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This inter-disciplinary book is the first in an Irish context to address issues connected with the 'super-

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diversifying' of language and society engendered by recent and historical migrations. It analyses novel data from interviews with allochthonous and autochthonous groups of monolingual and plurilingual youngsters living in Northern Ireland. A key aim is to test models within second language acquisition and language variation and change research. Another goal is to examine the extent to which distinctive migratory trends generated changes in the language ecologies of communities on the island of Ireland as well as globally in regions where the Irish settled intensively from the 1700s. The book also compares contemporary migratory experiences with historical records to further our understanding of the dynamics

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of identification through language across time. The first-ever book devoted to all aspects of the sociolinguistics of globalization and migration in Northern Ireland will be welcomed by scholars interested in the consequences for ethnolinguistic vitality of large-scale population movements. It could not be more timely given the fact that 2.5 million sought asylum in Europe alone during 2016, greatly enhancing its diversity.

Weaving outwards from a centripetal force of biographical stances, this book presents the collective perspectives of literacy researchers from Brunei, China, Hong Kong, Malaysia, Singapore, the

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Philippines and Taiwan. It represents the first all-Asian initiative to showcase the region's post-colonial, multilingual and multicultural narratives of literacy education. This book provides a much-needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home

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and school contexts; transactions of literature, text and reader; and considerations of the literacy policy-practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot be understated. This book on literacy education in Asia contributes to the larger narrative.

“By far the best college guide, for both its honesty and its insights.” —Thomas Sowell Over the past

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decade, Choosing the Right College has established itself as the indispensable resource for students—and parents—who want the unvarnished truth about America's top colleges and universities. It is the most in-depth, independently researched college guide on the market, using on-campus sources to turn up the best—and worst—aspects of nearly 150 schools. Just as important, Choosing the Right College covers the intellectual, political, and social conditions that really matter, including:

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arrangements, safety, and other keys to student life · How to get a real education at any school Beyond all that, this brand-new edition of *Choosing the Right College* features a host of innovations, including: “So You’re Looking For...,” top-five lists of colleges for all types of students; a quick list of each school’s strengths and weaknesses; an insider’s look at the pros and cons of online education; and more. This new edition of *Choosing the Right College* also provides the financial information families need in this age of soaring tuition. What are the most overpriced colleges—and which are relatively good values? What is the average student-debt load? To cap it all off, *Choosing the Right College* introduces the

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groundbreaking feature “Blue Collar Ivies”—in-depth reports on the best affordable colleges in all fifty states. Choosing the Right College 2014–15 will completely change the way young people make a life-altering decision.

This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive, theoretical, and empirical chapters as well as case studies, this Handbook, on the one hand, provides a comprehensive view of the English language teaching and learning scenario in Bangladesh, and on the other hand comes up with suggestions for possible decolonisation and de-

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eliticisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics, all related to English language teaching and learning in Bangladesh, and acquaints readers with different perspectives, operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology, and economics. The chapters examine how much generalisability the theories have for the context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different

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dynamics of English language education practices in Bangladesh, from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers, and policy makers interested in English language, ELT, TESOL, and applied linguistics.

There is widespread concern in all English speaking countries at the rapid decline in study of languages. The promise of 'languages for all' in the UK and North America in the 1970s marked a shift from languages as élite subjects for the privileged few, but this promise has not been fulfilled. This book explores the reasons for and solutions to this decline. More

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importantly, it looks at how these trends have been reversed in successful school programs and the implications of this for language education policy makers. The study draws on an analysis of data from 600 primary, secondary and community languages schools over six years and from detailed case studies in a representative sample of 45 successful schools. The book proposes a range of strategies to address the decline: from engaging classroom learning, assessment outcomes and embedding languages as central in school curriculum on the one level, to a mix of incentives and mandation for language study, especially at upper secondary school level. The authors explore the impact of learning languages on

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the thinking, educational experiences and outcomes of young people across a range of ethnic backgrounds and socioeconomic statuses. They show the importance of having equal access to languages study in a world where young people will have increasingly more diverse working lives and argue that the gap in languages between policy and uptake is really a gap in the thinking of policy makers and government.

Now in its third edition, this classic book is widely considered the leading text on Bayesian methods, lauded for its accessible, practical approach to analyzing data and solving research problems. Bayesian Data Analysis, Third Edition continues to

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take an applied approach to analysis using up-to-date Bayesian methods. The authors—all leaders in the statistics community—introduce basic concepts from a data-analytic perspective before presenting advanced methods. Throughout the text, numerous worked examples drawn from real applications and research emphasize the use of Bayesian inference in practice. New to the Third Edition Four new chapters on nonparametric modeling Coverage of weakly informative priors and boundary-avoiding priors Updated discussion of cross-validation and predictive information criteria Improved convergence monitoring and effective sample size calculations for iterative simulation Presentations of Hamiltonian Monte Carlo,

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variational Bayes, and expectation propagation New and revised software code The book can be used in three different ways. For undergraduate students, it introduces Bayesian inference starting from first principles. For graduate students, the text presents effective current approaches to Bayesian modeling and computation in statistics and related fields. For researchers, it provides an assortment of Bayesian methods in applied statistics. Additional materials, including data sets used in the examples, solutions to selected exercises, and software instructions, are available on the book's web page.

Education and knowledge have never been more

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important to society, yet research is segmented by approach, methodology or topic. Legitimation Code Theory or 'LCT' extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism. This book shows how LCT can be used to build knowledge about education and society. Comprising original papers by an international and multidisciplinary group of scholars, Knowledge-building offers the first primer in this fast-growing approach. Through case studies of major research projects, Part I provides practical insights into how LCT can be used to build knowledge by: - enabling dialogue between theory and data in qualitative

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collection that gives a unique insight into one of the most thought-provoking and innovative ways of building knowledge about knowledge-building in education and society to have emerged this century. This book is essential reading for all serious students and scholars of education, sociology and linguistics.

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