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An in-depth look at the changing sociolinguistic dynamics that have influenced South African society. To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. Multilingualism and Intercultural Communication breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-

sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, Education and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups – the largest languages in South Africa [and also increasingly used in the context of South African Higher Education]. It brings together various inter-linked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law, Human Language Technology, Music, Intercultural Communication and Literary Studies. The unique cross-cutting disciplinary features of the book will make it a must-have for twenty-first century South African students and scholars and those interested in applied language issues.

This volume is the first to compile the insights of experienced and informed education researchers and practitioners involved in the delivery of university pathway programs. These programs have emerged as effective responses to global, national and local students' needs when transitioning to Higher Education. The book opens with an overview of the main drivers for the development of university pathway programs, and a description of the main characteristics of such programs, as well as of the different types of programs available. It examines topics such as the way in which policy and governance issues at the institutional, state, and federal level affect university pathway programs' financial models, compliance and quality assurance mechanisms as well as program provision. It also looks at how to address issues related to 'non-traditional' background students such as those from lower socioeconomic background, students for whom English is an additional language (EAL), indigenous students, mature age students and humanitarian entrants. The volume showcases thirteen university pathway programs offered in Australia, Canada, New Zealand, South Africa, Qatar, and the United Kingdom. These examples provide valuable insights that will help guide future practice in the field as the programs described effectively foster and support the development of students' academic literacies, study skills and awareness of the socio-cultural norms that are necessary to participate successfully in higher education settings. In reporting the strategies to overcome challenges in the areas of curriculum development and implementation, of equity, inclusion and participation, of cross-sector collaboration and of student welfare, the volume promotes reflection on these issues and, therefore, better equips those education practitioners embarking on the university pathway program journey.

Inclusive education presupposes an all-inclusive approach where all learners are taught in regular classrooms, regardless of background, disability or social context. While there has been much debate, indications are that inclusive education has been gaining momentum. The book is divided into six coherent sections that address the how of inclusive education both inside and outside of the classroom.

This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. *The Politics and Governance of Basic Education* explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making process, combining practical steps to achieve incremental gains to re-orient the system towards learning.

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

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.

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