
Developing Proficiency In Cxc English

Hard Words

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CARICOM report number 2 (Subregional Integration Report Series CARICOM = Informes Subregionales de Integración CARICOM; n. 2)

Monitoring Educational Performance in the Caribbean

New Trends in Integrated Science Teaching

The British National Bibliography

Proficiency in Grammar and Language for CXC

Due Respect

Developing Language Skills Book Four : An English Course for Caribbean Secondary Schools

Transformative Pedagogical Perspectives on Home Language Use in Classrooms

Departmental Reports to Council - University of the West Indies

Women, Gender and Development in the Caribbean

Guide to Education and Training Resources in the Developing Countries of the Commonwealth

MYP English Language Acquisition (Proficient)

New Media Communication Skills for Engineers and IT Professionals: Trans-National and Trans-Cultural Demands

Developing Proficiency In Cxc English

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Hard Words IGI Global

Creole Composition is a collection featuring essays by scholars and teachers-researchers working with students in/from the Anglophone Caribbean. Arising from a need to define what writing instruction in the Caribbean means, Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region. To this end, it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students. It features chapters addressing language, approaches to teaching, assessing writing, administration, and research in postsecondary education as well as professionalization of writing instructors in the region. Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction; other chapters seek to reform these traditional practices. Some chapters' interventions emerge from discussions in writing studies while other chapters reflect their authors' primary training in other fields, such as applied linguistics, education, and literary studies. Additionally, the chapters use a variety of styles and methods, ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format. Creole Composition, the first of its kind in the region, provides much-needed knowledge to the community of teacher-researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition, writing studies, and academic literacies. In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region, the collection advances the broader field of writing studies beyond national boundaries. Contributors include Tyrone Ali, Annife Campbell, Tresecka Campbell-Dawes, Valerie Combie, Jacob Dyer Spiegel, Brianne Jaquette, Carmeneta Jones, Clover Jones McKenzie, Beverley Josephs, Christine E. Kozikowski, Vivette Milson-Whyte, Kendra L. Mitchell, Raymond Oenbring, Heather M. Robinson, Daidrah Smith, and Michelle Stewart-McKoy.

Secondary School External Examination Systems Royards Publishing Co

"A Twenty-First Century Manifesto: The University of the West Indies and beyond."

Dissertation Abstracts International World Bank Publications

The communication demands expected of today's engineers and information technology professionals immersed in multicultural global enterprises are unsurpassed. New Media Communication Skills for Engineers and IT Professionals: Trans-National and Trans-Cultural Demands provides new and experienced practitioners, academics, employers, researchers, and students with international examples of best practices in new, as well as traditional, communication skills in increasingly trans-cultural, digitalized, hypertext environments. This book will be a valuable addition to the existing literature and resources in communication skills in both organizational and higher educational settings, giving readers comprehensive insights into the proficient use of a broad range

of communication critical for effective professional participation in the globalized and digitized communication environments that characterize current engineering and IT workplaces.

The Brain Train Parlor Press LLC

This book is the sixth in a series of publications on the subject of integrated science teaching and is based on the proceedings of a consultation meeting held on the theme "Recent Developments in Integrated Science Teaching Worldwide". The meeting was organized by the Australian National Commission for Unesco, in cooperation with the International Council of Associations in Science Education (ICASE) and with the Australian Science Teachers' Association. The intention of the book is to reflect how far integrated science teaching had spread around the world. The chapters in the first part of this book describe key issues in integrated science and broad trends in the approaches to integrated science teaching worldwide. They include the conclusions of five working groups set up during the meeting to discuss the key issues in the following areas: (1) content (developments in science and technology and their implications for science education); (2) curriculum and resource materials; (3) teaching, learning, and assessment; (4) equipment and science teaching facilities; and (5) teacher education. The following articles are included in eight chapters of Part I: "What Is Integrated Science Teaching: Its Beginnings and Its Place Today" (Dennis G. Chisman); "Reflections on the Development of Integrated Science Teaching Projects for 4-16 Year Olds" (Kerst Th. Boersma, and others); "The Integration of Science Teaching through Science-Technology-Society Courses" (John Holman); and "Teacher Behaviours Which Facilitate Integrated Science Teaching" (Ronald J. Bonnstetter). The second part of the book describes national and regional developments in the teaching of integrated science in Africa, the Arab States, Asia and the South Pacific, Europe and North America, Latin America and the Caribbean; and is based largely on the reports and discussions at the meeting. The third part contains some examples of topics and modules of integrated science courses taken from recent courses in Botswana, the Caribbean, the Netherlands, the Philippines, Sierra Leone, and the United Kingdom. The fourth part is an annotated bibliography (over 370 entries) which attempts to sample literature relevant to integrated science. (KR)

Innovation in Technical and Vocational Education and Training in Island Developing and Other Specially Disadvantaged States University of the West Indies Press

"Throughout the Caribbean, there is concern about the standard of writing among students. This concern is verbalized in numerous reports from the Caribbean Examination Council (CXC) on students performance in English in their certification examinations. *Hard Words* offers solutions to this problem by exploring the effects of English-based Creole on students writing and by promoting reading as powerful tool that can assist students and teachers in the classroom. Existing studies of adolescents leisure reading rarely afford the opportunity to observe them engaging with reading material over an extended period. In *Hard Words* the author uses observations and in-depth interviews to gauge students reaction to different reading material, reading-related activities and streaming. This study is unique in its provision of a programme to promote a culture of leisure reading as well as a mechanism for assessing the relationship between reading for pleasure and

writing. It also offers insights into students thoughts about reading, their preference of reading materials and activities that can be used to encourage them to read more. Through the use of figures, tables, samples of students writing and useful references, the book provides a valuable source of teaching strategies for Caribbean Students in classrooms both within and outside the Caribbean. "

Belize Government Gazette IGI Global

NO description available

School and Work in the Eastern Caribbean Ian Randle Publishers

This comprehensive text is vital reading for managers, academics, consultants, and students involved in the growing tourism and hospitality sector in the Caribbean. In twenty-four articles, the book analyzes significant initiatives, trends and the challenges facing education and training institutions in the Caribbean. Chapters on sustainable tourism, environmental management and national resource development cover a wide variety of critical topics facing the industry. Case studies from The Bahamas, Barbados, Belize, Dominica, the Dominican Republic, Grenada, Guyana, Jamaica, Mexico, Trinidad and Tobago, and Turks and Caicos Islands provide a diverse perspective for academics, policymakers and the regional tourism sector.

Journal of Education & Development in the Caribbean IGI Global

This edited volume examines the thrust toward equity in education for marginalized and out-of-school youth, as well as youth with disabilities, in countries located in the Global South. Using a critical cross-cultural lens to interrogate the historical, empirical, and theoretical discourses associated with achieving UNESCO's equity in education agenda, the book showcases the work of scholars from developed and developing nations in examining inclusive education. Drawing attention to the nature, impact, and effects of marginalization, the book ultimately demonstrates the ability of education systems in the Global South to be innovative and agile despite current resource challenges. This text will benefit scholars, academics, and students in the fields of international and comparative education, education policy, and inclusion and special educational needs education more broadly. Those involved with Caribbean and Latin American studies, the sociology of education, and diaspora studies in general will also benefit from this volume.

Creole Composition Cambria Press

Directory, post-secondary training institutions, Commonwealth developing countries - gives for each institution its address, managing agency, general details on capacity, training duration, accommodation, training courses offered, admission requirements, language of instruction if other than English; includes separate list of international and regional level institutions, notes on third country training fellowships and training programmes available through the Commonwealth Fund for Technical Cooperation, bibliography and subject index.

Teaching and Learning English Worldwide Taylor & Francis

Teacher's Guide covering the Caribbean Examinations Council Single Award Basic and General Proficiency Integrated Science syllabus.

Tourism and Hospitality Education and Training in the Caribbean BID-INTAL

Guyanese Achievers, USA and Canada is the result of collaboration between Vidur Dindayal and the Guyanese diaspora, who shared with him its recommendations on whom to identify as examples of

achievement. This volume chronicles Guyanese people who reflect their nation's rich multi-ethnic heritage. These people demonstrate that Guyanese have been successful in North America for a long time. For example, Sir James Douglas became the governor of the colony of Vancouver Island and later the colony of British Columbia in the 1850s. Today, he is considered the "father of British Columbia." For Guyanese, he is Guyana's "first gift to Canada." A statue of Sir James Douglas was unveiled in 2008 at his birthplace in Belmont, Mahaica. At the end of the first decade of the twenty-first century, the list of Guyanese who have been gifts to the United States and Canada is impressive. Guyanese Achievers, USA and Canada celebrates the academics, actors, doctors, educators, entrepreneurs, and others who, by demonstrating inventiveness and persistence, have been recognized as exemplars of Guyanese achievement in North America.

Accreditation and Evaluation Systems in the English-speaking Caribbean Canoe Press (IL)

"Developing Language Skills Book 4 (Examination Book) is specially designed to meet the needs of students preparing for the CSEC English A examination. The work forms an organic whole (the processes of listening, speaking, reading and writing) in its focus on developing competence in both oral and written transactions. It encompasses in its objectives: a) developing students' powers of judgement and perception b) stimulating interest in reading for both pleasure and considered response c) developing skills and techniques required for the examination"

New Trends in Integrated Science Teaching Zed Books

A New Perspective on Poverty in the Caribbean reflects on the current approaches to the challenge of poverty reduction in the context of the findings of the qualitative and quantitative analyses and identifies some critical ingredients for successful poverty-reduction interventions around which a regional consensus could be built. The role and nature of participation, the policy environment for social services delivery are considered along with specific poverty reduction interventions and the general approach to poverty reduction in the Caribbean.

Selected Issues and Problems in Social Policy Nelson Thornes

This book explores English teaching in 13 countries where English is a mother tongue language or a significant second or third language. It focuses on the place of English in a particular society and examines how the teaching of English exists in the social and political context of that society.

International Handbook of Universities Trafford Publishing

Publisher Description

Handbook of Research on Cross-Cultural Approaches to Language and Literacy Development

Clevedon, England ; Philadelphia : Multilingual Matters

This collection is a critical reflection of the evolution of Caribbean countries since the demise of the West Indies Federation in 1962. At this historical juncture, some territories opted for independence while others remained dependent territories. The volume examines Caribbean societies in comparative and general ways, covering aspects of their ongoing development and challenges. It covers such areas as Caribbean integration, the state of human capital and social policy in the region, the education sector, Caribbean economic sustainability, and, significantly, the physical environment of the Caribbean. A central question has always been: should these territories have gone independent or stayed under some British tutelage? The book addresses this question, illustrating that these island states have made considerable progress, especially in the maintenance

and deepening of democratic practices.

Trinidad and Tobago Directory of Government Services World Bank Publications

Developed directly with the IB to be fully integrated with the revised MYP Language Acquisition framework, for first teaching in 2020. This comprehensive, inquiry-based resource equips learners to acquire and practice essential language skills while developing wider conceptual and contextual awareness. An inquiry-led, concept-based approach applies key and related concepts to relevant learning material, helping you fully deliver the MYP approach and build meaningful conceptual connections. Fully comprehensive, the resource addresses all the topics suggested in the MYP Language Acquisition Framework to help learners progress confidently into the Diploma Programme.

Cases of Assessment in Mathematics Education Oxford University Press - Children

This study represents a first attempt of providing a comprehensive quantification of educational outcomes in the Caribbean region. Its main objectives are: (a) to define a set of operationally relevant education indicators (b) to provide a database of comparable education indicators in Caribbean countries where data is available, namely Belize, Dominica, Dominican Republic, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines and Trinidad and Tobago and (c) to propose methods on how the common set of indicators can be used for analyses of the education sectors. This exercise is all the more important within the framework of the current Education For All (EFA) and Millenium Development Goals (MDGs) initiatives which require the identification and monitoring of relevant indicators to establish where the countries stand in relation to the target of universal primary education. After a systematic review of educational indicators in coverage, efficiency and quality which leads to specific recommendations on the type of indicator relevant to operational diagnostics of the education sectors, the study provides a detailed review of the Caribbean status in producing education indicators and demonstrates how a new database can be used to depict where the education sectors stand. Building on these methods and findings, its final section presents a set of specific recommendations to the Caribbean countries on how to improve the diagnostics of their education sectors.

[Bibliography in Integrated Science Teaching](#) Cambridge Scholars Publishing

The present book, *Cases of Assessment in Mathematics Education*, is one of two studies resulting from an ICMI Study Conference on Assessment in Mathematics Education and Its Effects. The book which is published in the series of ICMI Studies under the general editorship of the President and Secretary of ICMI is closely related to another study resulting from the same conference: *Investigations into Assessment in Mathematics Education* (Niss, 1992). The two books, although originating from the same sources and having the same editor, emphasize different aspects of assessment in mathematics education and can be read independently of one another. While the present book is devoted to presenting and discussing cases of assessment that are actually

implemented, the other study attempts to critically analyze general and principal aspects of assessment. Naturally, the content of either book is enriched by the materials and perspectives provided by the other one. In order to put this book and its background into context, the nature and scope of the ICMI studies are outlined briefly below.

La Torre Ian Randle Publishers

Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalaureat and English A-Levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external--they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the filtering function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World Bank repute, there are sixteen chapters presenting Country Case Studies, which have been written up under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four chapters elaborate on the theme of 'external examinations beyond national borders', including a contribution by the International Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies, especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons--it is accessible to teachers and interested laypeople, as well as to academics."

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