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Presents a Spanish language grammar and vocabulary practice workbook to accompany a text book for classes in high school Spanish.

The second edition of the Impact Evaluation in Practice handbook is a comprehensive and accessible introduction to impact evaluation for policy makers and development practitioners. First published in 2011, it has been used widely across the development and academic communities. The book incorporates real-world examples to present practical guidelines for designing and implementing impact evaluations. Readers will gain an understanding of impact evaluations and the best ways to use them to design evidence-based policies and programs. The updated version covers the newest techniques for evaluating programs and includes state-of-the-art implementation advice, as well as an expanded set of examples and case studies that draw on recent development challenges. It also includes new material on research ethics and partnerships to conduct impact evaluation. The handbook is divided into four sections: Part One discusses what to evaluate and why; Part Two presents the main impact evaluation methods; Part Three addresses how to manage impact evaluations; Part Four reviews impact evaluation sampling and data collection. Case studies illustrate different applications of impact evaluations. The book links to complementary instructional material available online, including an applied case as well as questions and answers. The updated second edition will be a valuable resource for the international development community, universities, and policy makers looking to build better evidence around what works in development.

Self-teaching Spanish course. composed of a text and audio CD-ROM, is designed with EMS providers in mind.

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Based on an extended ethnographic study of a dual language (Spanish-English) kindergarten, this book takes a critical look at children's linguistic (and non-linguistic) interactions and the ways that teaching design can help or hinder language development. With a focus on official `Spanish time', it explores the particular challenges of supporting the minority language use as well as the teacher's strategies for doing so. In bilingual classrooms, teachers' goals include bilingualism as well as academic achievement for all. The children may share these interests, but have their own agendas as well. This book explores the linguistic and social interactions that may help, or hinder, these multiple and sometimes conflicting agendas. How can teachers design educational practice that takes into consideration broader forces of language hegemony as well as children's immediate interests? "The numerous rich examples of the effectiveness of different strategies and practices within a variety of instructional contexts make this book essential reading for educators, parents, students and researchers interested in second language education. DePalma's findings will have important implications for program design, interventions, curriculum and instructional practices in second language learning programs." Kathryn Lindholm-Leary, San Jose State University, USA