been taken out on a trip. Another photo showed students in what looked like mountain climbing. The photo with animals symbolised the commitment of the school to co-curricular activities and educational trips. The website</p>

	<p>had a photo of learners with masks put on the websites to symbolise the school's commitment to taking precautionary measures to prevent further spread of COVID-19 contagion. The school had different photos, further reinforcing the message of fostering a safe environment with social distance, hygiene, and masks.</p>
<p>Photos and videos</p>	<p>The website had a photo gallery that elicits different emotions and acquaints the website's visitors with the school culture. A video explained the school curriculum, the racial diversity of its students, nature of global education, facilities of the school such as Olympic status swimming pool services, sports, performing arts, co-curricular activities, and collaboration of the school with other global satellite campuses. The video illustrates that the school values technology in learning, as seen in the numerous citing of children using tablets in a class environment. A scrutiny of the photos revealed that most learners have smiley faces to symbolise that learners were happy to be part of the school. There were photos of learners in the sciences laboratory for practical learning. Different photos in the sports gallery showed that the schools had a wide variety of sports such as netball, basketball, volleyball, rugby, football, tennis, swimming, and athletics. The website had photos of different schoolhouse teams that illustrated that the school nurtures teamwork and collaboration. Different photos showed that the houses were engaged in different competitions as part of the school co-curricular activities, physical education, and extra-curricular activities. The website had photos illustrating the school's commitment to community social</p>

	<p>responsibility programs such as environmental conservation activities, wildlife conversation support programs, and operating charity shops.</p> <p>The curriculum incorporates English, Mandarin, French, Spanish languages.</p>
<p>Visual Aesthetic aspects of the websites such as colours and design</p>	<p>The website was designed in an easy way to navigate the pages. The website's main pages were home, learners, news and events, admissions, our school, our staff, our students, school calendar, and contact. The website's main theme colours include sky-blue, red, black, yellow, and purple to rhyme with the school uniforms.</p>

Discourse Framework

The discourse framework will scrutinise the narratives present within school websites by analysing the texts and other non-semiotics aspects. The discourses analytical framework for all the sampled websites is presented together because the data gleaning focuses on one aspect: text analysis. The framework explored the website's written discourse to determine the narratives of education present on the school website. By analysing the text, one can learn about the school's education services, how the school markets itself to international students on the websites, and the forms of curricula adopted in the school.

Data collection within discourse analysis focuses on aspects of discourses such as rhetoric, speech acts, the lexicon, style, syntax, semantics, and grammar. The data collection will also investigate spoken discourses in detail to evaluate the school projects' narratives and the goals of education the school officially intends to achieve within this discourse. The spoken discourses in this context will be a video uploaded on the website or recorded speech of staff and students uploaded on the websites. Although videos are considered in the

semiotic frameworks above, the preceding chapter's focus was more on semiotic aspects in the video, such as symbolism, signs, symbols, logos, icons, and indexes apparent on the video. On the contrary, the discourse analysis will focus on the speech's content, such as the language of the discourse, information contained in the discourse, how the discourses are structured, and the message contained in the discourses/vis a vis the interpretations of the discourse recipients. However, this analysis will be conducted in the data analysis subsection.

The connection between the aspects enumerated above is convoluted and hidden in most cases. Therefore, to analyse the discourse more effectively, the data collection and analysis in this subsection adopts a prototypical model formulated by Frederiksen, Bracewell, Breuleux and Renaud in 1990. The prototype was later embraced by other social linguistics researchers and adopted as discourse analysis frameworks in the research of Sherratt (2007). The data collection and analysis were conducted to recognise that a website can have different types of discourses such as narrative discourses, procedural discourses, expository, personal, and descriptive discourse. Therefore, the structure of the discourses wherein video or text was carefully considered during data collection. The table below presents the data collected concerning the narrative of international education propagated on the websites and what they tell about the services, curriculum, and ideologies of international education.

Table 6: Discourse Framework

SCHOOL WEBSITE SAMPLED	DATA GLEANED
SAISR1	The home page contained a discourse with a welcoming message meant to usher visitors virtually into the school. The discourses provide a synopsis of the school by highlighting the school's vision, the goals and the objective of transforming learners academically, socially and

environmentally to produce responsible global citizens. The discourse highlights the international education services offered and justification for why the visitor should choose this school for their children's education. The discourse contained in the home pages offers a pitch about the school.

The home page had discourses that highlighted the school's facilities ranging from curriculum activities, co-curricular activities, and out of activities. This page's discourses showed that the school has 96 active sports teams, a standard Olympic size swimming pool and training, has elementary, primary and secondary school campus, early education village for pre-scholars in kindergarten one and two. The page also highlighted that the school offers a unique opportunity for students to choose from three graduation pathways in education. The page highlighted the start of the art facilities of the school, such as the arts centre. The notable trend in this framework, especially in the structure of the discourse on this page, is that the written/textual discourse is reinforced with graphics discourse.

The page also provided details on how to enrol if interested and a video to elaborate more on the school. The discourse was structured to present an overview of the content detailed in other main pages on the website. Three videos provide a glimpse of the school's life to market itself to prospecting visitors of the website. An analysis of the choice of words applied in the discourse showed that the words were carefully chosen to elicit certain website visitors' reactions. The home page's discourse was concise and pithy to ensure that it communicates extensive information in a summarised manner yet straightforward and simple to comprehend.

The 'about us' page began with a welcoming message, a written discourse speech where the school superintendent ushered in visitors. The discourse above explained the school and services offered. The discourse further explained the school's curriculum and why the school stands out above the rest in what ends like a sales pitch to convince the visitors of the website to consider the school as the place of getting their international education or that of their children. The page provided contacts through which visitors can engage the school to inquire about information that may not be on the website.

The 'admissions page' discourse mainly explained how incoming students follow to enlist in the school. The main aspects of the discourse and narratives highlighted here were school fees, boarding facilities, a tour of the school and its facilities, a guide for application and a portal for online application once the website visitor decides about their enrolment. The page also had a section where it showed frequently asked a question about the school. The admission page helped the visitors with the application procedure, eligibility criteria and requirements for the programs, announcements and updates for the school re-opening. The google maps on the website page provided information about the location and different features around the school.

The 'curriculum page' offered an in-depth explanation of the international baccalaureate programs offered and the framework into which it was built to maximise the learning experiences enrolled in the school. The pages explain the curriculum aspects for early learning, primary school, high school and college. Additional learning opportunities such as counselling,

technology, field studies, community social responsibilities programs enlisted as community service engagement of learners, social programs, innovation centre learning, performing arts and music, languages and visual arts learning were explained on the page.

The 'school life' discourse explains the school cafe, circular activities of sports athletics and swimming, student support, international education, and the standards of the school's education. The discourse revealed that the school had off-campus learning camps where students are engaged in practical learning through exposure to the environment. The page had a written speech discourse that gave a testimonial of the school life experiences as a marketing aspect to convince website visitors that the school guarantees good quality education and school life.

The 'Contact us page' discourse provided ways to connect with the school through the mail, making calls to the school or through social media accounts. Prospective staff looking to work in the school can also contact the school for more details about the recruitment process. Lastly, the page had a detailed discourse about the website visitors intending to become school partners.

The '360° tour page' offered the website visitors a virtual tour of the two campuses of the school. The page was meant to make the visitors feel like they just paid the school a physical visit. The tour was necessary to highlight the school facilities, learning environment and other aspects of the school to yield an optimal experience that could lead to faster decision-making regarding enrolment.

	<p>The scrutiny of the website's discourse revealed that the narratives of international education contained therein were available in over 90 global languages. The website discourse revealed that the language of education discourse determined the perception and interpretation of the narratives. Considering the school offered education to international students worldwide, availing the website in numerous major languages used around the world was critical in fostering comprehension of the narratives of education contained on the websites by different global visitors. Notably, all the pages had contacts of the school in case of any inquiries. All the written discourse was reinforced with visual semiotic discourse through videos, pictures, signs, and symbols.</p>
HWAR2	<p>The home page had an extensive discourse on the school's background to provide the readers with a history of the school and its evolution to become a leading international school in Singapore. The same page outlined the news and any information that needs to be announced to teachers, parents, other non-academic stakeholders, potential parents, and learners.</p> <p>The 'about us page' had three discourses. The first discourse narrated the story of the school. The narrative tells of how the school is deep-rooted in Chinese culture and way of life to provide students interested in a Chinese-oriented international education a chance to get international education and experience the social aspects of the Chinese culture. The discourse explained that a typical visit to the school is likely to make one hear students speaking English and Mandarin Chinese dialects. The school provides international education to students who still want to experience</p>

Chinese social culture. The scrutiny of this discourse reveals that visitors can learn that the school values maintaining one's culture even as they get predisposed to internationalised education. The page also explained why visitors of the website should consider the school and why it stands out among the variety available in Singapore.

The page outlined the school's vision, which was engraved in its goals to integrate the eastern and western ways of life through a centralised international curriculum. The discourse revealed that the school's focal mission was to cultivate and nurture students packed with creativity and relevant market needs to become useful bilingual learners to build a global economy. The textual discourse narrates how the school's curriculum delivery is rooted in values of globalism, integrity, distinction, and passion for learners' holistic educational development. The discourse and narratives contained therein revealed that learning in different cultural settings is critical in the curriculum.

The 'about us' page also contained a written discourse on the school academic and non-academic staff. The curriculum page explained the curriculum options available and the curriculum phases for learners in kindergarten, primary, middle, and high school. The discourses dived deep into narratives of the curriculum philosophy of the school. The page illustrated the IB continuum, agents and actors in the learning process. There was a discourse on the philosophy of global education offered in the school in the curricular hierarchy. The curriculum's core was an agency principal where values of choice, ownership and voice were championed. The school

had a restriction for different grades and programs for different age groups. The page had a procedural discourse that directed visitors on how to book a campus tour.

The 'school life' page had various discourses that explained the typical school life of learners enrolled and the students' options for food, accommodation, transport, and co-curricular activities. The uniforms for the students in class and during off-class activities were explained on this page. The discourse in this subsection was descriptive in structure, considering that it explained which uniform, what colour is worn by which gender and for what activities. The descriptive discourse was detailed in providing directions and provisions on uniforms for different co-curricular activities. The school has parent support groups to ensure children's holistic growth by providing intellectual development, social and emotional counselling of the children for their mental and social well-being.

The 'admission page' contained narratives on the admission requirements, process, school standards and policies. The page had a comprehensive virtual tour of the school. The procedural discourse contained therein provided an in-depth narrative of the websites' visitors' most asked questions and provided answers to the formulated questions. The questions were critical in clarifying visitors regarding certain unclear issues in the textual discourse on the other pages. The website had a page dedicated to news and announcements. Different updates could be found on the website especially changes related to COVID-19 effects and the school's responses and re-opening plan.

	<p>The ‘careers page’ contained narratives about the available position in the school. Academic and non-academic staff vacancies are advertised on the page, and the requirements for eligible candidates to apply. The website also had a page dedicated to initiating contact with the school. Lastly, the website also had a login where staff or students can log in to the institutional intranet. Such persons must have created accounts with the institution using their unique identification numbers. The textual analysis of the data on the website revealed that the website could also be translated into the Chinese language too. The textual discourses were supported using photos and videos to illustrate the narratives of education contained on the website. There was a Google map to provide direction.</p>
CISR3	<p>The home page discourse explained the school's curriculum and related aspects used in primary school, kindergarten and IB diploma. The home page has three testimonial discourses meant to emphasize the pitch in the website's textual discourses. The page highlighted that the school has students from over 70 countries enrolled. The narratives contained in this website explained how the institution was a leading international education centre. The page highlighted the two-campus operated by the school and provided an opportunity for the visitors to have a virtual tour of the school. A visitor can chat with a school agent, receptionist, or customer service on the website in real-time and ask a specific question on information they might need without navigating the website looking for that specific information. The discourse welcomes the website visitors to the school.</p> <p>The “About page” commenced with a reception where the school's head ushers in visitors in a lengthy welcoming monologue discourse. The</p>

discourse highlights the school's core values, the advantage of enrolling one child in the school, and why it is the leading international school in Singapore. The narratives of education propagated on the website tell of the schools' goal to offer a unique learning opportunity using the IB curriculum framework. Innovation research, creativity and infusion of technology was emphasised in the discourse. The discourse highlights the school culture to empower students to actively participate in learning, setting goals to achieve personal academic goals. The learners are nurtured in an enabling environment characterized by care, counselling, and support to become innovative, risk-takers, audacious global citizens who can contribute to remedying issues in the global economy. The school aims to produce learners packed with relevant skills for meeting the international market needs. The website revealed the vision, mission, and core values of the school.

'Our story page' explained that the school's extraordinary perceptions about the future and the role of the school in preparing its students to deal with unforeseen changes in the future. The textual discourse explained the unpredicted jobs in shrinking job markets, so far unfathomable that the school can only envisage and plan how the school's end products will be prepared to take up the few jobs, innovate and become leaders in global technology platforms. The discourse reveals the narratives of education and the philosophy followed by this school. Precisely, the textual discourse talked of its principal responsibility to nurture and empower learners. Its students are packed with the relevant skills and intellect to navigate the global market's murky waters as it rapidly vicissitudes. The

education philosophy followed in this school, as illustrated in the textual discourse on its website, is that the learners must be instilled with the intellect to critique, scrutinise and reconnoitre issues in the social-economic, political, and ecological environment to find ways of surviving, soaring high or adapting in the changing environment. At the centre of this philosophy is the technological empowerment of the learners. The co-curricular activities are infused into the learning system to enable learners to relate theory learned in school and practical issues in the environment by empowering learners to create and implement solutions to their issues and connect issues that promote lifetime personal development.

The page also contains an in-depth narrative of the IB curriculum adopted in the school and attempts to convince website visitors reasons for considering the school among many that offer the IB curriculum in Singapore. The page also had another subsidiary web page that highlighted its learners' academic results in what seemed like a sale pitch to support the earlier narratives of international education offered at the school. The result of their diploma students and primary school was highlighted, and the excellent scholarships offered to their graduates in some of the leading universities where their students are accepted. The school pass rate is compared with the pass rate with the global pass rate in the IB curriculum. The page explained that it serves its customers and learners for 24 hours and highlighted the school leadership.

The school's organisational structure and management are outlined on this page for visitors to understand the narratives of school administration embraced in the school. An organisation chart with photos introduces the

website visitor to the school staff and scalar chain of authority and top leadership. There was also a subsidiary webpage in the “about’ page that outlined all the organisations that accredited the school as a centre for excellence in providing international education to learners. A web page provided information to the website visitors and those who intend to pay the school a physical visit. The information ranged from safety procedures regarding COVID-19, procedures and timelines for appointments’ booking, security check requirements to procedures.

‘Our School’ page introduced the two campuses to the website visitors. The textual discourses on this page were supported by audio and video discourse to reinforce the school's message of being a centre of excellent international education. One could view the school from different angles on Google maps and have a virtual tour of the two campuses. This experience was critical to global visitors who cannot physically visit the school. The learning page described learners in kindergarten, primary school, high school learners, and co-curricular activities. In line with the Singaporean government and arts programs, the foundation program, STEM, was explained in detail. Besides the IB curriculum delivered in English, the website had a detailed discourse on additional language proficiency programs that equips learners with French-English and Chinese-English bilingual proficiency. The web page also has discourses on digital learning, outdoor learning, activities, service and leadership, pastoral care, and foreign language programs.

The ‘Admissions page’ had an extensive textual discourse on admission-related aspects. It has a portal for prospecting learners to apply

for enrolment. The website had an icon for inquiring in case of specific questions and booking of a virtual tour or an open house virtual meeting. The textual discourse explained the minimum requirements for enrolment and the application process. The fees charged for the education services, the school uniform, and the boarding facilities available were detailed in the textual discourses. The website had special information for new parents, a frequently asked question area to clarify common questions raised by the website visitors and the download centre where any materials needed by the website visitors can be downloaded. The website also had a detailed text discourse that narrated the transportation services offered by the school and the charges as well as the time. The discourse explained that the transport services are non-critical to the school and thus are provided by an independent contractor.

The website also has a 'camps and events' main page to outline any upcoming event planned by the school. The discourse showed that the events were categorised into public and school events. As at the time the website was scrutinised, the discourse revealed one school event for school leadership virtual meetings and chats. The scrutiny of discourse data showed that the website also has three other minor pages on the website: contacts, story, and sign-in. The story page directed one to another website with the following main pages; home, learning, sports, arts, community service, alumni, videos, photo booth, student voice, learning and an icon for going back to the main school page.

The story page had testimonials from alumni learners, different school, and corporate social responsibility success stories. The discourse

	<p>also explained different outdoor learning and co-curricular activities to illustrate the school's commitment to growing learners' talents. There were photos and videos of different school events such as talent shows, education STEM fairs, music and sport in-house competitions, regional and international sports and athletics competitions. The photos and videos gallery told a lot about school life experiences. The contacts provided website visitors with a comprehensive discourse on all contacts for all the departments, campuses, and offices in the school for easier communication. A notable trend in this website's discourses was that all textual discourses were illustrated further using photo(s) or videos or other semiotic aspects such as symbols and signs.</p>
<p>ISSISR4</p>	<p>The homepage of the website contained a welcome tab that welcomed students. The website also offered a contact telephone number and email address through which parents can consult if they need to enrol their students. The website's discourses also highlight differences in education offered by the school by explaining that the school applies diverse academic approaches to ensure the academic success of every student as a team and at the individual level. A previous student at the school was featured on the homepage highlighting how the school offers students support to ensure academic success.</p> <p>The discourse highlights the reasons parent should choose the school over other international schools. The homepage discourse also highlighted diverse facilities present in the school, including academic, co-curriculum and extra curriculum activities that include music, art, and sport. The website had discourses that highlighted online education integration in two</p>

phases: the summer 2020 spring 2020, which involves language, fitness, arts, other academic programs, and English learning techniques. The school also provides quick links through which parents, students can access the academic calendar, the students-parent handbook for both primary and high school, the regulations handbook. Links for qualified personnel who wish to join the school's career path as teachers and administrative workers are also provided.

The home page also highlighted its students' performance by highlighting the IB curriculum top scorers, average performance pass rate, bilingual learning performance, A/B performance grading, and theory of results. The discourse highlighted the school's performance to convince website visitors of their excellence in curriculum delivery. The page also has a precautionary message that advises visitors to stay safe and at home to reduce the COVID-19 contagion as it reckoned the school's commitment to remote technology-supported learning. The websites had a comprehensive discourse on the school's strategies in response to the COVID-19 pandemic and plans for continued learning. The page had a textual discourse to support the semiotics of a lion roaring. The discourse explained why the school uses a metaphor of a lion to describe itself and why any persons looking for an international school in Singapore should consider it.

The 'about us page' described the school learners, organisation structure, school board, quality accreditation, success story, mission, core values, vision, data protection act and commitment to confidentiality provision, registration guidelines, media guidelines and registration framework school. The website had two organisational charts that described

the academics and administration organisational structure and scalar chain of authority in the school.

The 'curriculum page' contained an in-depth discourse on curriculum aspects for primary years, middle year programs and diploma programs. The discourse explains that the PYP curriculum delivered is centred on the philosophy of nurturing learners to be creative and innovative thinkers who can analyse a situation and finding relevant solutions to such issues, as well as skills to adapt to the rapidly changing environment. The discourse on the PYP curriculum depicted it as multidisciplinary. The MYP IB curriculum discourse depicted the learning as a complex, multidisciplinary, wide-ranging, and rigorous framework that nurtures student and develop skills to relate the issues learned in school and practical issues faced in the real world. The students are empowered to connect academic theory and practical aspects of life to be creative, analytical thinkers and innovative students.

The IB DP curriculum empowers learners to be broad thinkers packed with relevant knowledge, practical and research skills to meet the global market needs. The page described why international learners should consider going through the school's IB curriculum and why its delivery differed from other schools. The page explained the inclusive education philosophy, learning empowerment, nurturing learning for self-discovery, innovation and delivering the curriculum in a customised and individualised approach. In addition to the IB curriculum, the school offers pastoral care to the student, arts learning, and service as action learning programs to develop community services skills and foreign language proficiency.

The faculty page had four main discourses that explained the school principal, examination board, academic board, and departments/faculties in the school. The ECA/Activities contained a detailed discourse on the activities offered in the school. The After-School Activities (ASAs) and Extra-Curricular Activities (ECA) include martial arts, visual arts, performing arts, sports, festivals, music, and athletics.

The admission page had a detailed discourse on application procedures, inquiry, downloading application forms, universe acceptance, voices from the community, alumni community. Any interested candidate should first register their interest in the school then proceed to apply by following the procedural discourse explained in the discourse. The website also had a descriptive discourse on the most asked questions. The discourse on school service and supports services was critical as it enumerated the additional extra-curricular services available to students such as English as a Second Language (ESL), vernacular, bilingual proficiency, pastoral care and counselling, technology and digital literacy, library, and university guidance.

The school services such as boarding, catering and cafeteria, accommodation, library, and transport were explicated in this website's descriptive discourse. The websites also have a page dedicated to the announcement, news, and upcoming event. The website showed that the school has a blog where learners can write and publish different articles to cultivate their writing skills. The page also showed that the school has an e-newsletter. The last main page on the website was a gallery for school photos and videos. A notable aspect of the discourse on this website is that the textual discourse was supported by photos and videos.

DCISR5

The homepage presented a summary of all other pages. It offered a pitch by highlighting the pass rate, a welcome message for the visitors, reasons for choosing to experience the IB curriculum at the school. The major aspects highlighted in this page was that it has students from over 60 nationalities, 1750 maximum students to ensure a healthy teacher to learners' ratio, the language of learning and additional foreign language. The school highlighted the outstanding school facilities such as the Olympic standard swimming pool, music academic, performing arts theatre, outdoor sports field, school learning hours and other curriculums offered. The home page had testimonials of students enrolled in the school and alumni to appeal to the website visitors. As revealed by the discourse on the website, the school has a partnership with other global institutions. The partnerships provide a direct gateway to some of the leading universities in the world. The discourse also revealed that website visitors are kept updated on upcoming events, news, and announcements.

'Our school' page discourses start with a speech discourse from the school principal. The discourse further explicates the school mission and vision to provide inclusive learning in a multi-cultural diversity setting to produce learners that respect and value diversity in the global community. The corporate social responsibility mission was articulated in the discourse. The discourses also explain the school vision of nurturing and empowering students to work hard and smart toward achieving their mission while celebrating the diversity of fellow learners and global communities. The discourse also outlines the school campus, facilities, and community.

The 'school in action' discourse explained different activities learners are engaged in as part of the extracurricular activities. The page had detailed discourse on the school philosophy that narrated the evolution for school, how it came to be part of a larger learning education system and highlighted its advantages. The discourse on accreditation of the school as the centre for excellence in international education in Singapore, member to leading education systems, and endorsement were outlined to convince website visitors of the school's quality of education.

The page on learning described aspects of learning approaches, curriculum, philosophy, academic results, STEM, performing arts, foreign languages and bilingual education, virtual learning, and ESL. The narratives on the websites on the philosophy and approach adopted by the student focus on high education learning, manageable class size, the internationalised approach of learning, especially in IB curricular, valuing the local culture of learners, inclusive education, giving learners homework's and practices exercise, out of class learning trips, fairs, symposiums, and competition.

The supportive education page discourse explained three different narratives on pathways to education available in the school. Narratives of pathway one showed that learners were exposed to the differentiated curriculum for international education such as IGCSE or IB and tested against the learning outcomes as stipulated in the specific curriculum provisions. Narratives on the second pathway showed that students learn through a modified curriculum, have an individualised/ personalised learning planned, and then integrate with the curriculum's social and academic

aspects. The two pathways above are the mainstream curriculum adopted in the school. Other support services offered to the learners under the two mainstream curriculum pathways included English as a second language, educational psychology, counselling and learning support. Narratives and discourse on the third pathway showed that students are exposed to life skill training and therapy.

An individualised curriculum was applied in this pathway using a customized individual learning plan, and later the learners are exposed to social integration. This pathway is suitable for the learner with specific and unique learning needs. Additionally, support education services offered in this pathway include cognitive behavioural therapy, occupational therapy, speech therapy and physiotherapy. The narrative further revealed that pathways two and three adopted in the school required an increased student ratio due to its demanding nature. There was a video discourse that provided testimonials of learners and parents regarding the pathways above.

The curriculum narratives illuminated the lower primary, upper primary, secondary school, IB Diploma, BTech music academy and physical education. The lower primary curriculum focused on developing the following areas: language development and expressive communication, children's physical growth, literacy skill, personal, social and emotional development, perception of the world, arts and design, and mathematics. The school operates on a BYOD model (Bring Your Device) for digital literacy learning.

'Our students' and 'our staff' pages contained a detailed narrative of school administration and collaboration of all stakeholders. The two pages

have galleries with extensive photos and videos. The admissions page contained a procedural discourse that explained how a prospecting learner to embark on the enrolment process, the requirements, and timelines for application. Year group placement, withdrawal for school procedures, education systems, and the comparison of the curriculum available for the visitors are explained to understand the differences and aid them in making informed decisions regarding what the curriculum should sign into. The website also has a page for news and event that contained discourse on the school blog, newsletter, podcast, social media platforms and events calendar for the academic year.

The website also has a 'contacts' page listing all the school's critical office contacts and a compressive school calendar. Like the other four websites scrutinised above, this website's textual discourse had a careful choice of words, grammar, semiotics, semantics, lexical and other aspects of discourse/language to ensure that the intended message was driven home without distortion or risk of being misconstrued. Semiotic aspects supported the discourses.

DATA ANALYSIS ON SEMIOTICS AND DISCOURSE OF EDUCATION EVIDENT ON WEBSITES SAMPLED

Websites are subject to change in an institutional context as the design and content of the websites adapt due to design modifications, an update of the content or deletion of content, among other categories of change. Nussey (2016) concludes that changes to websites are necessary and inevitable in maintaining search engine optimisation. Nussey (2016) stated that good content and search engine optimisation requires authority, expertise, maintenance,

and trust. Therefore, it is worth noting that the data analysed in these websites are correct when data was collected. However, the data may not now reflect the information currently on the websites sampled in its entirety, as the website content may have changed after the data was collected.

Data Analysis of Semiotics

Data collected on websites sampled confirmed that semiotics is widely adopted on the international schools' website to emphasise the narratives of international education contained in the written discourse. Analysis of the different signs, icons, and indexes applied in the website design demonstrated that the websites relied heavily on such semiotics to ensure that they are packed with all relevant information learners and parents need when visiting the websites. Logos are a fundamental aspect of semiotics. The analysis showed that the combination of different images or a single image in the logos is applied to portray a specific narrative about the school. For instance, ISSISR4 and SAISR1 have logos with an image containing a lion.

Lions are conventionally applied metaphorically to signify leadership and bravery, although the metaphorical use of lions varies across cultures. In the Asian cultural context, lions signify leadership, might, and bravery. The use of the semiotic above suggests to the audience that the school is a leader in providing international education to scholars in Singapore. Two websites also had learners and school staff wearing protective masks on their faces. DCISR5 and SAISR1 students had masks to signify that the school is aware of the COVID -19 implications for a safe learning environment. The masks were semiotically applied and intended to inform the website visitors that the school had taken necessary measures to avoid or reduce the chances of contracting COVID-19 while in the school environment.

The pandemic has shaken the global economy and social systems as it spreads rapidly in the world, killing thousands. The WHO advised people to ensure social and physical distance, wearing masks, hygiene, and adopting responses and mechanisms for isolating persons who have exhibited signs and symptoms such as quarantine and self-isolation. Websites that had students wearing masks symbolically talked about the narrative of promoting a safe environment for learners considering the ongoing COVID-19 pandemic in 2020. All the websites had semiotics illustrating the nationalities of their learners. Images of flags of different countries worldwide were semiotically applied to contribute to a narrative of international education.

The flags were a way of illustrating and signalling that they have international students from different countries. Having an international school is not enough to convince website visitors that you have international education in an international setting. Emphasising that a school has students from around the world is fundamental in making parents convinced that indeed their children would have a chance to experience international cultural diversity and tolerance as part of the preparation of learners to cope in highly diverse international markets and workplaces. The websites also have signs, symbols, icons, and indexes referring to different sports facilities and physical education.

Sport education is a critical co-curricular activity that ensures learners have all-rounded development both intellectually and physically. This is especially significant for schools with boarding facilities; children benefit from being engaged in extracurricular activities. All the websites sampled used different semiotics to tell the narratives of physical education, sports, athletics, and indoor games. The websites' visitors could see that the school has different sports facilities. For instance, all the schools had images to establish a football and netball field and swimming pools. Two schools emphasized the semiotic discourse on swimming pools, with textual discourses announcing that the school swimming pool was

built per Olympic standards to ensure that such talented learners can be cultivated early. The learners get predisposed to participating in leading competitions in the future, such as the Olympics.

One of the websites featured learners with different medals won in a swimming competition. An analysis of the data suggests that the school's aims in outlining different sports and athletics facilities are to let the parents and learners know that pupils will be spoilt for choice when it comes to selecting extracurricular and co-curricular activities. One of the schools highlighted cultural activities, music performance; two other websites illustrated that the schools have a performing arts centre to ensure that learners interested in music can get nurtured and develop such talents at an early age. An analysis of the semiotics on the website revealed that none of the websites had any sign language used on the website, especially around the education narrative; the schools also presented themselves through video and audio clips uploaded on the website.

The omission of sign language was a major gap in the websites' development, considering that interested learners who have hearing impairments or are deaf cannot hear what the video clips say about the school. The schools had authored different videos to emphasise the narratives carried by the other semiotics aspects of icons, indexes, signs, and symbolism. Four out of five schools sampled have a virtual tour video of the school. Three virtual tours were easily navigable at the website visitor's preference, while one had a requirement that website visitors schedule a suitable time for a virtual school tour. The booked tour was explicated in a manner that alluded to a school's live tour rather than a recorded and uploaded video on the school's website.

The live tour gave the website visitor a more appealing form of experience of the school. The videos and photos use different semiotics and symbolism, especially the uploaded videos. One website had different images of learners working in a modern digital

learning environment. Pupils and teachers were using tablets and computers; the images seem to be utilised on the website to illustrate the school's commitment to digital learning. The semiotics evoked the assumption that the international curriculum offered in the school was infused with technology. All five websites sampled for this research exhibited technology as an important aspect within the narratives of education presented on the website.

Parents and learners are understood as looking for a school that instils in them the basic content of the curriculum and prepares children for the rapid technological development of the modern world. Therefore, the aspect of the school embracing and infusing technology in curriculum design is a dimension that any school offering international education could omit. This goes some way to explain why all the websites had different images of technology representations and symbols. The use of school staff images having virtual meetings with fellow staff and with parents was conceivably intended to illustrate that the school took remote working seriously during the COVID-19 pandemic.

Signalling the embrace of technology indicated that the school was prepared and well equipped for remote learning, important considering that COVID-19 has impacted classroom learning. Aspects of traditional learning were substituted by digital learning. Narrating all the aspects of technology use in the school on the website was important because it helped the parents understand that even during school closure, learning can continue; thus, their students would not miss out. Notably, the high adoption of digital learning in international schools was evident in the websites, considering that all the schools demonstrated modern state-of-the-art computer laboratories and classrooms with computerised teaching and learning aids.

Many of the photographs could be read as carrying a symbolic meaning. For instance, one photograph had pupils from different racial backgrounds. An African and an Asian student could be seen together in a photograph. The photograph carried a potential hidden meaning signalling that this school accepted learners from all races and walks of life. The

photographs also suggested that minority ethnic groups were included such that black children could learn with white children with no sign of fear, bullying or isolation. From such a photograph, a website visitor with a black child may feel more comfortable enrolling their child in such a school, considering the signal that other black children are in the same school.

The use of photographs of children smiling and with a joyful facial expression presented learners as happy. The semiotics above were utilised on the websites to display to visitors that children in these schools would be provided with a positive experience. Students' images in a science laboratory conducting experiments announced that teachers empowered students to learn independently, and that active progressive learning was on offer. Such controlled freedoms have come to be seen as essential in nurturing innovation and creativity among learners. One website exhibited the school's modern learning lab where learners can create artwork as part of the school's response to nurture talent, innovation, and creativity.

The semiotics aspects used in pointing and directing to other platforms where visitors could find more information about connecting with the school community, such as social media, seem to be a standard promotional aspect of the website. In portraying different narratives of international education, the websites are critical tools in marketing a school. The schools had different adverts and promotional offers running on their websites.

Correspondingly, all the narratives of education on the website, whether semiotic or discourse, served a primary goal of convincing potential parents to enrol their children or a prospective pupil into liking the school so potentially requesting their parents to enrol them.

The icons and index showed that the schools had Facebook and Twitter pages. Some had Vimeo pages, YouTube pages and Instagram pages. In the modern age of social media, being connected to such platforms was common across the schools, reflecting how people spend their leisure time surfing the internet on different social media sites. Such pages provide more social opportunities to connect with the school, ask questions directly on the

platform and view other people's comments about the school and their perspectives and descriptions of experiences in connection with the school. The social media pages provide website visitors with an alternative way of interacting with the school.

Singapore's international education sector is highly competitive, and sustaining the school involves marketing the school on the website and different digital platforms. The website may not be the primary contact point with potential customers compared to social media and televised advertisements. The social media posts and advertisements tend to have a website link where interested parties can find out more about the school. The images presented counselling as available to learners along with forms of pastoral care. One image disclosed that the school had a church suggesting a concern for children's spiritual growth while in school, especially those in boarding school. The websites also have signs displaying directions to the school with links to maps.

The website design and the navigability analysis suggested that schools were cautious over the themes used on the website. The website had carefully blended colours that reflected the themes of the school. A scrutiny of the aesthetics of the website colour disclosed that the theme colour on websites reflected the colour of school uniforms and the colours used in painting buildings and other facilities. Different images that displayed food emphasised that schools have catering/cafeteria services and ensure healthy diets for students and flexible meal plans to provide choices for students with different preferences. The websites were designed in a manner that was easy to navigate and finding where different information was located. An inspection of the landing pages disclosed that they were packed with information summarised through symbols.

All the sampled schools' home pages highlighted different aspects on other pages to provide what looked like the summary of the entire website. An examination of the home pages revealed that the home page acted as a form of synopsis of the website as it provided an

overview of the content on other pages. Typically, the website outlined school contacts, an introduction to the curriculum, admissions, school facilities, and the school's extracurricular and co-curricular activities. The data collected showed more signs, symbols, icons, and indexes used in this page than any other page, unsurprisingly considered that the page must be a form of hub for other information. The data suggests that international schools invest heavily in a professional school website. As such, the websites were developed to be attractive and compelling.

Data Analysis of Discourse Framework

Analysis of the data on narratives and discourses from the websites revealed some common features contained in the main pages. For instance, all the five sampled websites started with a welcome message that ushered in visitors virtually to the school. The message was either a textual discourse or a video uploaded onto the website. Even in the case where videos had been created, a welcoming textual discourse dominated. Also, 'about the school' pages were common, and the narratives of education portrayed therein consistently explained the philosophy of the school, vision, mission and school values.

Notably, the discourse briefly outlined the curriculum and ideologies adopted in the school. The websites' textual discourse incorporated a detailed description of the curricula offered in the school and approaches adopted in curriculum delivery. The discourse on the homepage also included a description of facilities and co-curriculum activities offered in the school. The detailed description in specific pages in the textual discourse was critical in providing practical details about the semiotics framework's facilities. For instance, a photograph of a school swimming pool with a few students along the edge with medals on one of the websites does not tell everything about the swimming facilities.

Another illustration is that the semiotics in the photograph will not say much about what competition the medals were won in and the swimming pool's standards, among other

things. Therefore, discourse through video and textual discourse explains more about the school's swimming standards and competition level. From the discourse, a website visitor can learn that the swimming pool is of Olympic standards. Video clips and pictures on the homepage showed the students and parents how to enrol while allowing them to have a glimpse into school life.

The discourses also explained different aspects seen in the virtual school tours uploaded on the website. The textual discourses on admission and the contact us page contained the school's contacts, application procedure, requirements for the program and the timelines for the application were common narrative elements portrayed on all the pages in the website. The difference between the semiotics and discourse aspects of contact was that the latter was detailed and provided different categories and contacts for different departments. The discourses had descriptions of the type of contact given, whether it is an office number, social media page, WhatsApp, or fax. The contacts are functional within the website discourse because sites cannot be all-encompassing. The narratives contain specific details about the school, enrolment and admission, aspects that may not be covered on the website; thus, contacts for the website visitors were common and conveyed openness.

A scrutiny of the HWAR2 website displayed that this international school had a slightly different marketing strategy than SAISRI. From the website discourse, visitors can learn that the school embraces a Chinese-oriented international education where learners interested in international education within a Chinese cultural setting are invited to enrol. In addition to the school's international baccalaureate curriculum, the discourse showed that the school promoted an ideology that included a high value and respect for cultural identity. The websites' discourses also contained narratives on education support services portrayed on photographs and through semiotics showing food, school uniforms and facilities.

The textual discourse describing the admission, career, and parents' group provided all the visitors' needed information. The major goal of the website seemed to be to encourage visitors to enrol their children and secure new admissions. Securing new admissions is understandable as a critical aspect in keeping the school operational by attracting sustainable numbers considering that international schools in Singapore are numerous and are privately owned. Therefore, they operate under the for-profit model. The school's fees paid by the learners are the main revenue stream for the school to meet its needs. As such, marketing the school and securing more admission is paramount in the sustainability of the school.

The discourse around the quality of the staff and teachers employed in the school was common; it could be decoded to signal value and increase the confidence of visitors in the school's teaching services. The career page highlighted eligibility criteria, entry requirements for teaching positions available in the school and signalled that teaching staff employed in the school were highly qualified and experienced in handling international curricula such as the international baccalaureate and international general certificate of secondary education (IGCSE). The presence of staff and student login portals supported messages around self-service delivery.

Discourses around the student's login portal were notable because the visitors/parents are told that the school provides opportunities for the learner and parents to track their academic performance, registration, and school reporting dates. Much of the admission page's discourse included details on procedures, the accommodation, uniforms, and the school's fee structure. Another common discourse portrayed on websites was frequently asked questions and answers. This discourse echoed and clarified most of the issues regarding the narratives of education portrayed on the website and the curriculum/ideologies of the schools as represented on the website.

An analysis of the discourse on the five websites' home page found that all the pages started with a welcoming message. For instance, the CISR3 website started with a welcoming message where the head of the school received the visitors virtually and explained to them why the school was the finest choice. A notable commonality in the discourses on the home page and 'about us' pages was that the discourses contained narratives about the school's culture, technology, goals, mission, and core values.

Textual discourses on the admission page articulated the curriculum and school fees structure for the academic year and seemed to be an essential part of the education narrative present on the websites orientated to influencing decision-making regarding enrolment. The school's story's discourse was fundamental in articulating the school's education narratives, combining a lengthy history of the school and how it had evolved. Another commonality was that the school page also contained maps that showed the school's location that made it easier for visitors.

The 'our story page' explained different perceptions influencing the school's narrative about the future and the role the school expected to play in preparing its students to deal with unforeseen future change. The websites also had information on dates for booking appointments with the school and checking for requirements and procedures. The landing page's discourse gave contact information where the visitors could consult in case, they needed to access enrolment in the school or seek any clarification. The homepage included testimonials from former students who explained why the school was superlative and explained why parents should consider the school. Testimonials from alumni were important narrative elements notable on the websites and seemed fundamentally orientated to achieving marketing goals.

A notable commonality in the discourse on the websites' home pages is a highlight of the school performance in curriculum and extra-curricular aspects. Visitors are offered

different narratives on the curriculum offered in school. For instance, narratives on the home page of DCISR5 displayed the students' performance and how grading is done. Other textual discourse also explained the strategies to control the spread of COVID-19 while at school. The pages on 'about us,' 'curriculum,' 'faculty', and 'admission page' had related discourse about different school aspects such as organisational structure, scalar chain of command and leadership.

The discourse explained in detail the school's international curriculum with precise details of content taught and curriculum ideology followed in delivering the curriculum. The schools' curriculum sampled seemed to promote social and economic efficiency aspects of the learners to ensure that students had gained different skills. The data analysed showed that the curriculums described in the discourses and narratives scrutinised enabled them to be creative and broad thinkers. The homepage of the schools sampled presented a summary of all the web pages. The homepages were related considering that they had a welcoming message for the visitors and outlined why any prospecting parents or learners should choose the school. The home pages ensured that they made a marketing pitch to web visitors to convince them to enrol in the school. This observation suggests that in addition to explaining the curriculums and education ideologies adopted in the school, the websites also are used as marketing channels to connect with prospective international learners.

Narratives and Discourses of International Education Missing on the Websites

The sampled websites have comprehensive information regarding the school's service, principles, vision, mission, core values, the online application process, school facilities, co-curricular activities, and why the school is suitable for the learners. All this information is crucial considering that a website is a tool for service delivery to students and a school's marketing tool. However, the websites have noticeable missing concepts they do not communicate. For instance, the HWAR2 website does not communicate anything on

corporate social responsibility activities such as community outreach programs, social programs, environmental conservation programs.

Considering that education is a contributing factor in social growth and educational discourses, websites can be a pertinent education and society connector. Although the SAISR1 has outlined several such programs, the other school websites were silent on this aspect. Notably, the websites concentrated more on the services they provided and said little about the school's contributions to the international community. The schools concentrated on marketing themselves and explaining how areas of strength, success rates, graduation rates, other messages, and overlooked aspects yield meaning to education in a society, such as the corporate social responsibilities enumerated above. The websites explained the curriculums they offered but little on the curriculum ideologies behind those curriculums' adoption. The curriculum adopted could only be inferred from the curriculum's discourses, considered there was no direct discussion on curriculum ideologies on the five sampled websites.

Interview Data and Analysis

The data collected through the interviews were compiled in a table for easier preliminary analysis and coding. The coding of data for thematic analysis produced themes under which the data is presented and analysed. The presentation and analysis of the interview data are performed under the following principal themes:

1. Descriptions of the International School.
2. International Education and Curricula.
3. Integral Aspects of International Education Offered in International Schools.
4. Narratives of International Education told on the School Website.
5. Narratives of Education not Reflected on the Website.

Descriptions of the International School

The data in this section relates to how the school principals perceive their education, differentiation from other international schools in Singapore and the school economy. CISR3 principal said that the enrolment numbers and the curriculum did not matter a lot compared to the values the school stands for; offering a warm, caring, and all-inclusive education to international learners is what differentiates the school from others. The principal asserted that “we have a reputation for three things.” The principal listed the things that differentiate them from other international schools in Singapore “...a warm, caring, and inclusive community that serves learners' needs. An outstanding bilingual Chinese and English education program and a reputation for really providing innovative education...” The SAISR1 respondent said that the school is perceived as a truly international school due to its accreditations from international bodies and its foreign-oriented curriculum that gives the school a prestigious international perception.

The differentiation for marketing and competition purpose is evident in the principal's assertion that “we also have bilingual programs in Mandarin and Spanish, but we also support an American style curriculum with the advanced placement program in high school.” The ISSISR4 said, “our school is very much family-focused. We follow three principles. That we are nurturing, we are inclusive, and we are empowering.” From the assertion above, the school is presented on three dimensions: empowerment, nurturing, and all-inclusive, where every learner is empowered in their various capacities and talents as opposed to numerical ranking. The HWAR2 said that the school is unique because it offers bilingual education systems for its learners, as noted in the description of it as “...a trans-investor school, so we pride ourselves on our bilingual, bi-cultural education.” The DCISR5 principal said that “we do have a mixed-ability entry. We have two streams with special education needs, which are relatively unusual in an international school, obviously very common within the national

system.” The principal's explanations showed that their school is perceived as a unique international school that offers mixed-ability entries, meaning that it accommodates students with normal learning capabilities and special needs.

International Education and Curricula

A review of the explanations offered disclosed that all the sampled schools offer IB systems, but SAISR1 offered AERO and AP in addition to IB while DCISR5 offered ENC, IGCSE and IPC in addition to the IB curriculum. The SAISR1 principal stated that the school has a “learning support program for students with learning challenges, and it is a three-tiered program.” Notably, some of the respondents explained their education projects' unique features, considering they are not the only ones offering such curricula. For instance, HWAR2 said that the school offers the compulsory bilingual education system in Singapore. The principal illustrated this belief in the assertion:

“We offer what we would consider a truly bilingual and bi-culture education to Chinese. At the same time, because it is an IB school, we are looking for international education as well for the students who come over to our school. If you look at the two sides, the two arms, that balances our school. On the left is Chinese bilingual/bi-cultural. On the right is international.”

The DCISR5 principal explained that “...we cannot take every student, but we have more options than most. We make sure we can get them the academic education they need and ... broad-reaching set of skills they will need to get on in life” The explanation above aimed to highlight that the school was different from the other international schools because it offers special education. An analysis of the data above reveals that the respondents aimed to highlight why their school is the best and why a prospecting learner should consider that particular school by highlighting their unique strengths, characteristics, and advantages. Therefore, it is clear that the websites' narrative and the explanations offered by the

respondents push a marketing agenda. The emphasis on the school's marketing is reasonable considering they are a profit-oriented organisation; therefore, profit is pertinent for the school to thrive.

Integral Aspects of International Education Offered in International Schools

The CISR3 principal stated that “We seek to offer a different type of education than many other schools offer in Singapore. Because we are an IB school, we live and breathe the teaching and learning IB framework”. The CISR3 principal further explained that the school is focused on offering a globally connecting education through an international curriculum that prepares the students to meet the global market space's needs. In a related line of thought, the SAISR1 principal explained that “I would say the central and most important aspects is that our students are not just learning content... they are learning particular skill sets that will allow them to negotiate a global economy.” The ISSISR4 principal also asserted that the school offers a globally-oriented education as evident in the assertion that the school seeks to “ensure that they (learners) develop a growth mindset and that they become passionate and want to make a difference in our world. We do that through project-based learning.”

Explanations across the five principals concurred in the aspects of providing an international education aimed to produce globally responsible students seasoned with problem-solving, analytical, creative and innovation skills to be successful in the rapidly changing international market.

The analysis of the principals' responses showed that some of the aspects highlighted included offering an education system that prepares learners for global social responsibility through multicultural dimensions and the social integration of learners, impacting creativity in learners and linguistics enrichment through multi-lingual and bilingual education systems. For instance, HWAR2 prides itself on being a bilingual and bicultural education project for international learners interested in English Chinese education culture. The scrutiny was

crucial in understanding how the education offered leads to an improved comprehension of the community's social aspects by examining the spoken discourses in the responses of the interviewed principals. The responses above reveal that the sampled international schools ensure that the educational outcome is learners who match modern societies' needs. The main aspects evident in the narratives of international schools revealed included the following.

1. International oriented education.
2. Bilingual and multilingual learning.
3. Enhancing creativity, innovation, analytical thinking, and problems solving skills to fit in the global labour market.
4. Inclusive education for normal learners and those with special needs
5. Multiple curricula with IB being the central framework for the international education offered.
6. Empowerment of learners through practical learning and involvement in communication and real-life issues for them to relate theory learned in the curriculum and issues in the world.

Narratives of International Education Told on the School Website

The CISR3 principal said that the website's main objective was to communicate their main values of providing a calm, caring and all-inclusive education to the culturally diverse portfolio of learners and staff. According to the principal, the second aspect portrayed in the website was that the school wanted the website visitors to see that the school offers innovative education. The theme is evident in the statement that “The second thing you will see is a theme that runs through our website, is innovative education.” The principal explained that the school website has many semiotic and textual discourses that reflected the school's commitment to innovation and technology infusion in learning. The SAISR1 asserted that:

“When I have tours at the school, I use three words, three vocabulary words and they are choice, diversity, and support...when people go to our website, I want them to see that there is a wide variety of choice in the programs, that we value diversity for the reasons I have already stated, and that we also provide a very supportive environment.”

The SAISR1 principal said that the school's website shows the values of choice, diversity, and support to the culturally diverse international students enrolled in the different curriculum they offer. The ISSISR4 principal said that the school wants the website to inform its visitors about the three core themes and values that the schools stand for, namely, a nurturing, inclusive, and empowering school. The narratives provide the visitors with an extensive curriculum and, most notably, the service-learning where student engagement in learning community service. The ISSISR4 principals asserted that the visitors of the website should see “Our mission. It indicates that we are a nurturing, inclusive, empowering school. It provides visitors with our curriculum and just an opportunity to step into our school.” The principals further explained that the website informs visitors about the international education offered.

The HWAR2 principal said that the narratives on the websites represented the school's presence in cyberspace and informs visitors that the school is bilingual and bicultural. The respondent argued that most of the information traffic to the school from the visitors is generated online on the websites, thus illustrating an institutional website's power as a marketing tool. The DCISR5 principal explained, “So, we want them to pick that up from the website. We want them to pick up that we do take a broader set of students than most schools.” The principal said that the website demonstrates that the school offers an international education system with more curriculum than most schools in Singapore. Additionally, the principal explained that the school nurtures learners and prepares them to

transition to the next stage in life with the necessary skills, knowledge, and creativity to meet society's needs.

Narratives of Education not Reflected on the Website.

The CISR3 principal asserted that “I think the thing that's missing right now is a sense of where we're going over the next three years. So, we have just spent last year developing our strategic plan, but we do not have that as a presence on our website.” The assertion above revealed that the website did not reflect the school's strategic vision, mission, and goals in the short term, although the school was in the process of refining the strategic map. The SAISR1 explained that the respondent noted that the website did not show the community support programs the school was undertaking. According to the respondent, the websites should show such corporate activities. ISSISR4 principal explained that “We have our website translated into three languages, as well as English...Maybe we could get it translated into other languages. We have Russian students, we have French students, but there is a whole range.” The ISSISR4 principal explained that the website needed to be translated into other languages to serve more international students.

The HWAR2 principal discussed an “Online payment portal. That means you know something like a PayPal or WeChat payment to facilitate payment.” The HWAR2 principal explained that it is a crucial aspect missing on the website. However, the respondent was worried about its acceptability by the parents. DCISR5 said that the websites did not clearly show the level of support, engagement, and empowerment given to each set of learners in the school, recognising that more success stories need to be included on the website, especially the school culture. The data collected through these interviews supported the data collected through observation of the school websites.

SUMMARY OF KEY FINDINGS

The data analysed suggests that the websites of international schools in Singapore heavily rely on semiotics. The data showed that semiotics is essential in communicating different narratives of international education. For instance, the website explains aspects of curricula, marketing aspects of the school, the school's philosophy, and the sharing of experiences of learners in the school. All the websites heavily used photographs, videos, signs, icons and indexes to portray different symbolic messages. The website's semiotic narratives also emphasised its messages through textual discourses to ensure that website visitors understood the messages communicated in the semiotics and written discourses. The websites, however, did not use sign language but could be translated to other languages in line with international education. The discourses did not explicitly explain or state the curriculum ideology adopted by the school.

The researcher only inferred from the narratives of education and discourses on how the curriculum is delivered and the approaches used to determine the type of ideology adopted. Through such scrutiny, the learner-centred, human capital, and social efficiency curriculum ideologies were dominant in the website's narratives. The social efficiency and human capital ideologies were evident in the narrative of education propagated on the sampled websites. The websites explain the role of educational discourses on the websites in promoting social interaction, cohesion, and development by producing a learner that is packed with skills, creativity, and knowledge to meet contemporary society's dynamic needs. The finding also shows the use of education in promoting cultural tolerance, respect for cultural diversity. International schools use the websites as a crucial marketing tool to inform international and local prospective learners of the school's services, their uniqueness, the curriculum offered, and why a prospecting learner should consider that particular school.

DISCUSSION OF FINDINGS: CURRICULUM DISCOURSES AND NARRATIVES OF EDUCATION PORTRAYED ON THE WEBSITES

This subsection discusses the findings from the semiotic framework, unstructured interviews, and discourse frameworks collectively.

International Curricula, Ideologies and Curriculum Delivery

Scrutiny of the schools' website and analysis of the interviews indicate that each website has significant descriptions of the type, nature and delivery methods of the curriculum as well as other aspects related to the curriculum offered in the school. All the schools sampled offered an international baccalaureate as the main international education curriculum. The schools had other curricula for students who did not prefer the IB curriculum. The narratives on the website indicate that the main alternative to IB provided was IGCSE. Conventional curriculum delivery was infused with technology to ensure that learners learned in a modern environment that reflected developments in contemporary contexts. The schools had embraced online and digital learning as part of the curriculum delivery, teaching and learning aids.

The schools had also prioritised a healthy teacher to learner ratio to ensure that learners got adequate attention from the teacher. The narratives evident on the website suggested that there were explicit explanations of curriculum ideologies explained in the website, considering that the discourse focused only on the type of curricula adopted in the school. However, insights through scrutiny of how the IB and IGCSE curricula were delivered provided insights into the apparent curriculum ideologies that the schools adopted. Notable ideologies within the discourse and narratives portrayed on the websites included social efficiency, learner-centred ideology, and human capital theory in line with Schiro (2013), Makinen (2018), Begg (2017), and Moate and Cox (2015). The narratives portrayed

on these websites underlined schools' emphasis on empowering learners to be creative, innovative, and problem solvers in society.

Website as Marketing Tool in International Schools

The international school websites are depicted in this study as critical tools through which a school communicates with the world and explains more about the education they offer. The findings support the arguments and conclusions of Wilson and Carlsen (2016) reviewed earlier in this work. A notable trend was that the websites had significantly more marketing aspects than explanations of curriculum ideologies. Since all the schools offered an IB curriculum, the difference in discourses and narratives on the websites was mainly on the websites' marketing aspects. For instance, websites placed heavy emphasis on the facilities they have, and other services offered, such as pastoral care, counselling and talent nurturing. The findings above supported the conclusions of Shaltoni (2016) and Fierro, Cardona, Arbelaez, and Gavilanez (2017). The narratives also revealed that they value the learners' talents through a wide portfolio of co-curricular activities such as swimming, music, athletics, performing arts, visual arts, innovation centres and outdoor and indoor sports.

The scrutiny of the narratives on the websites also showed that some schools make clear their religious affiliations to ensure that interested patrons and learners are aware of the schools' religious principles before they enrol. For instance, HWAR2 was very clear about the Christianity standpoint of the school. The sampled websites reveal that the international schools partake in corporate social responsibility through various environmental conservation activities, engaging the community in outreach programs, global leadership programs, and social support programs in the community. Such activities propagate certain social aspects such as culture, thus depicting a social efficiency curriculum ideology. For instance, a cultural festival in some of the home pages, such as HWAR1, portrayed narratives of valuing and preserving the learners' culture. All the aspects portrayed on the website suggested that

the schools were driving a specific marketing agenda. For instance, interview findings showed that most traffic and admission to HWAR2 were generated online through the school website.

International Admissions

The presence of different flags and photos with pupils of different races illustrated that the school had and sought an international enrolment of pupils. The analysis revealed a notable emphasis on putting an admission icon, mainly stipulated in terms of ‘enrol now,’ on all major pages to encourage visitors to enrol their children. The concept of encouraging international admission and enrolment is tied to the marketing concept of international schools. For the schools to get international enrolments, they must market themselves on the website and other platforms such as social media. The repetition of the phrase ‘apply now’ had a semantic value to the web content and design.

The phrase was a marketing extension that encouraged the website visitors to enrol with the school. The government liberalization of education policies in Singapore has increased demand for academic and socially integrated education and consequently competition for learners. Therefore, the phrase served a purpose in marketing the school, which is one of the main advantages of the websites designed for international schools, as explained by Yang (2016) and Ragini (2016). Considering that the modern market participants and shoppers are searching for information on social media websites, schools have increasingly integrated social media into their websites by providing hyperlinks to their social media pages such as Facebook, Instagram, and Twitter.

A look at the social media pages enumerated on the websites also revealed that they encouraged enrolment and explained the admission procedures. The findings on the incorporation of social media in marketing echo the conclusions of Crittenden and Crittenden (2015). As discussed earlier in the literature review section, most ‘netizens’ have social

media accounts. Some social media platforms such as Facebook are being used as search engines where users search for information through Facebook. Therefore, integrating the school website and social media is advantageous for the school as patrons and learners often search for schools online using social media platforms.

Implementation of Discourse on Websites of International Schools: Information Architecture and Security

A look at the websites' linguistic aspects suggests that international education institutions in Singapore are well developed by the standard of how content is conveyed clearly, coherently, and the wide portfolio of education services marketed through the websites. The websites were in English but could be translated into other international languages. Considering that some of the website's target audience is primary school pupils, it was significant to avoid complex language on such websites. The websites were packed with creativity, and the website's design was also functional because it contained most of the features that a good website should have. First, the semiotics of the website were easily identifiable and appropriate. Although the semiotics of the websites were not rich or complex, they were utilized adequately. The welcome page offered a clear view of the website and hyperlinks to all the web pages. All the landing pages had several photographs that kept changing after a short interval to give the readers more information and views of the international schools. Some images and pictures of the school were taken on a frontal view while others were partaking in various activities such as playing.

As noted earlier in the literature review, the welcome landing page is critical in framing the visitor's perception of the international school. Regarding this, Owoyele (2016) emphasized that considerations on aesthetics are very pertinent on this page. The sampled pages were thoughtfully designed to maximise information delivery. Another noteworthy factor about the websites was information architecture. Content on the website was planned

well to ensure that the visitors did not struggle to locate any information. Each web page had hyperlinks that directed visitors to other web pages with information regarding that particular topic. Grouping of web pages in categories was good for easy location of information. The use of English was strategic as most of the international targets of the school's marketing-speak English. The findings above support the conclusions of Resnik (2012) and Walton (2015). All the websites had alphanumeric codes for non-robotic verification for security purposes and cookies for marketing insight purposes.

O'Leary (2013) and Singhal et al. (2013) contended that modern cybernetics security is a prime concern for most web-based technology developers. Thus, stringent measures have to be enacted to avoid the ills of digital technologies such as hacking, scavenging for data, deletion, alteration, and web content modification. The sampled websites had enacted security measures to monitor the users of the website information. Visitors could see that the school provides academic education to their children and social education through co-curricular activities for the learners.

Internationalised Education Experience

The international education experiences portrayed in the findings of this investigation revealed that international schools invest heavily in diversifying their learners' learning and extracurricular experiences. The findings that international schools promote their range of facilities and resources for curriculum delivery and co-curricular and extra-curricular activities indicated that the experience of learners was a core aspect in the marketing narrative of the school. As evident in the diverse school facilities and extra-curricular activities such as indoor and outdoor sports, performing acts, artwork, music and cultural events in the school, international schools compete in providing their learners with opportunities for the most excellent experience. The respect for international diversity among learners is noted in how the schools respect their learners' religiosity. Learners are also

encouraged to learn English as a second language to enrich their internationalised education experience considering that English is the main international language. The findings above resonate with the conclusions of Brunold-Conesa (2010), Cambridge (2002) and (Drake 2004).

Organisational Structure, Governance and Compliance in International Schools

The sampled websites' narratives showed that international schools have prerequisite requirements that all the staff must meet. The teaching staff's requirement is very high to ensure that highly experienced teachers are recruited for curriculum delivery. All the sampled websites had an organisational structure that explained how the school is governed and the scalar chain of command. The analysis showed that international schools have boards of management irrespective of being privately owned and have independent school principals. Some schools with more than one campus had principals or assistant principals for each campus and one principal for the entire school. The findings supported the conclusions of Frizzle (2013) and Bouchard (2008) about international schools having global structures and being hierarchical. Each learning level had a teacher heading the department. For instance, the schools had teachers in charge of the early years learning department, lower primary, middle year programs, high school and IB diploma students.

Each class tended to have dedicated class teachers, while extracurricular activities such as swimming, music, foreign languages, and physical education had specific teachers with proficiency in such areas. Narratives on the organisational chart on the website showed that the school had teaching staff, non-teaching senior staff and support staff for full functionality. The websites' narratives celebrated the school's compliance with different regulations and provisions for international education such as curriculum delivery, occupation, safety and health regulations for workers and learners, and the Singapore government's education regulations. Adherence to curriculum delivery regulations

contributed to the high quality of education and accreditation by different international and local bodies, as the narratives on the websites revealed. This finding supported the conclusion of McGarry (2011) on the hierarchical structure of international education.

CHAPTER SUMMARY

Websites have become an indispensable technology through which international schools communicate with the outside world. International schools use websites to communicate different narratives of the international education they offer. Although the websites portrayed different narratives of international education, international curricula, and outstanding facilities for students, together with aspects presented as necessary for the all-around growth of learners, the school's marketing agenda is dominant. The findings from the semiotics, discourse frameworks and interviews all concurred that websites are now the main communication tool of international schools. International schools in Singapore compete for international students; thus, they must inform their prospective students about their education and its difference with other alternatives. The websites encourage visitors to enrol their children by outlining the curriculum offered and the unique learning experiences. Increasingly websites have links to social media accounts to enrich the connection with potential clientele and international students.

CHAPTER SIX: CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

Private players dominate the international education sector in Singapore; thus, competition for international students is intense. While some schools allow both international and local students, the majority are exclusively for international students. The findings conclude that international schools depend on websites principally to communicate with prospective patrons and their students. The sampled international schools' websites contained different education narratives, mainly reflecting the curriculum offered, its delivery, the organisational structure, school mission, vision, culture, core values, and the differentiation aspects. Based on this study's findings, the websites of international schools seem to place more emphasis on explaining to patrons and potential students why the school offers the best international education in Singapore and why they should choose this school over all the others offering the same form of education.

The IB is the main curriculum portrayed on the websites of the international schools. Other curricula are offered in Singapore's international schools, including IGCSE. Despite offering related education curricula, the narratives portrayed on the website indicate that international schools try to differentiate the experiences learners will get within the IB at the school. The main points of differentiation revealed in this study suggest that most schools highlight curriculum delivery approaches such as infusion of technology in learning, having unique education projects such as infusion of some culturally oriented aspects into learning. For instance, one international school sampled in this research offers a unique international education to its learners to provide education within the Chinese cultural experience. Therefore, any international student interested in the IB curriculum while embracing the Chinese way of life will find such an international school unique and fit with their interests.

The national education sector comprises a public system and private institutions that function differently but serve a unified goal. Education aims to get a learner that is packed

with skills and knowledge for self-growth and able to meet society's needs. The results lead to the conclusion that the websites' central purpose is more concerned with securing new enrolments. The study findings underline that websites have become crucial and explain a wide array of services that the schools offer.

The websites contain different discourses of education, mainly portrayed through textual discourses, signs, symbols, icons, indexes, symbolism, and figurative language. The semiotics are highly visible on the websites, mainly photographs and videos, to illustrate the discourses expounded in the text. For instance, virtual tours offer a more connecting experience to the website visitor compared with just descriptive texts written on the website. However, the study findings suggest that some aspects of international schools are not represented on the websites. The narratives of education evident on the websites mainly revolved around the curriculum's delivery, extra-curricular and co-curricular activities. They signal that a school has a range of activities to choose from and provide parents with the assurance that their children will get desired curriculum and conclusion that noncurricular learning experiences.

The findings indicate that the websites employ a cautious selection of words to communicate specific messages concisely to learners and teachers. The findings support the narratives of education that such institutional websites contain to be narratives centred on curriculum and non-curricular issues but serve a primary purpose of marketing the school to prospective patrons and international learners. The results suggest that websites have become a fundamental technology due to their benefits to school organisations.

The adoption of websites by international schools is driven mainly by marketing needs to compete for students. In the modern era where technology is advancing at a meteoric speed, organisations are encouraged to harness the benefits of such technologies; otherwise, organisations risk being overtaken or undermined by competitors. The findings have

confirmed that the sampled international schools implemented web-based technology to communicate different narratives of their school and the education they offer to convince potential patrons to engage their education services. Therefore, such technologies become a potential source of competitive advantage.

The findings of this research support the conclusion that in the case of international schools, the adoption of website technologies emerges as a mandatory investment such schools must make considering the nature of the market space and customers they pursue. The distance barrier makes it harder for prospecting students and teachers to pay the school a visit for face-to-face physical inquiries. Websites have become a platform for connecting patrons, learners, and teachers with the school. The websites sampled have a careful and professional design with a rich combination of colours and navigability to ease exploring the different aspects of the website. The theme colours adopted on the website match with school uniforms and the corporate image of the school.

The web aesthetic considerations also led to the conclusion that the main pages in the websites have the applications ‘apply now’ ‘enrol’ or ‘admissions’ to prompt website visitors to apply for admission to the school. The outcomes from websites in this research suggest that international school sites now offer a one-stop-shop for prospective customers (parents and learners); thus, international schools project a range of discourses and narratives about the curriculum they offer, especially regarding the IB. The findings concluded that international websites do not simply reveal the specific curriculum ideologies adopted in the school. Therefore, access to curriculum ideologies can only be deduced from narratives on how the curriculum is delivered and tenets adopted in the education project.

REVIEW OF THE RESEARCH QUESTIONS, AIMS AND OBJECTIVES

Reflection on the objectives, the aims and the findings of this research led to the conclusion that the research objectives and aim were, for the most part, achieved. The study

also sought to explore the curriculum ideologies portrayed within the websites of international schools. The conclusions suggest that the international schools sampled did not clearly articulate the curriculum ideologies they adopted. The analysis, however, allowed a degree of inference so that the curriculum ideologies present could be deduced from within textual discourses, semiotics and related narratives found on the websites. The aim and research question to analyse the discourses methodically with sensitivity to education narratives was addressed through the semiotic and discourse framework that revealed a variety of narratives of international education portrayed on the websites. The website reflected different discourses within education concerning the ongoing COVID-19 pandemic in 2020 and its implication on IB curriculum delivery.

IMPLICATION OF THE STUDY

The results of this investigation have positive implications and may be beneficial to the research fraternity in several ways. First, the findings contribute to the existing knowledge base on the discourses of education and the narratives of education on international schools' websites. Secondly, the findings contribute to increasing the knowledge base on international education curriculum, delivery ideologies and marketing research domain by provides basic findings regarding narratives of education as portrayed on websites by international schools. Third, the results illustrate how websites, particularly in international schools, depict different narratives of the international education they offer. Lastly, the findings provide foundational knowledge for future researchers to study this topic. The findings of this study have some implications for the policymakers in the education system in question and the international school fraternity in identifying the strengths and weakness of websites. The importance of websites to international schools is illustrated in the findings of the study. Therefore, this study implicates future work on such communication sites by providing a basis on which researchers can build. International schools' management

also benefits from this research because its outcomes highlight the utility of a website in communicating with its clientele and promoting its marketing agenda; therefore, international schools comprehend the criticality of maintaining a running functional website.

RECOMMENDATIONS AND AREAS FOR FUTURE RESEARCH

Although websites are fundamental for the survival of international schools in the contemporary international market, there is a lot that websites need to do. Considering the above findings, the researcher makes the following recommendations. The content of websites should be periodically reviewed and updated to ensure that the international school discourse and crucial aspects are represented. For instance, communication should be continuously and regularly updated, especially during the COVID-19 pandemic, where schooling is marred with much uncertainty and adverse implications on local and international education.

Also, international schools should enact strategies for continuous improvement by incorporating more service delivery through websites to increase efficiency and convenience in service delivery to its learners and other prospecting persons. However, the school should ensure that content uploaded on the website is verified for appropriateness and truthfulness to avoid the risk of uploading erroneous information on websites. Websites are an image of the international school within the international community; therefore, the website's content should be carefully monitored. Regarding this, the number of personnel mandated with uploading content on the school website should be minimised, authentication and authorisation for performing such operations on the school websites managed.

Web security should also be enhanced to avoid security lapses, a scenario that could be detrimental to any international school. An analysis of the discourse showed that although there is no uniquely identifiable phonetic style used, the semantics of the texts, sentence structure, grammar, spelling, among other linguistics aspects, should be used appropriately.

Considering this outcome, the researcher recommends that websites should avoid using complex phrases and vocabulary. Using complex words can proliferate into jargon language, making the semantics of the text not only poor but confusing. In this regard, the investigator recommends that international schools use good linguistics that makes educational content easy to comprehend for most website visitors.

The study lays some foundational work by discussing different concepts that constitute education's narrative to provide a simple framework for collecting actual data on websites. The area, however, requires extensive research as the literature is still emerging. Future researchers can explore the topic using other approaches, for example, philosophies and design. This study used an interpretivist, qualitative design with secondary data from websites and interviews to collect data. However, future researchers can extend the topic using different methodologies and different sample sizes or sampling techniques. Moreover, there are other related concepts, such as marketing narratives in the international schools' websites, that have not been studied in this research work. The researcher recommends more research on how school websites can portray the school's curriculum ideologies and explain how such ideologies are infused into the learner envisaged in the ideology.

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APPENDICES

APPENDIX A: INTERVIEW QUESTIONS

1. How would you describe your school?
2. What kind of education does your school seek to offer?
3. What are the central and most important aspects of the education your school seeks to offer?
4. What do you want your school website visitors to know about your school and the kind of education it offers?
5. Is there anything not present on your school website that you think should be there for its audience?

APPENDIX B: TRIAL FRAMEWORK 1-HWAR2 SEMIOTIC ANALYSIS

Semiotics Analysis							
Web Pages	Graphics	Colours	Dominant Shapes	Persons	Action	Nature	Emotion
Landing Page	A video	Red		Pupils and Teachers	Learning	Classroom environment	Smiles Laughter
About us							
Academics	A diagram, entry requirement table, hyperlinks	Red for theme	A circular curriculum diagram	Pupils	Classroom Learning	Classroom Environment	Smiles
School life	Play Equipment, uniform images, hyperlinks	Red, black and grey for the uniform yellow and green for the playground		Pupils	Running	Playground, natural playground in the background	Smiling
Admissions	Virtual tour, hipper links	Red and white	Rectangle for apply now button	Teachers and pupils	Playing	Playground and classroom	Smiling
Careers	Hyperlinks to the application process		Rectangle for the apply now button				
News	Photos, Video, invitation cards	A variety of colours		Parents, pupils, students, parents	Lectures, talks, running	Lecture hall, classroom, playground	Smiling, laughing
Contacts us	Hyperlinks	Red	Numbers, letters for verification				

APPENDIX C: TRIAL FRAMEWORK 2-HWAR2 DISCOURSE ANALYSIS

DISCOURSE ANALYSIS							
SOCIAL DISCOURSES			LINGUISTIC DISCOURSES				
Events	Culture	Mobile Integration	Grammar and Vocabulary	Texts	Semantics	Navigation	Phonology
Playing, festivals, academic talks and shows, cultural festivals	Multicultural with Chinese being an evident, e.g. news web page	No links to social media, the website can be accessed on smartphones	The language used is easily understandable for the majority. No complex vocabulary	The sentence structure is coherent, and the texts are used appropriately. Word choice is also appropriate for making the texts concise and pithy.	The sentences, graphics and text used on websites are easy to derive meaning from them. The semantics are well planned and appropriate.	The website can be easily navigated, and the hyperlinks are valid and usable.	No specific phonology style evident

APPENDIX D: KING'S PROVISIONAL FRAMEWORK

Teacher Professional Development Planning Framework		
Planning	Key Consideration	Prompt Question
Baseline	<i>Individual / School Self-Evaluation</i>	Where are we now?
	<i>Targets</i>	What do we want to achieve
Outcomes	<i>Student outcomes</i>	What will the students be able to do? (cognitive, affective and/or psychomotor levels)?
	<i>Organisational</i>	What products/processes will help achieve the outcomes, e.g., policies, staff meetings, time, resources, etc...
	<i>Staff/Teachers' Practice</i>	What instructional practices (evidence-based) will produce the desired student outcomes?
	<i>Diffusion</i>	How can we enable diffusion of the practices to other teachers and students?
Systemic Factors	<i>Support</i>	What support will teachers need to enhance teacher engagement, e.g., leadership support, internal/external advocates, professional learning community...?
	<i>Initiative Design and Impact</i>	Is the PD design structured and research-based, feasible and focused? Consider factors of high-quality CPD: duration, collaborative, time-bound... Is it evidence-based? Should it produce successful outcomes for students?
	<i>Teacher Agency</i>	Are the teachers open, willing and motivated to engage with change / a new practice? Does it meet their personal or professional needs? Are there opportunities to facilitate teachers' pedagogic and pedagogic-content-knowledge development?
Learning Outcomes	<i>Teachers' Practice</i>	What knowledge, skills, attitudes will be needed to implement the new practice?
PD Experience	<i>Activities/Experiences/Model</i>	What activities/training/model of professional development do teachers need to gain the required knowledge or skills? Does the model match the purpose?

Source: (King, 2014)

APPENDIX E: KING'S REVISED FRAMEWORK

PD Impact Evaluation Framework Descriptors	
Origins	
Individual / Collective Planning	Individual Participants
Evidence Base Review and gather evidence, i.e., Where are we now	Motivation , i.e., reasons for engagement in PD
Targets Prioritise and set targets, i.e., knowing what we want to achieve	Evidence Base , i.e., Knowledge, skills and attitudes related to the learning outcomes of the PD activity
Plan Actions we are going to take	Expectations , i.e., what you expect from engaging in this PD

Aspects of Evaluation	
The Experience	Teachers' initial satisfaction with the PD experience for the initiative, e.g., did you like the PD experience - overall, content, venue, facilitators?
Learning	Knowledge, skills, attitudes acquired, enhanced or affirmed from the PD experience. Was it useful? Were personal objectives achieved? How do your knowledge skills and attitudes compare against those from your evidence base above? How does your learning compare with your expectations before the PD experience?
Outcomes: Degree and Quality of Change	Systemic Factors
Organisational Outcome:	

<p><i>Process</i>, e.g., reported processes arising from engagement with a new practice, i.e., New or improved systems, e.g., creation of a new approach to needs analysis; full involvement of staff in PD processes; putting practice on the staff meeting agenda; how staff feel about and use opportunities from new products etc</p> <p><i>Product</i>, e.g., products arising from participation in new practice, i.e., tangible outputs: an improved/new policy, a new strategy document, a directory/database of available PD opportunities, a newsletter, a workshop, establishment of meetings, production of action plans etc</p>	<p>Support:</p> <p>Reported alignment of principals' and teachers' values, i.e., principals and teachers valued the literacy aspect and therefore, principals opted their schools into the initiative.</p>
<p>Staff Outcome:</p> <p><i>Personal</i></p> <p>Affective: Indices of effects of new practice on teacher or principal at an affective level</p> <p>(a) efficacy, i.e. sense of belief in their power to effect a change in pupils' learning/sense of how effectively they can teach</p> <p>(b) beliefs and attitudes towards classroom teaching and pupils' learning</p> <p><i>Professional</i></p> <p><i>Quality of use and understanding of new and improved knowledge and skills:</i> Indices of the impact of new practice on teachers' quality of use and understanding:</p> <p>(a) Nonuser: I have not begun to explore the use of any of the new practices to date.</p>	<p>Evidence of principals creating organisational capacity for change, e.g., having an awareness of the initiative at a conceptual level themselves, ensuring involvement was</p>

<p>(b) Orientation: I am looking at some of the literacy practices introduced and exploring the possibilities for their use.</p> <p>I have not as yet committed to their use.</p> <p>(c) Preparation: I have decided to use a particular practice and am currently preparing and planning for using it.</p> <p>(d) Technical: I am using a particular practice and am following the guidelines as suggested for its use.</p> <p>(e) Accepted: I have established a way to use some/one of the literacy practices and it works for me in my classroom.</p> <p>I understand the underlying principles and I will continue to use it regardless of continued support from others.</p> <p>(f) Critical: I am using a particular practice in collaboration with other teachers and we have made some changes to it to meet the needs of our pupils in our context. We are also using the underlying principles and procedures in other teaching areas.</p> <p>(g) Discontinued: I did try using a particular practice but have since discontinued it.</p>	<p>voluntary, providing top-down support through providing time for planning, reflection and consolidating learning, resources, timetabling, trust and autonomy.</p> <p>Evidence of principals empowering teachers to create collaborative learning cultures and professional learning communities, e.g., encouraging and facilitating teachers to become leaders</p>
<p><i>Cultural</i></p> <p>Reported <i>forms of collaboration</i> arising from implementation of the practice, e.g. team teaching, mentoring, coaching etc</p> <p>Indices of impact of new practice on the development of <i>professional learning communities</i>, i.e. teachers having</p>	

<p>(a) shared values and vision of pedagogy</p> <p>(b) individual and collective responsibility for pupils' learning</p> <p>(c) collaboration focused on learning and sharing of personal practice</p> <p>(d) individual and collective professional learning</p> <p>(e) reflective professional enquiry</p> <p>(f) norms of openness, inclusive membership, networks, mutual trust and respect</p> <p>(g) supportive conditions</p>	<p>themselves</p> <p>through modelling</p> <p>practices for</p> <p>others, ensuring</p> <p>teachers were not</p> <p>under pressure to</p> <p>participate,</p> <p>facilitating the</p> <p>diffusion of</p>
<p>Pupil Outcomes</p> <p>Indices of effects on pupils at:</p> <p>(a) a cognitive level, i.e., their performance and attainment</p> <p>(b) an affective level, i.e., their attitudes and dispositions, e.g., pupil enjoyment, greater motivation, sense of achievement, greater confidence</p> <p>(c) a psychomotor level, i.e., their skills and behaviour, e.g., pride in and organisation of work, increased participation and engagement, more effective ways of working, social skills</p>	<p>practices, hiring</p> <p>of staff who value</p> <p>collaborative</p> <p>practices.</p> <p>Having an</p> <p>advocate/change</p> <p>agent to facilitate</p>
<p>Diffusion</p> <p>Reported diffusion of practice to other adults and or pupils</p>	<p>sustainability of</p> <p>practices by</p> <p>leading the change</p> <p>and taking</p> <p>responsibility for</p> <p>the diffusion of</p> <p>practices to</p> <p>others.</p>

	<p>PD / Initiative</p> <p>Design and</p> <p>Impact: Positive aspects relating to the new practice(s)</p> <p>(a) <i>structure</i> of the initiative, e.g., focused, clear framework, easy to follow, limited timeframe, collaborative team-teaching aspect, facilitates formative and summative assessment...</p> <p>(b) <i>success</i> of the initiative, e.g., worthwhile, positive results for pupils, teachers</p>
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	<p>believe in it, value it...</p> <p>Teacher Agency:</p> <p>Evidence of</p> <p>(a) teachers' openness and willingness to engage in the initiative, i.e., bottom-up approach or voluntary participation, and subsequent ownership and commitment to it</p> <p>(b) reported alignment of initiative with teachers' needs in their context at the time</p> <p>(c) facilitating deep learning</p>
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	related to the activity/practice(s)

Source: (King, 2014).