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South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

Since the advent of democracy in 1994, South Africa has been engaged in an unprecedented exercise of national soul-searching, torn between the need to lay to rest centuries of racial conflict and the desire to come to terms with its traumatic history. This book asks whether the country has begun to turn the corner on the legacy of collective hurt. To do so it ranges in scope across 350 years of South African history, encompassing the struggle against the apartheid regime, the downfall of white supremacy, the Truth and Reconciliation Commission and the first 25 years of democracy, up to more recent movements, such as #RhodesMustFall, or the inquests into the 2012 Marikana massacre, that point to the persistence of traumatic memory in contemporary society. The authors assembled here set out to analyse the representation of such memory, how it has been woven into narratives, recorded, preserved and questioned, and how issues of individual and collective responsibility have been grafted onto it through the visual arts, literature, political discourse and public action. In focusing on memory along with its derived forms of memorialization, collective memory, nostalgia, or post-memory, our contributors pose a fundamental question: is South Africa finally coming to the end of the post-apartheid transition period? Do the decades of memory work on racial violence and repression examined here hold out hope for the nation to make peace with its past?

This is an annually updated presentation of each sovereign country in Nordic, Central and Southeastern Europe, past and present. It is organized by individual chapters for each country, dealing with its geography, people, history, political system, constitution, parliament, decentralization and states if a federation, parties, political leaders and elections. There are also sections on foreign and defense policy, economy, culture, future and a lengthy bibliography.

English-medium universities around the world face real challenges in ensuring that incoming students have the language and literacy skills they need to cope with the demands of their degree programmes. One response has been a variety of institutional initiatives to assess students after admission, in order to identify those with significant needs and advise them on how to enhance their academic language ability. This volume brings together papers from Australia, Canada, Hong Kong, New Zealand, Oman, South Africa and the United States, written by language assessment specialists who discuss issues in the design and implementation of these post-admission assessments in their own institutions. A major theme running through the book is the need to evaluate the validity of such assessments not just on their technical quality but on their impact, in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement.