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this excellent resource provides a realistic and systematic process that educators can immediately implement for improving reading and writing while enhancing content knowledge and skills

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find this book invaluable

this edited collection provides unprecedented insight into the emerging field of multilingual education in sub saharan africa ssa multilingual education is claimed to have many benefits amongst which are that it can improve both content and language learning especially for learners who may have low ability in the medium of instruction and are consequently struggling to learn the book represents a range of sub saharan school contexts and describes how multilingual strategies have been developed and implemented within them to support the learning of content and language it looks at multilingual learning from several points of view including translanguaging or the use of multiple languages and especially african languages for learning and language supportive pedagogy or the implementation of a distinct pedagogy to support learners working through the medium of a second language the book puts forward strategies for creating materials classroom environments and teacher education programmes which support the use of all of a student s languages to improve language and content learning the contexts which the book describes are challenging including low school resourcing poverty and low literacy in the home and school policy which militates against the use of african languages in school the volume also draws on multilingual education approaches which have been successfully carried out in higher resource countries and lend themselves to being adapted for use in ssa it shows how multilingual learning can bring about transformation in education and provides inspiration for how these strategies might spread and be further developed to improve learning in schools in ssa and beyond chapter 3 of this book is freely available as a downloadable open access pdf under a creative commons attribution non commercial no derivatives 4 0 license available at taylorfrancis.com

this book describes results from the 1994 national assessment of educational progress naep assessment in u s history conducted at grades 4 8 and 12 included in this report card are the results of students achievement at each grade and within various subgroups of the general population the report discusses the relationships between student performance and instructional and home background variables this information gives educators a context for evaluating the u s history achievement of students and the results that may be used to guide reform efforts chapters include 1 naep 1994 u s history assessment 2 u s history results for the nation and regions 3 u s history achievement levels 4 contexts in which students learn history and 5 what students know and can do in u s history a conclusion three appendices 52 tables and 13 figures complete the book eh

this book provides a unique international comparative perspective on diverse issues and practices in mathematics education between and among the us and five high performing timss education systems japan china singapore south korea and taiwan the book offers multiple perspectives on the important factors that contribute to mathematics teaching and learning in different educational systems and cultural contexts using large scale data generated by numerous international comparative studies the book analyzes and provides context for various

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