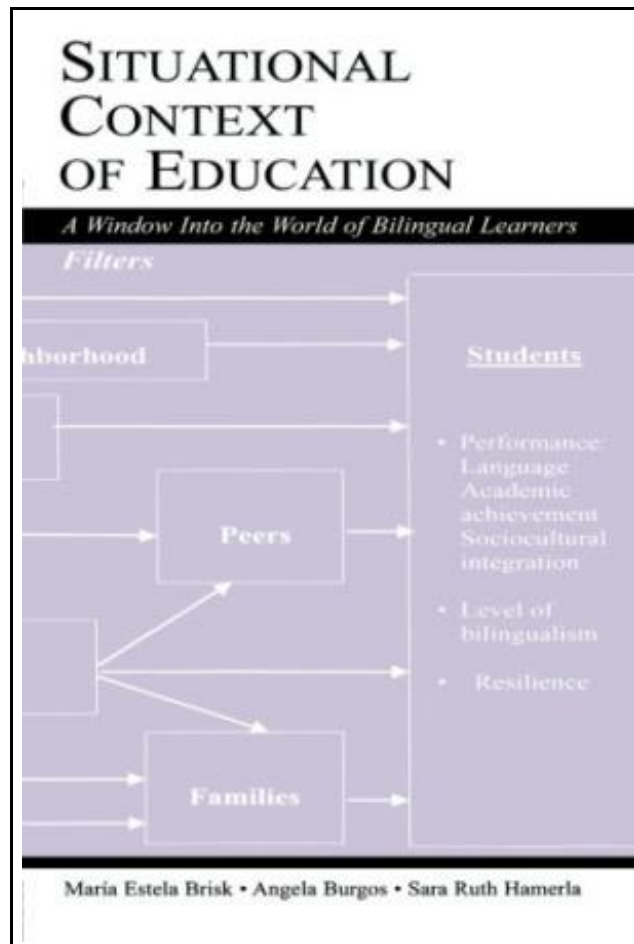


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Lawrence Erlbaum Associates Inc, United States, 2004. Paperback. Book Condition: New. New.. 229 x 155 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.This book gives educators important answers to the urgent question of how teachers and schools can facilitate language minority and immigrant students progress in school. It offers an innovative and powerful method teachers and students can use to study the situational context of education, providing both the theoretical background and the practical tools to implement this approach. The situational context of education includes linguistic, economic, social, cultural, and political factors, as well as conditions, such as students personal characteristics, family support, and quality of instruction. All of these factors influence the lives of students and their academic performance and contribute in many ways, some subtle and indirect, to making the educational experience more or less difficult for different students. The premise of the book is that objective study of the situational context of education by both students and teachers is beneficial because it leads to a more realistic view of how to facilitate students progress in school. Designed as a text for graduate courses for preservice and in-service teachers working with students in bilingual, ESL, mainstream, and special education classrooms, the goal is to engage readers in learning not only from the literature but also from studying the situational contexts of their own students. The focus here is on the factors that affect language minority and immigrant students in the United States, but the framework is equally powerful for work with student populations in other social contexts. \*The Introduction includes an overview of the theory behind the study of the situational context of education and the implementation of this approach; describes the context of the pilot lessons included in the book; and explains how...



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