

1. Record Nr.	UNISA990000231030203316
Autore	Halter_Koch, Franz
Titolo	Ideal systems : an introduction to multiplicativeideal theory / Franz Halter-Koch
Pubbl/distr/stampa	New York [etc.] : Marcel Dekker, copyr. 1998
ISBN	0-8247-0186-0
Descrizione fisica	XII, 422 p. : ill. ; 23 cm
Collana	a series of monographs and textbooks ; 211
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Collocazione	515 PAMD (211)
Lingua di pubblicazione	Inglese
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2. Record Nr.	UNINA9910790378103321
Autore	Spencer Margaret Meek <1925-, >
Titolo	Achieving literacy : longitudinal studies of adolescents learning to read / Margaret Meek ; with Stephen Armstrong. [et al.]
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2012
ISBN	1-136-51080-X 1-280-77679-X 9786613687180 0-203-14753-7 1-136-51081-8
Descrizione fisica	1 online resource (379 p.)
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Altri autori (Persone)	ArmstrongStephen
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Nota di bibliografia

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Nota di contenuto

Cover; Halftitle; Title; Copyright; Contents; Preface; Acknowledgements; 1. A view of the task; 2. Features Of The Starting Point; A language for life; Reading experts or expert readers?; The group gathers; 3. The compromise; Fiona; Elizabeth; Vicky; Steve; Judith; 4. Reading, without tests; 5. Early encounters; Opening moves; Andy and Fiona; Sharon and Vicky; Chris and Elizabeth; Trevor and Judith; John and Steve; My Holiday; What the teachers learned; 6. Two sources of evidence; The tape transcribed; What the video reveals; 7. What progress looks like Vicky and Tracy - confirming the role of the reader; Judith and Trevor - what happens to the pupil's view of himself as a reader?; Elizabeth and Chris - progress exemplified; Small steps forward; Steve and Tom - a very special case; 8. Reflexions; The elusive joy; Implications and implementations; Notes

Sommario/riassunto

How children learn to read well and what kind of teaching helps them is a scarcely penetrated mystery. This book is a fascinating and informative research report by a group of teachers who set out to teach children who have failed to acquire a useful degree of literacy; in it they discuss their experiences. The authors are presenting evidence about a central and constant problem in education, an essential kind of evidence which is often ignored, because it is so difficult to collect and present. The report presents enough case-notes and recordings of lessons and discussions to allow readers