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Globalization has not only changed our society, it has also had a profound effect on education. Many schools deal with student populations that due to migration have become increasingly multilingual. Politically, few would argue against the importance of multilingualism; rather, it is promoted to the fullest. However, in practical terms the challenges associated with teaching and educational policies have increased manifold as a result of the linguistic diversity among student bodies. Reading is certainly regarded as a key learning skill, however, the question arises as to how the students' life-world multilingualism is taken into consideration. Furthermore, being considered part of teachers' professional competence, teachers' mental processes and perceptions (beliefs) have been the focus in several different academic fields. Previous research suggests that there are significant links between teachers' beliefs and practices. This thesis explores the aforementioned aspects in greater detail, with the overall aim to gain a deeper understanding of teachers' beliefs and strategies when teaching reading in multilingual settings. Using a cross-disciplinary, qualitative research approach, the empirical inquiry is based on case studies within different, linguistically diverse settings. The case studies include classroom observations as well as teacher interviews in German, Swedish and Chilean grade 4 classrooms.

When the last of snow has finally melted, soccer season starts! Kevin the Star Striker and The Wild Soccer Bunch rush to their field. They have found that Mickey the bulldozer and his gang, The Unbeatables, have taken over. Kevin and his friends challenge the Unbeatables to the biggest game of their lives. Can the Wild Bunch defeat the Unbeatables, or lose their field of dreams forever? Can they do what no team has done before?

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Reading fluency has been identified as a key component of proficient reading. Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement. Despite the great potential for fluency to have a significant outcome on students' reading achievement, it continues to be not well understood by teachers, school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component. Following chapters examine recent studies and approaches to reading fluency, followed by chapters that explore actual fluency instruction models and the impact of fluency instruction. Assessment of reading fluency is critical for monitoring progress and identifying students in need of intervention. Two articles on assessment, one focused on word recognition and the other on prosody, expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies, including fluency, in an integrated model of reading. Our hope for this volume is that it may spark a renewed interest in research into reading fluency and fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.

Learning is at its best when it is goal-oriented, contextual, interesting, challenging, and interactive. These same winning characteristics also define the best computer games, which suggests that the most effective learning experiences are also engaging. Learning can and should be hard fun! The challenge is to get in touch with what it takes to design learning experiences that will excite your audience. Engaging Learning offers a much-needed guide for training professionals who want to create learning programs that are both effective and engaging. Clark N. Quinn Learning, a system designer, presents a unique framework for systematically aligning the key elements of learning and engagement with a proven design process for e-learning games. This nuts-and-bolts guide, which is both research-based and grounded in experience, offers the tools needed to transform learning experiences from humdrum to fun.