

Routledge Education

Language and Literacy

New Titles and Key Backlist



2009

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New Titles & Key Backlist 2009



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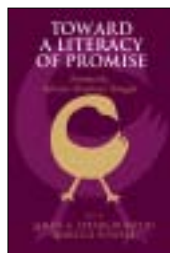
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<http://www.routledge.com/representatives>

NEW**Changing Literacies for Changing Times**

Edited by **James Hoffman**, University of Texas, USA and **Yetta Goodman**, University of Arizona, USA



This book takes a critical look into the present and the future of literacy as envisioned by leading reading researchers. The lead author of each chapter is a distinguished reading researcher who has been recognised for making significant contributions to the field when their peers elected them into the Reading Hall of

Fame. Offering the wisdom that only experience and expertise in the field can bring, in this book these literacy leaders step outside their role of researchers to speak directly to issues of practice and policy.

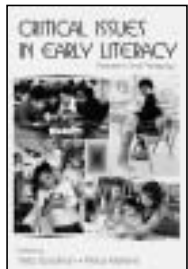
The chapters are organised in topical areas that relate to the contributors' areas of expertise: Changing Literacies; Changing Learners; Changing Perspectives on Basic Processes; Preparing Teachers for Change; Long-Standing Issues in Literacy Teaching and Learning; Changing Research; Literacy & Policy in a Changing Social Context; and Changing Perspectives. All chapters address the theme of literacy and the teaching of literacy as being in a constant state of change. The authors are theoretical as they describe literacy, literacy acquisition, and the teaching of literacy; they are practical as they examine the issues that classroom teachers and reading specialists engage with on a daily basis; and they are political as they advocate for informed policy at the local, state and national levels. A key message in this book is that literacy professionals must take an active role to shape change.

April 2009: 296pp
Hb: 978-0-415-99502-3: **£75.00**
Pb: 978-0-415-99503-0: **£24.99**
www.routledge.com/9780415995030

Critical Issues in Early Literacy

Research and Pedagogy

Edited by **Yetta Goodman**, University of Arizona, USA and **Prisca Martens**, Towson University, USA



This volume adds in important ways to understanding the power and complexity of the forces in the lives of children that impact their literacy learning. The critical issues presented emerge from interpretivist research and thinking practices that are constructivist in nature. The chapters by researchers, teacher researchers, teacher

educators, and teachers are antidotes to the present political context in which political agendas are being used to define literacy, literacy teaching and learning, and literacy research in narrow ways.

March 2007: 328pp
Hb: 978-0-8058-5899-0: **£80.00**
Pb: 978-0-8058-5900-3: **£22.99**
eBook: 978-1-4106-1633-3
www.routledge.com/9780805859003

NEW**Defying Convention, Inventing the Future in Literary Research and Practice**

Edited by **Patricia L. Anders**, University of Arizona, USA

In this volume, major literacy scholars from around the world pay tribute to Ken and Yetta Goodman – renowned and revered worldwide for their pioneering, influential work in the field of reading and literacy education – and offer glimpses of what the future of literacy research and practice might be. The chapters are structured around several themes related to research, practice, and theories of reading and literacy processes that characterise the Goodmans' scholarship. Each chapter reveals how the author's scholarship connects to one or both of the Goodmans' work and projects that connection to the future – what are the implications for future research, theory, practice, and assessment? This milestone volume marking the hugely significant work of the Goodmans is welcomed across the field of literacy education.

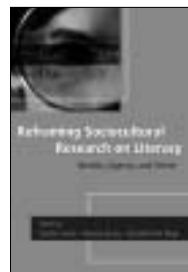
July 2009: 304pp
Hb: 978-0-8058-6341-3: **£70.00**
eBook: 978-1-4106-1802-3
www.routledge.com/9780805863413

WINNER OF THE 2007 NRC
EDWARD FRY BOOK AWARD!

Reframing Sociocultural Research on Literacy

Identity, Agency, and Power

Edited by **Cynthia Lewis**, University of Minnesota, USA, **Patricia E. Enciso**, Ohio State University, USA and **Elizabeth Birr Moje**, University of Michigan, USA



This landmark volume articulates and develops the argument that new directions in sociocultural theory are needed in order to address important issues of identity, agency, and power that are central to understanding literacy research and literacy learning as social and cultural practices. With an overarching focus on the research process

as it relates to sociocultural research, the book is organised around two themes: conceptual frameworks and knowledge sources. Employing the lens of 'critical sociocultural research,' this book focuses on the central role of language and identity in learning and literacy practices.

March 2007: 232pp
Hb: 978-0-8058-5695-8: **£55.00**
Pb: 978-0-8058-5696-5: **£19.99**
eBook: 978-1-4106-1694-4
www.routledge.com/9780805856965

NEW**VOLUME IV****Handbook of Reading Research**

Edited by **Michael L. Kamil**, Stanford University, USA, **P. David Pearson**, University of California at Berkeley, USA, **Elizabeth Birr Moje**, University of Michigan, USA, and **Peter Afflerbach**, University of Maryland, USA

The *Handbook of Reading Research* is the research Handbook for the field. Each volume has come to define the field for the period of time it covers. Volume 4 follows in this tradition. The editors extensively reviewed the reading research literature since the publication of Volume 3 in 2000, as portrayed in a wide array of research and practitioner-based journals and books, to identify the themes and topics covered. Volume 4 brings the field authoritatively and comprehensively up-to-date.

August 2009: 1,040pp
Hb: 978-0-8058-5342-1: **£135.00**
Pb: 978-0-8058-5343-8: **£60.00**
www.routledge.com/9780805853438

VOLUME III**Handbook of Reading Research**

Edited by **Michael L. Kamil**, Stanford University, USA, **Peter B. Mosenthal**, Syracuse University, USA, **P. David Pearson**, University of California at Berkeley, USA and **Rebecca Barr**, National-Louis University, USA

This volume covers the classic topics of reading – from vocabulary and comprehension to reading instruction in the classroom – and provides a brief history that chronicles the legacies within each of the volume's many topics. However, on the whole, this book is not about tradition. Rather, it explores the verges of reading research between the time *Volume II* was published in 1991 and the research conducted after this date.

March 2000: 1,024pp
Hb: 978-0-8058-2398-1: **£150.00**
Pb: 978-0-8058-2399-8: **£65.00**
eBook: 978-1-4106-0502-3
www.routledge.com/9780805823998

Teaching and Learning Vocabulary

Bringing Research to Practice

Edited by **Elfrieda H. Hiebert**, University of California at Berkeley, USA and **Michael L. Kamil**, Stanford University, USA

This book presents scientific evidence from leading research programs that address persistent issues regarding the role of vocabulary in text comprehension. Part 1 examines how vocabulary is learned; Part 2 presents instructional interventions that enhance vocabulary; and Part 3 looks at which words to choose for vocabulary instruction.

June 2005: 288pp
Hb: 978-0-8058-5285-1: **£70.00**
Pb: 978-0-8058-5286-8: **£28.99**
eBook: 978-1-4106-1292-2
www.routledge.com/9780805852868

NEW

Talking Beyond the Page

Reading and Responding to Picturebooks

Janet Evans, Liverpool Hope University, USA



Picture books, with their rich heritage of drawing on a close liaison of illustrations and text, have been traditionally read and used more with children between the ages of 4 to 7 years than with any other age group. Until the last decade, picture books were routinely read and shared with elementary children of all ages on a daily

basis. Since then however the steady increase in a government-led, centralised curriculum, has left teachers feeling there is less and less time to read books out loud for pleasure, let alone to talk about and encourage children to respond to them.

This book shows how different kinds of picture books can be used with children of all ages and highlights what positive educational gains are to be made from reading, sharing, talking and writing about picture books. With contributions from some of the world's leading experts, chapters in this book consider:

- How children think about and respond to picture books
- How children's responses can be qualitatively improved by being encouraged to think and talk about picture books before, during and after reading them
- Non-text features of picture books (paratext) which, when considered in their own right, can help readers to make more sense out of the book
- The different kinds of picture books: wordless, postmodern, pop-up, multimodal, graphic novels etc., and how they are structured and how they work
- How children's responses to picture books can motivate them to become authors through book making, reading journals, response logs etc.
- How picture books can help non-English speaking children deal with complex issues in their lives e.g. asylum seekers, immigrants
- How to respond to picture books as an art form.

Teachers, student teachers, literacy consultants and those running teacher education programs will find this book inspiring and thought-provoking.

May 2009: 192pp

Hb: 978-0-415-47695-9: **£75.00**

Pb: 978-0-415-47696-6: **£22.99**

www.routledge.com/9780415476966

2ND EDITION

Handbook of College Reading and Study Strategy Research

Edited by **Rona F. Flippo**, University of Massachusetts, USA and **David C. Caverly**, Texas State University at San Marcos, USA



This *Handbook* is the most comprehensive and up-to-date source available for college reading and study strategy practitioners and administrators. In response to changing demographics, politics, policy, issues, and concerns in the field of college reading and study strategies since publication of the first edition in 2000, this

new edition has been substantially revised and updated to reflect the newest research in the field, including six new chapters and a more user-friendly structure to make it easier for researchers, program administrators, college instructors, and graduate students to find the information that they need.

In this thorough and systematic examination of theory, research, and practice, college reading teachers will find information to make better instructional decisions, administrators will find justification for programmatic implementations, and professors will find in one book both theory and practice to better prepare graduate students to understand the parameters and issues of this field. The *Handbook* is an essential resource for professionals, researchers, and students as they continue to study, research, learn, and share more about college reading and study strategy issues and instruction.

July 2008: 520pp

Hb: 978-0-8058-6000-9: **£145.00**

Pb: 978-0-8058-6001-6: **£50.99**

eBook: 978-0-203-89494-1

www.routledge.com/9780805860016

Handbook of Research on New Literacies

Edited by **Julie Coiro**, University of Rhode Island, USA, **Michelle Knobel** and **Colin Lankshear**, both at Montclair State University, USA and **Donald J. Leu**, University of Connecticut, USA



Situated at the intersection of two of the most important areas in educational research today – literacy and technology – this *Handbook* draws on the potential of each while carving out important new territory. Providing leadership for this newly emerging field, directing scholars to the major issues, theoretical

perspectives, and interdisciplinary research concerning new literacies, this volume:

- Brings together a diverse international team of editors and chapter authors
- Provides an extensive collection of research reviews in a critical area of educational research
- Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies
- Establishes important space for the emerging field of new literacies research
- Includes a unique Commentary section.

The *Handbook of Research on New Literacies* is intended for the literacy research community including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science, cognitive science, psychology, sociolinguistics, computer mediated communication, and other related areas that find literacy to be an important area of investigation.

March 2008: 1,096pp

Hb: 978-0-8058-5651-4: **£130.00**

Pb: 978-0-8058-5652-1: **£55.00**

eBook: 978-1-4106-1889-4

www.routledge.com/9780805856521

NEW

Contemporary Perspectives on Reading and Spelling

Clare Wood, University of Coventry, UK and Vincent Connelly, Oxford Brookes University, UK



Opening up the existing debates, and incorporating psychological theory and the politics surrounding the teaching and learning of reading and spelling, this edited collection offers some challenging points for reflection about how the discipline of psychology as a whole approaches the study of written language skills.

Highlighting ground-breaking new perspectives, with contributions from leading international researchers, this book forms essential reading for all researchers and practitioners with a focus on the development of reading and spelling skills.

May 2009: 234x156: 304pp

Hb: 978-0-415-49716-9: **£80.00**

Pb: 978-0-415-49717-6: **£24.99**



NEW

Handbook of Research on Reading Comprehension

Edited by **Susan E. Israel**, Author and Literacy Consultant, USA and **Gerald G. Duffy**, University of North Carolina at Greensboro, USA



'The editors of this Handbook have assembled an extraordinary assemblage of authors, each distinguished in his or her own right, a group that is exceptional for the breadth and comprehensiveness of perspectives that they bring to bear...This handbook provides an excellent snapshot of the field.'

– Robert C. Calfee, *From the Foreword*

This *Handbook* assembles researchers of reading comprehension, literacy, educational psychology, psychology, and neuroscience to document the most recent research on the topic. It summarises the current body of research on theory, methods, instruction, assessment, including coverage of landmark studies. Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension, the volume is organised around seven themes:

- Historical perspectives on reading comprehension
- Theoretical perspectives
- Changing views of text
- Elements of reading comprehension
- Assessing and teaching reading comprehension
- Cultural impact on reading comprehension
- Where to from here?

This is an essential reference volume for the international community of reading researchers, reading psychologists, graduate students, and professionals working in the area of reading and literacy.

October 2008: 720pp
Hb: 978-0-8058-6200-3: **£125.00**
Pb: 978-0-8058-6201-0: **£50.00**
eBook: 978-1-4106-1585-5
www.routledge.com/9780805862010

NEW

Handbook of Reading Disability Research

Edited by **Richard Allington** and **Anne McGill-Franzen**, both at University of Tennessee, USA

This comprehensive handbook is the first attempt to present the full range of overlapping paradigms and perspectives – sociological, historical, cultural, psychological, and linguistic – whose research informs the world of reading disability. It explores the relation of reading disabilities to language and learning, poverty and prejudice, and instruction and schooling. In addition to examining theoretical perspectives and associated research, the contributors present their material within the framework of a classroom teacher struggling to develop instructional practices that meet the learning needs of their lowest achieving readers. Throughout the book, learning to read proficiently is conceptualised as a long-term developmental process involving many interventions of various kinds – all keyed to individual developmental needs.

August 2009: 1,000pp
Hb: 978-0-8058-5333-9: **£105.00**
Pb: 978-0-8058-5334-6: **£50.00**
www.routledge.com/9780805853346

NEW

Language Teaching

Integrational Linguistic Approaches

Edited by **Michael Toolan**, University of Birmingham, UK

Series: Routledge Advances in Communication and Linguistic Theory



This book demonstrates the relevance of an integrational linguistic (IL) perspective to a practical, real-world need, namely the learning of languages. Integrational linguistics' shunning of both realist and structuralist theories of language, its commitment to an unwavering attention to the perspective of the language user, and its adherence to a semiology in which signs are the situated products of interactants interpretive behavior, mean that it radically reconceptualises language learning and language teaching. Detractors have implied that IL is so 'philosophical' or 'theoretical' an exercise that it has no useful bearing on the practical problems of language learning. These papers refute that misconception by demonstrating how an IL stance can help disentangle the conflicting considerations and contradictory assumptions that arise in a host of language teaching situations: first, second- and foreign-language classrooms in a diversity of settings, including India, Australia, the United States, and Hong Kong, with different age-groups of students, whether the focus is on speech or writing, and in more informal settings.

December 2008: 206pp
Hb: 978-0-415-95753-3: **£65.00**
eBook: 978-0-203-88226-9
www.routledge.com/9780415957533

Multimodal Pedagogies in Diverse Classrooms

Representation, Rights and Resources

Edited by **Pippa Stein**, University of the Witwatersrand, South Africa

This book examines how the classroom can become a democratic space founded on the integration of different histories, modes of representation, feelings, languages and discourses, and is essential reading for anyone interested in the connection between multimodality, pedagogy, democracy and social justice in diverse classrooms.

Pippa Stein combines theory with material taken from post-apartheid classrooms in South Africa where students from different language and cultural backgrounds negotiate the ongoing tensions between tradition and modernity, Western and African intellectual thought, as well as the apartheid-past of their parents, and their own aspirations for the future. This insightful book argues that classrooms can become 'transformative' sites in which students can develop curricula and pedagogies which speak to the diversity of global societies.

Dealing with issues such as democracy, politics of difference, diversity, multicultural and multilingual classrooms, this book is as pertinent to readers across the globe as it is to those in South Africa, and will be invaluable and fascinating reading for anyone working or interested in this field.

January 2008: 192pp
Hb: 978-0-415-40165-4: **£85.00**
eBook: 978-0-203-93580-4
www.routledge.com/9780415401654

Postmodern Picturebooks

Play, Parody, and Self-Referentiality

Edited by **Lawrence R. Sipe**, University of Pennsylvania, USA and **Sylvia Pantaleo**, University of Victoria, Canada

Series: Routledge Research in Education



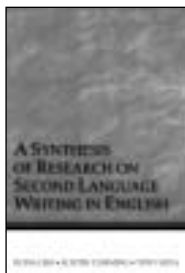
Over the past 15 years, there has been a pronounced trend toward a particular type of picturebook that many would label 'postmodern.' Postmodern picturebooks have stretched our conventional notion of what constitutes a picturebook, as well as what it means to be an engaged reader of these texts. The international

researchers and scholars included in this compelling collection of work critically examine and discuss postmodern picturebooks, and reflect upon their unique contributions to both the field of children's literature and to the development of new literacies for child, adolescent, and adult readers.

April 2008: 280pp
Hb: 978-0-415-96210-0: **£60.00**
eBook: 978-0-203-92697-0
www.routledge.com/9780415962100

A Synthesis of Research on Second Language Writing in English

Ilona Leki, University of Tennessee, USA,
Alister Cumming, University of Toronto, Canada
and **Tony Silva**, Purdue University, USA



'I applaud the authors for this sizeable undertaking, as well as the care exercised in selecting and sequencing topics and subtopics. A major strength and salient feature of this volume is its range: It will serve as a key reference tool for researchers working in L2 composition and in allied fields.'

– *John Hedgcock, Monterey Institute of International Studies*

'The authors command the field in ways that perhaps no one else does. Their vast collective knowledge shines on every page.'

– *Barbara Kroll, University of Southern California*

Synthesizing twenty-five years of the most significant and influential findings of published research on second language writing in English, this volume promotes understanding and provides access to research developments in the field. Overall, it distinguishes the major contexts of English L2 learning in North America, synthesises the research themes, issues, and findings that span these contexts, and interprets the methodological progression and substantive findings of this body of knowledge. Of particular interest is the extensive bibliography, which makes this volume an essential reference tool for libraries and serious writing professionals, both researchers and practitioners, both L1 and L2. This book is designed to allow researchers to become familiar with the most important research on this topic, to promote understanding of pedagogical needs of L2 writing students, and to introduce graduate students to L2 writing research findings.

June 2008: 272pp
Hb: 978-0-8058-5532-6: **£75.00**
Pb: 978-0-8058-5533-3: **£25.99**
eBook: 978-0-203-93025-0
www.routledge.com/9780805855333

VOLUME II

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts

A Project of the International Reading Association

Edited by **James Flood**, San Diego State University, USA, **Shirley Brice Heath**, Stanford University, USA and **Diane Lapp**, San Deigo State University, USA



This *Handbook* brings together state-of-the-art research and practice on the evolving view of literacy as encompassing not only reading, writing, speaking, and listening, but also the multiple ways through which learners gain access to knowledge and skills. It forefronts as central to literacy education the visual,

communicative, and performative arts, and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young.

December 2007: 632pp
Hb: 978-0-8058-5699-6: **£160.00**
Pb: 978-0-8058-5700-9: **£65.00**
eBook: 978-1-4106-1759-0
www.routledge.com/9780805857009

Handbook of Research on Writing

History, Society, School, Individual, Text

Edited by **Charles Bazerman**, University of California at Santa Barbara, USA



This *Handbook* ventures to sum up enquiry over the last few decades on what we know about writing and the many ways we know it. This volume deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers. It will be interesting

and useful to scholars and researchers of writing, to anyone who teaches writing in any context at any level, and to all those who are just curious about writing.

July 2007: 672pp
Hb: 978-0-8058-4869-4: **£150.00**
Pb: 978-0-8058-4870-0: **£50.00**
eBook: 978-1-4106-1647-0
www.routledge.com/9780805848700

Learning to Read Across Languages

Cross-Linguistic Relationships in First- and Second-Language Literacy Development

Edited by **Keiko Koda**, Smith College, USA and **Annette M. Zehler**, Center for Applied Linguistics, USA



This book systematically examines how learning to read occurs in diverse languages, and in so doing, explores how literacy is learned in a second language by learners who have achieved at least basic reading skills in their first language.

October 2007: 256pp
Hb: 978-0-8058-5611-8: **£80.00**
Pb: 978-0-8058-5612-5: **£23.99**
eBook: 978-0-203-93566-8
www.routledge.com/9780805856125

NEW IN PAPERBACK

Pierre Bourdieu and Literacy Education

Edited by **James Albright**, National Institute of Education, Singapore and **Allan Luke**, Queensland University of Technology, Australia



In this volume scholars from around the world focus on how a Bourdieusian stance can enable a powerful sociocultural and cultural analysis of literacy education theory and practice and serve as an effective tool in analyzing relations of hierarchy and domination. This book is the first to present both theoretical and

practical articulation of Bourdieu's ideas in the field of literacy education. It is intended for researchers, practitioners, and graduate students in literacy education, sociology of education, and curriculum theory, and as a text for advanced courses in these areas.

November 2007: 392pp
Hb: 978-0-8058-5687-3: **£80.00**
Pb: 978-0-415-99589-4: **£25.99**
eBook: 978-0-203-93750-1
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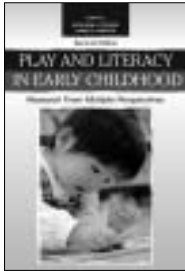
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2ND EDITION

Play and Literacy in Early Childhood

Research From Multiple Perspectives

Edited by **Kathleen A. Roskos**, John Carroll University, USA and **James F. Christie**, Arizona State University, USA

This volume brings together studies, research syntheses, and critical commentaries that examine play-literacy relationships from cognitive, ecological, and cultural perspectives. Examining play from these diverse perspectives provides a multidimensional view that deepens understanding and opens up new avenues for

research and educational practice.

June 2007: 264pp

Hb: 978-0-8058-5639-2: **£75.00**Pb: 978-0-8058-5640-8: **£22.99**

eBook: 978-1-4106-1777-4

www.routledge.com/9780805856408

Popular Culture and Representations of LiteracyEdited by **Bronwyn Williams**, University of Louisville, USA and **Amy Zenger**, American University of Beirut, Lebanon*Series: Routledge Research in Literacy*

This book explores how everyday literacy practices represented in mainstream movies inevitably influence cultural conceptions of reading and writing from issues of identity to education policy to classroom practices.

February 2007: 200pp

Hb: 978-0-415-36095-1: **£80.00**

www.routledge.com/9780415360951

Reading Comprehension Research and Testing in the U.S.

Undercurrents of Race, Class, and Power in the Struggle for Meaning

Edited by **Arlette Ingram Willis**, University of Illinois at Urbana-Champaign, USA

This book challenges traditional, sanctioned, and official histories of reading comprehension by examining how ideological and cultural hegemony work to reproduce dominant ideologies through education in general and reading comprehension research and testing specifically. Willis analyses the ideological and cultural

foundations that underpin concepts, theories, research, tests, and interpretations, and connects these to the broader social and political contexts within U.S. history in which reading comprehension research and testing have evolved.

October 2007: 408pp

Hb: 978-0-8058-5051-2: **£80.00**Pb: 978-0-8058-5052-9: **£22.99**

eBook: 978-0-203-92860-8

www.routledge.com/9780805850529

Reading Comprehension Strategies

Theories, Interventions, and Technologies

Edited by **Danielle S. McNamara**, University of Memphis, USA

'This collection discusses how we may move readers past 'literal' comprehension toward conceptual understanding of content-area knowledge. The chapters focus on strategy instruction and comprehension assessment and serve as excellent contributions to our

knowledge of how we may best promote 'reading to learn'.' – Jennifer Wiley, University of Illinois at Chicago, USA

May 2007: 376pp

Hb: 978-0-8058-5966-9: **£69.00**Pb: 978-0-8058-5967-6: **£34.50**

eBook: 978-1-4106-1666-1

www.routledge.com/9780805859676

The Research Process in Classroom Discourse Analysis

Current Perspectives

Edited by **Kim Marie Cole**, Fredonia College, SUNY, USA and **Jane Zuengler**, University of Wisconsin at Madison, USA

This volume gives intellectual space to a range of current perspectives on classroom discourse research and provides a forum for conversations about the research process. With its focus on both the research process and the outcomes of research, as well as on the theory-method relationship, this book is relevant for

courses in research methodology, language in education, applied linguistics, discourse analysis, language development, and multiculturalism in the classroom

November 2007: 176pp

Hb: 978-0-8058-5530-2: **£75.00**Pb: 978-0-8058-5531-9: **£22.99**

eBook: 978-1-4106-1886-3

www.routledge.com/9780805855319

Advocacy Research in Literacy Education

Seeking Higher Ground

Edited by **Meredith Rogers Cherland**, University of Regina, Canada and **Helen Harper**, University of Nevada at Las Vegas, USA

November 2006: 360pp

Hb: 978-0-8058-5056-7: **£65.00**Pb: 978-0-8058-5057-4: **£21.99**

eBook: 978-1-4106-1544-2

www.routledge.com/9780805850574

Scientific Realism in Studies of ReadingEdited by **Alan D. Flurkey**, Hofstra University, USA, **Eric J. Paulson**, University of Cincinnati, USA and **Kenneth S. Goodman**, University of Arizona, USA

This book provides research-based insights that deepen and broaden current understandings of the nature of reading. Informed by psycholinguistic and sociolinguistic views of reading-as-meaning-construction, the studies build on principles of scientific realism – an approach to inquiry that incorporates and values a wide variety of methods of observation to find the most inclusive, ecologically valid description of the reading process as it is observed in a variety of contexts from a wide range of perspectives.

November 2007: 336pp

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eBook: 978-1-4106-1803-0

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How Speech and Writing Interact in School Learning

Edited by **Rosalind Horowitz**, University of Texas at San Antonio, USA

This volume examines how oral and written language function in school learning, and how oral texts can be successfully inter-connected to the written texts that are used on a daily basis in schools. Bringing together seminal lines of research to create a cohesive picture of discourse issues germane to classrooms and other learning settings,

this volume is an essential resource for researchers, graduate students, classroom teachers, and curriculum specialists across the fields of discourse studies, literacy and English education, composition studies, language development, sociolinguistics, and applied linguistics.

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eBook: 978-1-4106-1789-7

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Hb: 978-0-415-38312-7: **£85.00**Pb: 978-0-415-38313-4: **£23.99**

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Local and Global Inquiries for a New Century

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This volume emphasizes the diversity – of approaches and subjects – that characterises the next generation of research on women and literacy. It builds on and critiques scholarship in literacy studies, composition studies, rhetorical theory, gender studies, postcolonial theory, and cultural studies to open new venues for future research.

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Forward by **Deborah P. Britzman**

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Children Still Can't Read!

Edited by **Janet Soler**, Open University, Australia and
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Hb: 978-0-415-33676-5: **£110.00**
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Why We Are Who We Are: A Handbook for Educators

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A Framework for Instruction and Policy

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Denise B. Boyd, University at Buffalo, SUNY, USA,
Kathleen A. Hinchman, Syracuse University, USA,
David W. Moore, Arizona State University, USA and
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Understanding Literacy Development

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July 2005: 248pp
Hb: 978-0-8058-5115-1: **£60.00**
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eBook: 978-1-4106-1333-2
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Stephanie Power Carter, Indiana University, USA,
Beth Morton Christian, Western Kentucky University, USA, **Sheila Otto**, Middle Tennessee State University, USA and **Nora Shuart-Faris**, Vanderbilt University, USA

August 2004: 328pp
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The RoutledgeFalmer Reader in Language and Literacy

Edited by **Teresa Grainger**, Canterbury Christ Church University, UK

Series: *RoutledgeFalmer Readers in Education*

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Pb: 978-0-415-32767-1: **£25.99**
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www.routledge.com/9780415327671

NEW**3RD EDITION****Dimensions of Literacy**

A Conceptual Base for Teaching Reading and Writing in School Settings

Edited by **Steven B. Kucer**, Washington State University at Vancouver, USA



This popular text 'unpacks' the various dimensions of literacy – linguistic (the nature of language, oral-written language relationships, language variation); cognitive (constructive nature of perception, the reading process, understanding written discourse, the writing process); sociocultural (literacy

as social practices, authority of written discourse); and developmental (constructing the written language system) – and at the same time accounts for the interrelationships among them. Distinguished by its examination of literacy from a multidimensional and interdisciplinary perspective, it provides a strong conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded.

Dimensions of Literacy links theory and research to practice in an understandable, user-friendly manner, provides in-depth coverage of the various dimensions of literacy, and includes demonstrations, hands-on activities, authentic reading and writing events that reflect key concepts, and tables and figures that summarise the concepts.

Changes in third edition include:

- A more clearly focused discussion on the nature of language and the role of various other sign systems in reading and writing
- New research on eye movements and miscue analysis (EMMA) and reading fluidity (i.e., flow)
- Expanded discussion of bilingualism and biliteracy through the book
- Extended discussion of new literacies, multiliteracies, and multimodal literacies
- Updated references throughout the entire book.

August 2009: 400pp
Hb: 978-0-415-99787-4: **£70.00**
Pb: 978-0-415-99788-1: **£27.99**
eBook: 978-0-203-87979-5
www.routledge.com/9780415997881



NEW

Teaching Readers of English

Students, Texts, and Contexts

John S. Hedgcock, Monterey Institute of International Studies, USA and **Dana R. Ferris**, University of California at Davis, USA



'A book of this kind is long overdue... It is a giant contribution to the field. With its emphasis on a socioliterate approach to reading and literacy, it nicely captures the prevailing view of academic literacy instruction. Its extremely skillful and well-developed balancing act between

theory and practice allows it to appeal to a wide variety of readers. Pre-and-in service teachers, in particular, will benefit immensely.'

– Alan Hirvela, *Ohio State University*

A comprehensive manual for pre- and in-service ESL and EFL educators, this frontline text balances insights from current reading theory and research with highly practical, field-tested strategies for teaching and assessing L2 reading in secondary and post-secondary contexts. This book:

- Provides a through yet accessible survey of L2 reading theory and research
- Addresses the unique cognitive and socioeducational challenges encountered by L2 readers
- Covers the features of L2 texts that teachers of reading must understand
- Acquaints readers with methods for designing reading courses, selecting curricular materials, and planning instruction
- Explores the essential role of systematic vocabulary development in teaching L2 literacy
- Includes practical methods for assessing L2 students' proficiency, achievement, and progress in the classroom.

Pedagogical features in each chapter include Questions for Reflection, Further Reading and Resources, Reflection and Review questions, and Application Activities.

March 2009: 432pp
Hb: 978-0-415-99964-9: **£75.00**
Pb: 978-0-8058-6347-5: **£26.00**
eBook: 978-0-203-88026-5
www.routledge.com/9780805863475

Linguistic Diversity and Teaching

Nancy L. Commins, University of Colorado at Denver, USA and **Ofelia B. Miramontes**, University of Colorado at Boulder, USA

Series: Reflective Teaching and the Social Conditions of Schooling

June 2005: 208pp
Pb: 978-0-8058-2736-1: **£15.99**
eBook: 978-1-4106-1344-8
www.routledge.com/9780805827361

2ND EDITION

ESL (ELL) Literacy Instruction

A Guidebook to Theory and Practice

Lee Gunderson, University of British Columbia, Canada



'Gunderson has done an excellent job of presenting both whole language and phonics based approaches with a minimum of bias. The abundance of illustrative instructional tools included in this book make it a treasure house for pedagogical purposes.'

– *Lorrie Stoops Verplaetse, Southern Connecticut State University, USA*

'This book is groundbreaking. It is the only one of its kind that seriously begins to link culturally responsive teaching with balanced ESL teaching and learning. Dr. Gunderson knows a great deal about the thought processes of the ELL student, no matter what the age or level of development. As a result, he has composed a text that will help the teacher teach and insure that the student will learn. Dr. Gunderson's research is brilliant! This one-of-a-kind text is sorely needed for pre-service and in-service teacher education.'

– *Patricia Schmidt, LeMoyn College, USA*

This comprehensive research-based text provides both ESL and mainstream teachers with the background and expertise necessary to plan and implement reading programs that match the particular needs and abilities of their students. This book:

- Applies current ESL and reading research and theory to practice
- Is designed for use by pre-service and in-service teachers at all levels from kindergarten to adult learners
- Explains different models of literacy instruction from systematic phonics to whole language instruction and includes specific teaching methods within each model
- Encourages teacher choice in instructional decisions and provides a systematic rationale and approach for teachers to design their own teaching programs within their own models of literacy
- Addresses multicultural issues.

Changes in the second edition also include: more research based discussions and more practical teaching suggestions; updated coverage of views on reading instruction for ESL/ELL students; new section on second-language theory and research; new chapter on the importance of culture in second-language literacy contexts; and information on how published resources can be accessed on the Internet.

July 2008: 6 x 9: 312pp
Hb: 978-0-415-98971-8: **£75.00**
Pb: 978-0-415-98972-5: **£22.99**
eBook: 978-0-203-89421-7
www.routledge.com/9780415989725

Children's Books for Grown-Up Teachers

Reading and Writing Curriculum Theory

Peter Appelbaum, Arcadia University, USA

Series: Studies in Curriculum Theory



Teachers and prospective teachers read children's books, but that reading is often done as a 'teacher' – that is, as planning for instruction – rather than as a 'reader' engaged with the text. This book models the kind of thinking about teaching and learning – the sort of curriculum theorizing – accomplished through

teachers' interactions with the everyday materials of teaching. It starts with children's books, branches out into other youth culture texts, and subsequently to thinking about everyday life itself.

December 2007: 288pp
Hb: 978-0-8058-4928-8: **£80.00**
Pb: 978-0-415-96483-8: **£22.99**
eBook: 978-1-4106-1812-2
www.routledge.com/9780415964838

Children's Learning in Laboratory and Classroom Contexts

Essays in Honor of Ann Brown

Edited by **Joseph Campione** and **Kathleen Metz**, both at University of California at Berkeley, USA and **Annemarie Sullivan Palincsar**, University of Michigan at Ann Arbor, USA



During the second half of the 20th century, Ann Brown was one of the world's premier researchers into the cognitive development of young children. Sponsored by the Spencer Foundation, this edited festschrift honours her work and memory by bringing together a collection of original studies that extend many of the theories and

themes of Brown's earlier work. Most of the contributors are researchers who once worked with Brown.

June 2007: 272pp
Hb: 978-0-8058-5691-0: **£75.00**
eBook: 978-1-4106-1854-2
www.routledge.com/9780805856910

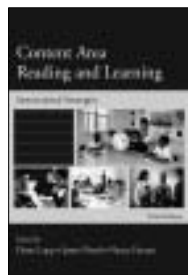
Investigating Classroom Discourse

Steve Walsh, Queen's University, UK

May 2006: 192pp
Hb: 978-0-415-36468-3: **£80.00**
Pb: 978-0-415-36469-0: **£25.99**
eBook: 978-0-203-01571-1
www.routledge.com/9780415364690

3RD EDITION**Content Area Reading and Learning**

Instructional Strategies

Edited by **Diane Lapp**, **James Flood** and **Nancy Farnan**, all at San Diego State University, USA

This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning. The goal is to help teachers model, through excellent instruction, the importance of lifelong content-area learning. This working textbook provides students maximum interaction with the information, strategies, and examples presented in each chapter.

September 2007: 672pp
Pb: 978-0-8058-5205-9: **£44.99**
Instructor's Manual: 978-0-8058-6161-7: Free Upon Adoption
eBook: 978-1-4106-1616-6
www.routledge.com/9780805852059

4TH EDITION**Teaching Reading to Every Child**

Diane Lapp and **James Flood**, both at San Diego State University, USA, **Cynthia Brock**, University of Nevada at Reno, USA and **Douglas Fisher**, San Diego State University, USA

September 2006: 472pp
Pb: 978-0-8058-4006-3: **£33.99**
Instructor's Manual: 978-0-8058-4007-0: Free Upon Adoption
eBook: 978-1-4106-1790-3
www.routledge.com/9780805840063

Effective Practice for Adolescents with Reading and Literacy Challenges

Edited by **Lou Denti**, California State University at Monterey Bay, USA and **Gilbert Guerin**, San Jose State University, USA

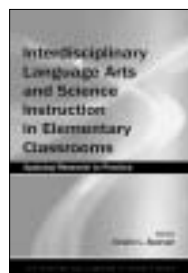


This collection provides secondary teachers with practical approaches to improving literacy and offers accounts of successful evidence-based programs and practices that can be tailored to the needs of teachers working with struggling readers.

November 2007: 6 x 9: 248pp
Hb: 978-0-415-95736-6: **£75.00**
Pb: 978-0-415-95737-3: **£20.99**
eBook: 978-0-203-93725-9
www.routledge.com/9780415957373

Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms

Applying Research to Practice

Edited by **Valarie L. Akerson**, Indiana University, USA*Series: Teaching and Learning in Science*

This volume brings together evidence-based approaches to interdisciplinary language arts and science instruction. Firmly grounded in the research showing cognitive parallels between the two subjects, and reflecting the many recommendations in recent years for using interdisciplinary instruction at the elementary level, its goal

is to help teachers effectively use this kind of instruction in elementary classrooms.

July 2007: 336pp
Hb: 978-0-8058-6002-3: **£46.00**
Pb: 978-0-8058-6003-0: **£22.99**
eBook: 978-1-4106-1758-3
www.routledge.com/9780805860030

2ND EDITION**Literacies Across Media**

Playing the Text

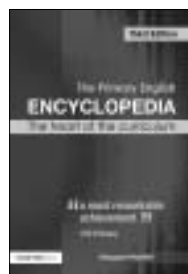
Margaret Mackey, University of Alberta, Canada

This thought-provoking, fascinating and highly informative text offers both a vivid account of a group of young readers coming to terms with texts and a radical perspective on the growth of a generation of young readers.

March 2007: 224pp
Hb: 978-0-415-40746-5: **£95.00**
Pb: 978-0-415-40747-2: **£24.99**
eBook: 978-0-203-96460-6
www.routledge.com/9780415407472

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The Heart of the Curriculum

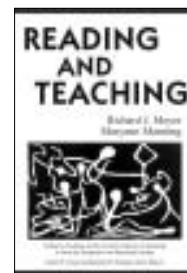
Margaret Mallett, Goldsmiths University of London, UK

A comprehensive, user-friendly and interesting reference book that explains key concepts, ideas and current requirements in primary English. Including over 600 entries.

November 2007: 416pp
Pb: 978-0-415-45103-1: **£24.99**
www.routledge.com/9780415451031

Reading and Teaching

Richard J. Meyer, University of New Mexico, USA and **Maryann Manning**, University of Alabama at Birmingham, USA

Series: Reflective Teaching and the Social Conditions of Schooling

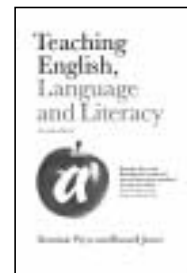
This book raises questions and provides a context for pre-service and practicing teachers to understand and to reflect on the complex issues surrounding the teaching of reading in the schools. It presents real teachers in their classrooms, dialogues about that teaching, and exercises for further clarification.

January 2007: 224pp
Pb: 978-0-8058-5429-9: **£16.99**
eBook: 978-1-4106-1605-0
www.routledge.com/9780805854299

Teaching Authentic Language Arts in a Test-Driven Era**Arthur T. Costigan**, Queens College, CUNY, USA*Series: Transforming Teaching*

Providing teachers with the theoretical stances and pedagogical tools to develop a beneficial Language Arts practice, this book empowers teachers to be effective even within the confines of a testing- and accountability-driven curriculum.

October 2007: 208pp
Hb: 978-0-415-95577-5: **£75.00**
Pb: 978-0-415-95578-2: **£18.99**
eBook: 978-0-203-93362-6
www.routledge.com/9780415955782

2ND EDITION**Teaching English, Language and Literacy****Dominic Wyse** and **Russell Jones**, both at Liverpool John Moores University, UK

This fully updated second edition is an essential introduction for anyone learning to teach English at the elementary school level. Designed for students on initial teacher training courses, but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject, the book

covers the theory and practice of teaching English, language and literacy.

December 2007: 304pp
Hb: 978-0-415-39979-1: **£85.00**
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A Developmental Perspective

Helen Mele Robinson, Borough of Manhattan Community College, CUNY, USA*Series: Routledge Research in Education*

The United States is currently grappling with how to prepare our students to be computer literate citizens in the competitive technological world we live in. Understanding how children develop computer knowledge, and the ways that adults are able to guide their computer learning experiences, is a vital task facing parents and educators. This groundbreaking book is an attempt to fill a gap in current understanding of how we become computer literate and proposes a theory of how computer literacy skills emerge in computer users.

October 2008: 210pp
Hb: 978-0-415-96131-8: **£60.00**
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www.routledge.com/9780415961318

Literacy

An Advanced Resource Book

Brian V. Street, King's College, UK and **Adam Lefstein**, Oxford University, UK*Series: Routledge Applied Linguistics*

'Unique in its conception, range and pedagogic value.'

– *Mary Scott, Institute of Education, University of London, UK*

This is a comprehensive textbook which provides students and researchers with support for advanced study of the topic. It introduces readers

to a broad range of approaches to understanding literacy in educational contexts and in society.

This book:

- Integrates psychological, educational and anthropological approaches to literacy and its consequences for individuals and society
- Gathers together influential readings from key names in this inter-disciplinary field, including: Catherine Snow, David Olson, and Mike Cole
- Presents teachers, students and researchers with many diverse opportunities to explore for themselves a broad range of perspectives and methods of study.

Written by experienced teachers and researchers in the field, *Literacy* is an essential textbook for students and researchers of Applied Linguistics.

January 2008: 272pp
Hb: 978-0-415-29180-4: **£75.00**
Pb: 978-0-415-29181-1: **£21.99**
eBook: 978-0-203-46399-4
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Literacies Series*Series Editor: David Barton*

This series is being developed in response to the burgeoning research and scholarship in the field of literacy studies, and its increasingly interdisciplinary nature.

The aim of Literacies is to publish books on reading and writing which consider literacy as a social practice and which situate reading and writing within their broader institutional contexts.

NEW**Grassroots Literacy**

Writing, Identity and Voice in Central Africa

Jan Blommaert, University of Jyväskylä, Finland

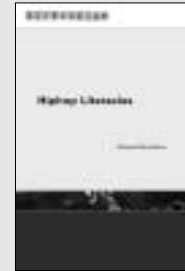
What effect has globalization had on our understanding of literacy? This book seeks to address the relationship between globalization and the widening gap between 'grassroots' literacies, or writings from ordinary people and local communities, and 'elite' literacies.

Displaced from their original context to elite literacy

environments in the form of letters, police declarations and pieces of creative writing, 'grassroots' literacies are unsurprisingly easily disqualified, either as 'bad' forms of literacy, or as messages that fail to be understood. Through close analysis of two unique, handwritten documents from the Democratic Republic of the Congo, Jan Blommaert considers how 'grassroots' literacy in the Third World develops outside the literacy-saturated environments of the developed world. In examining these documents produced by socially and economically marginalised writers Blommaert demonstrates how literacy environments should be understood as relatively autonomous systems.

Grassroots Literacy will be key reading for students of language and literacy studies as well as an invaluable resource for anyone with an interest in understanding the implications of globalization on local literacy practices.

August 2008: 240pp
Hb: 978-0-415-42631-2: **£80.00**
Pb: 978-0-415-42630-5: **£24.99**
eBook: 978-0-203-89548-1
www.routledge.com/9780415426305

Hiphop Literacies**Elaine Richardson**, Pennsylvania State University, USA

Hiphop Literacies is an exploration of the rhetorical, language and literacy practices of African Americans, with a focus on the Hiphop generation. Richardson analyses the lyrics and discourse of Hiphop, explodes myths and stereotypes about Black culture and language and shows how Hiphop language

is a global ambassador of the English language and American culture.

October 2006: 160pp
Hb: 978-0-415-32928-6: **£65.00**
Pb: 978-0-415-32927-9: **£20.99**
eBook: 978-0-203-39110-5
www.routledge.com/9780415329279

Literacy and Gender

Researching Texts, Contexts and Readers

Gemma Moss, Institute of Education, University of London, UK

This book provides a major contribution to general debates about literacy and gender in schools. It advances the theory in literacy as a social practice as well as providing practical support to those researching literacy. This timely project is essential reading for anyone with an interest in applied linguistics, education or gender studies.

December 2007: 232pp
Hb: 978-0-415-23456-6: **£70.00**
Pb: 978-0-415-23457-3: **£24.99**
eBook: 978-0-203-46427-4
www.routledge.com/9780415234573

Literacy, Lives and Learning**David Barton** and **Roz Ivanic**, both at Lancaster University, UK, and **Yvon Appleby**, **Rachel Hodge** and **Karin Tusting**, all at the Lancaster Literacy Research Centre, UK

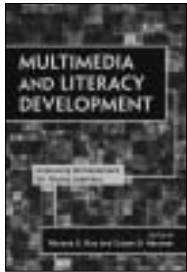
Demonstrating what it is like to be an adult learner in today's world, this book focuses on language, literacy and numeracy learning. The authors explore the complex relationship between learning and adults' lives, following a wide range of individual students in various formal learning situations, from college environments to a

young homeless project, and a drug support and aftercare center. The book describes a coherent strategy of communication and impact which will have a direct effect on policy and practice.

December 2007: 192pp
Hb: 978-0-415-42485-1: **£80.00**
Pb: 978-0-415-42486-8: **£24.99**
www.routledge.com/9780415424868

NEW**Multimedia and Literacy Development**

Improving Achievement for Young Learners

Edited by **Adriana G. Bus**, Leiden University, the Netherlands and **Susan B. Neuman**, University of Michigan, USA

Representing the state of the art in multimedia applications and their promise for enhancing early literacy development, this volume broadens the field of reading research by looking beyond print-only experiences to young readers' encounters with multimedia stories on the Internet and DVD.

Multimedia storybooks

include, in addition to static pictures and written text, features such as oral text, animations, sounds, zooms, and scaffolds designed to help convey meaning. These features are changing how young children read text, and also provide technology-based scaffolds for helping struggling readers.

This book reports experimental research and practices with multimedia stories indicating that new dimensions of media contribute to young children's ability to understand stories and to read texts independently. This is the first synthesis of evidence-based research in this field. Four key themes are highlighted:

- Understanding the multimedia environment for learning
- Designing multimedia applications for learning
- New approaches to storybook reading
- Multimedia applications in classroom instruction.

Written in jargon-free language for an international audience of students in university courses on literacy and information technology, researchers, policymakers, program developers, and media specialists, this volume is essential reading for all professionals interested in early literacy and early interventions.

September 2008: 304pp
Hb: 978-0-415-98841-4: **£80.00**
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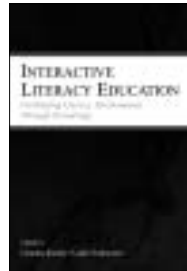
Changing Information Space and Practice

Edited by **Cushla Kapitzke**, University of Queensland, Australia and **Bertram C. Bruce**, University of Illinois at Urbana-Champaign, USA

June 2006: 360pp
Hb: 978-0-8058-5481-7: **£85.00**
eBook: 978-0-203-92863-9
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Interactive Literacy Education

Facilitating Literacy Environments Through Technology

Edited by **Charles K. Kinzer**, Columbia University, USA and **Ludo Verhoeven**, Radboud University Nijmegen, the Netherlands

This book combines the latest research and theory related to technology-based instructional design for children's literacy development. It shows how technology can be used to build literacy learning environments that are compatible with students' cognitive and social processes.

August 2007: 336pp
Hb: 978-0-8058-5213-4: **£80.00**
Pb: 978-0-8058-5214-1: **£31.99**
eBook: 978-1-4106-1749-1
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The Digital Pencil

One-to-One Computing for Children

Edited by **Jing Lei**, Syracuse University, USA, **Paul F. Conway**, University College at Cork, Ireland and **Yong Zhao**, Michigan State University, USA

This book takes a serious historical and international look at the 'digital pencil' movement to equip every student with a computing device with wireless connection. The authors present well-reasoned discussions about a set of complex and critical issue facing policy makers, educators, students, parents, and the general public.

September 2007: 272pp
Hb: 978-0-8058-6060-3: **£38.99**
eBook: 978-1-4106-1431-5
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Global Media Discourse

A Critical Introduction

Edited by **David Machin**, Leicester University, UK and **Theo Van Leeuwen**, University of Technology at Sydney, Australia

Adopting a global focus, this student-friendly textbook explores media language through the use of a range of media discourse, such as news reports, Hollywood movies and websites. It includes exercises, discussion points and further reading.

July 2007: 200pp
Hb: 978-0-415-35945-0: **£65.00**
Pb: 978-0-415-35946-7: **£18.99**
eBook: 978-0-203-00747-1
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Technology-Mediated Learning Environments for Young English Learners

Connections In and Out of School

Edited by **L. Leann Parker**, University of California at Berkeley, USA

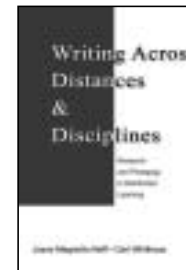
This book explores issues related to the use of technologies to support young second-language learners and looks at promising areas for research, design, and development. Grounded in a sociocultural theoretical framework, it invites educators, researchers, and educational technology developers to consider a

range of social and cultural factors in utilizing technology as a tool to help children from diverse linguistic and cultural backgrounds develop their English-language and reading skills.

November 2007: 336pp
Hb: 978-0-8058-6232-4: **£70.00**
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Writing Across Distances and Disciplines

Research and Pedagogy in Distributed Learning

Edited by **Joyce Neff** and **Carl Whithaus**, both at Old Dominion University, USA

This book addresses questions that cross borders between onsite, hybrid, and distributed learning environments, between higher education and the workplace, and between distance education and composition pedagogy. Exploring the intersection of writing across the curriculum, composition studies, and distance learning, it provides

an in-depth look at issues of importance to students, faculty, and administrators regarding the technological future of writing and learning in higher education.

August 2007: 200pp
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VOLUME II**International Handbook of Literacy and Technology**Edited by **Michael C. McKenna**, University of Virginia, USA, **Linda D. Labbo**, University of Georgia, USA, **Ronald D. Kieffer**, Ohio Northern University, USA and **David Reinking**, Clemson University, USA

April 2006: 440pp
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Routledge Studies in Computer Assisted Language Learning

Series Editor: **Carol Chappelle**

Errors and Intelligence in Computer-Assisted Language Learning

Parsers and Pedagogues

Trude Heift, Simon Fraser University, Canada and
Mathias Schulze, University of Waterloo, Canada

This book provides the first comprehensive overview of theoretical issues, historical developments and current trends in Intelligent CALL (ICALL) – work at the intersection of Artificial Intelligence (AI) and Computer-Assisted Language Learning (CALL).

June 2007: 304pp

Hb: 978-0-415-36191-0: **£75.00**

eBook: 978-0-203-01221-5

www.routledge.com/9780415361910

Learner Autonomy and CALL Environments

Klaus Schwienhorst, University of Hanover, Germany

The book describes, in theory and through the presentation of empirical research, how we can develop learner autonomy and work towards reflective and communicative learners that are not afraid to experiment with language and language learning in CALL environments.

September 2007: 336pp

Hb: 978-0-415-36190-3: **£65.00**

eBook: 978-0-203-01220-8

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The Path of Speech Technologies in Computer Assisted Language Learning

From Research Toward Practice

Edited by **Melissa Holland** and **F. Pete Fisher**, both at the Army Research Laboratory, USA

This collection examines the promise and limitations for computer-assisted language learning of emerging speech technologies: speech recognition, text-to-speech synthesis, and acoustic visualization.

December 2007: 6 x 9: 270pp

Hb: 978-0-415-96076-2: **£60.00**

eBook: 978-0-203-93776-1

www.routledge.com/9780415960762

Technology, Literacy, and the Evolution of Society

Implications of the Work of Jack Goody

Edited by **David R. Olson**, University of Toronto, Canada and **Michael Cole**, University of California at San Diego, USA

June 2006: 384pp

Hb: 978-0-8058-5402-2: **£69.00**

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NEW

Generation 1.5 in College Composition

Teaching Academic Writing to U.S.-Educated Learners of ESL

Mark Roberge, San Francisco State University, USA,
Meryl Siegal, Laney College, USA and
Linda Harklau, University of Georgia, USA



'The editors clearly know what they're doing – they know the field, know the subject matter, understand the problems. This volume contributes to the thinking in the field.' – *Linda Lonan Blanton, University of New Orleans, USA*

This volume provides theoretical frameworks for understanding debates about

immigrant students, studies of students' schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. This book:

- Is designed to help both scholars and practitioners reconceptualise the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on postsecondary immigrant ESL students
- Provides both important new theoretical work, which lays the underpinnings for serious pedagogical innovation, and important new pedagogical approaches.

Because of their varied and complex language and literacy profiles, Generation 1.5 students are found in developmental English courses, college ESL courses, and mainstream college writing courses. This volume is directed to pre-service and in-service teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

February 2009: 288pp

Hb: 978-0-8058-6442-7: **£83.33**

Pb: 978-0-8058-6443-4: **£24.99**

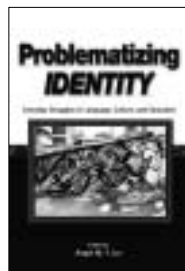
eBook: 978-1-4106-1872-6

www.routledge.com/9780805864434

Problematizing Identity

Everyday Struggles in Language, Culture, and Education

Edited by **Angel M.Y. Lin**, Chinese University of Hong Kong



This book argues that identity as a term needs to be problematised, not taken for granted – for both the risks and the potential that the concept offers to educators for understanding issues of social inequality and how social inequality is being reproduced, and for exploring possible alternative ways educators can work with identity de/formation processes to seek to break the social reproduction structures mediated through identity fixing and essentialisation.

November 2007: 248pp

Hb: 978-0-8058-5338-4: **£80.00**

Pb: 978-0-8058-5339-1: **£20.99**

eBook: 978-1-4106-1810-8

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NEW

Race, Culture, and Identities in Second Language Education

Exploring Critically Engaged Practice

Edited by **Ryuko Kubota**, University of North Carolina at Chapel Hill, USA and **Angel M. Y. Lin**, Chinese University of Hong Kong

The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. This book fills a need in the field for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education. The key questions addressed are:

- Does race matter? How are issues of race relevant to second language education?
- Interrogating whiteness: How does whiteness influence students' and teachers' sense of self and instructional practices?
- Racialized discourses and identity construction in educational settings: How do discourses of racialization influence the construction of student identities and subjectivities?
- Exploring critically engaged practice – classroom and beyond: How do discourses on race, such as colourblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo?

Topics cover a wide range of themes that emerge from various pedagogical contexts, including ESL and bilingual programs in primary and secondary education in the U.S. and Canada, post-secondary ESL programs in Australia and the U.S., second and foreign language teacher education in the U.S. and Venezuela, and EFL settings in Brazil, Korea, Japan, Hong Kong, as well as other countries.

Each chapter is grounded in theory and provides implications for engaged practice. Authors from diverse racial, ethnic and cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Each chapter begins with pre-reading questions and ends with discussion questions, to facilitate comprehension and stimulate dialogues.

April 2009: 296pp

Hb: 978-0-415-99506-1: **£75.00**

Pb: 978-0-415-99507-8: **£21.99**

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ESL & Applied Linguistics Professional Series

Series Editor: **Eli Hinkel**

NEW

Doing Action Research in English Language Teaching

A Guide for Practitioners

Anne Burns, Macquarie University, Australia

'Original in approach, engaging in style and persuasive in terms of its content and structure.' – *Keith Richards, University of Warwick, UK*

This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses:

- Action research and how it differs from other forms of research
- The steps involved in developing an action research project
- Ways of developing a research focus
- Methods of data collection
- Approaches to data analysis
- Making sense of action research for further classroom action

Each chapter includes a variety of pedagogical activities:

- Pre-reading questions
- Reflection points invite readers to think about and discuss what they have read
- Action points ask readers to carry out action-research related tasks based on what they have read
- Classroom voices illustrate aspects of action from teachers internationally
- Summary points provide a synopsis of the discussion in the chapter.

Bringing the how-to and the what together, this book is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

September 2009: 120pp
Hb: 978-0-415-99144-5: **£70.00**
Pb: 978-0-415-99145-2: **£13.99**
www.routledge.com/9780415991452

Cultures, Contexts, and World Englishes

Yamuna Kachru, University of Illinois at Urbana-Champaign, USA and **Larry E. Smith**, Christopher, Smith & Associates, LLC, USA



This volume aims to familiarise readers with the varieties of world Englishes used across cultures and to create awareness of some of the linguistic and socially relevant contexts and functions that have given rise to them. It emphasises that effective communication among users of different Englishes requires awareness of the varieties in use and their cultural, social, and ideational functions. This book:

- Demonstrates the rich results of integrating theory, methodology and application
- Features critical and detailed discussion of the sociolinguistics of English in the globalised world
- Gives equal emphasis to grammar and pragmatics of variation and to uses of Englishes in spoken and written modes in major English-using regions of the world.

The Introduction outlines the underlying sociocultural reasons for language variation and discusses the status and functions of English in various parts of the world. Part One provides the background necessary to appreciate variation in English. Part Two presents select features of grammatical and lexical variation to relate sociocultural contexts to the structural features of Englishes. Part Three sets out the conventions of language use in the spoken and written modes across cultures. The conclusion briefly discusses topics such as issues of standardization and codification, ideological stances with regard to linguistic imperialism and hegemony, violation of linguistic human rights attributed to the English language, and monolingual and 'native-speaker bias' associated with practices in the ELT profession.

Each chapter includes suggestions for further reading and challenging discussion questions and appropriate research projects designed to enhance the usefulness of this volume in courses such as World Englishes, English in the Global Context, Sociolinguistics, Critical Applied Linguistics, Language Contact and Convergence, Ethnography of Communication, and Crosscultural Communication.

May 2008: 256pp
Hb: 978-0-8058-4732-1: **£80.00**
Pb: 978-0-8058-4733-8: **£22.99**
eBook: 978-0-203-89134-6
www.routledge.com/9780805847338

International English in Its Sociolinguistic Contexts

Towards a Socially Sensitive EIL Pedagogy

Sandra Lee McKay, San Francisco State University, USA and **Wendy D. Bokhorst-Heng**, National Institute of Education, Singapore



Present-day globalization, migration, and the spread of English have resulted in a great diversity of social and educational contexts in which English learning is taking place. A basic assumption of this book is that because English is an international language, effective pedagogical decisions cannot be made without giving

special attention to the many varied contexts in which English is taught and learned. Its unique value is the combination of three strands – globalization, sociolinguistics, and English as an international language – in one focused volume specifically designed for language teachers, providing explicit links between sociolinguistic concepts and language pedagogy. This book:

- Fully recognises the relationship between social context and language teaching
- Describes the social and sociolinguistic factors that affect the teaching and learning of English
- Examines how the social context is influential in determining which languages are promoted in schools and society and how these languages are taught
- Is unique in directly relating basic constructs in sociolinguistics to English language teaching
- Features case studies that illustrate the diversity of English teaching contexts.

Directed to a wide TESOL and applied linguistics professional readership, this text will be particularly useful and effective for pre-service and in-service professional development in TESOL for K-12 and higher education levels.

June 2008: 232pp
Hb: 978-0-8058-6337-6: **£75.00**
Pb: 978-0-8058-6338-3: **£22.99**
eBook: 978-1-4106-1798-9
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Researching Second Language Classrooms

Sandra Lee McKay, San Francisco State University, USA

January 2006: 200pp
Pb: 978-0-8058-5340-7: **£17.99**
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NEW**Leadership in English Language Education**

Theoretical Foundations and Practical Skills for Changing Times

Edited by **MaryAnn Christison**, University of Utah, USA and **Denise E. Murray**, Macquarie University, Australia



'This book is a metaphor for the authors themselves: thorough, detailed, committed to professional development as a tool for excellence in outcomes. It reflects their long-standing commitment to sound scholarship and their recognition in the field as teachers/scholars.'

– *Michele Sabino, University of Houston, USA*

'As an individual in a position of leadership within the field of English language teaching in U.S. higher education, I was very stimulated by many of the ideas on leadership, management, and administration.' – *James Valentine, University of Southern California, USA*

This book presents both theoretical approaches to leadership and practical skills leaders in English language education need to be effective. Practical skills are discussed in detail, providing readers with the opportunity to acquire new skills and apply them in their own contexts. The book is organised around three themes:

- The roles and characteristics of leaders
- Skills for leading
- ELT leadership in practice.

Leadership theories and approaches from business and industry are applied to and conclusions are drawn for English language teaching in a variety of organizational contexts, including intensive English programs in English-speaking countries, TESOL departments in universities, ESL programs in community colleges, EFL departments in non-English speaking countries, adult education programs, and commercial ELT centers and schools around the world. This book is an essential resource for all administrators, teachers, academics, and teacher candidates in English language education.

November 2008: 288pp
Hb: 978-0-8058-6310-9: **£70.00**
Pb: 978-0-8058-6311-6: **£21.99**
eBook: 978-1-4106-1769-9
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NEW**Teaching ESL/EFL Listening and Speaking**

I.S.P. Nation and **Jonathan Newton**, both at Victoria University of Wellington, New Zealand



Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency. By following these suggestions, which are organised around four strands

– meaning-focused input, meaning-focused output, language-focused learning, and fluency development – teachers will be able to design and present a balanced program for their students.

This book, and its companion text, *Teaching ESL/EFL Reading and Writing*, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring:

- Easily applied principles
- A large number of useful teaching techniques
- Guidelines for testing and monitoring.

All Certificate, Diploma, Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component. The texts are designed for and have been field tested in such programs.

August 2008: 6 x 9: 224pp
Hb: 978-0-415-98969-5: **£75.00**
Pb: 978-0-415-98970-1: **£16.99**
eBook: 978-0-203-89170-4
www.routledge.com/9780415989701

NEW**Teaching ESL/EFL Reading and Writing**

I.S.P. Nation, Victoria University of Wellington, New Zealand



Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency.

August 2008: 184pp
Hb: 978-0-415-98967-1: **£75.00**
Pb: 978-0-415-98968-8: **£16.99**
eBook: 978-0-203-89164-3
www.routledge.com/9780415989688

Teaching Chinese, Japanese, and Korean Heritage Language Students

Curriculum Needs, Materials, and Assessment

Edited by **Kimi Kondo-Brown** and **James Dean Brown**, both at the University of Hawaii at Manoa, USA



This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students (including Chinese, Japanese, and Korean) in countries like the United States, Canada, and Australia, where speakers of East Asian languages are

among the fastest growing populations.

August 2007: 368pp
Hb: 978-0-8058-5877-8: **£80.00**
Pb: 978-0-8058-5878-5: **£22.99**
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Classroom Interactions as Cross-Cultural Encounters

Native Speakers in EFL Lessons

Jasmine C.M. Luk, University of Hong Kong and **Angel M.Y. Lin**, Chinese University of Hong Kong

August 2006: 264pp
Hb: 978-0-8058-5083-3: **£55.00**
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eBook: 978-1-4106-1434-6
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Dialects, Englishes, Creoles, and Education

Edited by **Shondel J. Nero**, Saint John's University, USA

March 2006: 368pp
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Pb: 978-0-8058-4659-1: **£23.99**
eBook: 978-0-203-92866-0
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2ND EDITION**English L2 Reading**

Getting to the Bottom

Barbara M. Birch, California State University at Fresno, USA

August 2006: 256pp
Pb: 978-0-8058-5929-4: **£19.99**
eBook: 978-1-4106-1493-3
www.routledge.com/9780805859294

Language, Culture and Teaching Series

Series Editor: **Sonia Nieto**

NEW

Literacy and Power

Hilary Janks, University of Witwatersrand, South Africa

In this book – a landmark text that is both engaging and accessible – Hilary Janks addresses the following questions and many more:

- Is literacy a skill or a social practice?
- In what ways is literacy embodied?
- Do texts have designs on us and what can we do about it?
- How does language construct reality?
- What is 'linguistic capital' and who has it?
- Who gets access to new literacies and who is excluded?
- How is literacy implicated in relations of power and questions of identity in our daily lives?

Janks shows how competing orientations to critical literacy education – domination (power), access, diversity, design – foreground one over the other. Her central argument is that these different orientations are crucially interdependent and need to work together to create possibilities for redesign and social action that serve a social justice agenda. Recognizing ongoing change in socio-historical conditions, in the communication landscape, and in the applications of critical literacy, she examines the theory underpinning each orientation, and develops new theory in the argument for interdependence and integration. Most important, *Literacy and Power* sits at the interface between theory and practice, constantly moving from one to the other. It is rich with examples of how to use these orientations in real teaching contexts, and how to use them to counterbalance one another.

In the groundbreaking final chapter Janks shows ways of working 'beyond reason'. Considering how the rationalist underpinning of critical literacy tends to exclude the non-rational – pleasure and play, desire and the unconscious – she makes the case that these need to be taken seriously given their power to cut across the work of critical literacy educators working from any orientation.

August 2009: 224pp
Hb: 978-0-8058-5577-7: **£70.00**
Pb: 978-0-415-99963-2: **£22.99**
www.routledge.com/978041599632

NEW

2ND EDITION

Language, Culture, and Teaching

Critical Perspectives for a New Century

Sonia Nieto, University of Massachusetts at Amherst, USA

Offering information, insights, and motivation to teach students of diverse backgrounds, this text presents examples of real-life dilemmas about diversity that teachers will face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of journal articles and book chapters she has published in recent years and creative pedagogical features. Specifically, *Language, Culture, and Teaching* offers in each chapter critical questions to help readers build on the knowledge they have gained by analyzing the concepts further; classroom activities that provide suggestions for applying what they have learned to their own teaching context; and community activities suggesting projects beyond the classroom context, in settings ranging from the school or district to the state or national level.

New times deserve new textbooks that engage teachers in viewing students' cultural and linguistic differences in a more hopeful and critical way, and in changing classroom practices and school policies to promote the learning of all students. Although no easy answers are available to fix the problems and uncertainties teachers encounter every day, there are thoughtful ways to address them that respect teachers' and other educators' professionalism, honour the identities of students and their families, and validate the nation's claim to educate students of all backgrounds. The aim of this text is to help practicing and pre-service teachers accomplish these goals.

About the Second Edition: 8 of the 13 chapters are either revised versions of chapters in the first edition or entirely new. NCLB and other more recent topics are covered in these new chapters.

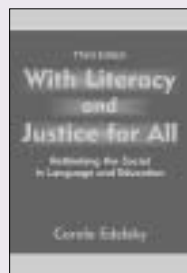
May 2009: 320pp
Hb: 978-0-415-99968-7: **£75.00**
Pb: 978-0-415-99974-8: **£24.99**
www.routledge.com/9780415999748

3RD EDITION

With Literacy and Justice for All

Rethinking the Social in Language and Education

Carole Edelsky, Arizona State University, USA



This book helps education professionals understand the changing social, political, and economic conditions for language and literacy instruction and second language learning in particular contexts.

March 2006: 336pp
Hb: 978-0-8058-5507-4: **£55.00**
Pb: 978-0-8058-5508-1: **£15.99**
eBook: 978-1-4106-1796-5

www.routledge.com/9780805855081

NEW

Home-School Connections in a Multicultural Society

Learning from and with Culturally and Linguistically Diverse Families

Edited by **Maria Luiza Dantas**, University of San Diego, USA and **Patrick C. Manyak**, University of Wyoming, USA

Educators everywhere confront critical issues related to families, schooling, and teaching in diverse settings. Directly addressing this reality, this book shows pre-service and practicing teachers how to recognise and build on the rich resources for enhancing school learning that exist within culturally and linguistically diverse families. The aim is to disrupt deficit assumptions about, and highlight the value of, the cultural experiences and knowledge that these children acquire in their homes and communities.

Part One presents ethnographic portraits of children and families from numerous ethnic and cultural backgrounds. The ethnographic detail makes visible the learning resources that children from diverse cultures and communities bring to school, their perceptions of schooling, and the challenges they face as they move between home and school environments.

Part Two introduces key sociocultural and ethnographic concepts, in ways that are both accessible and challenging, and applies these concepts as lenses through which to examine the portraits.

Combining engaging cases and relevant key concepts with thought-provoking pedagogical features, this text leads readers to extend their notions of learning resources, to rethink the conventional practices used to evaluate and foster students' 'readiness' for school learning, and to consider the types of knowledge and dispositions that teachers in a multicultural society need in order to foster student engagement and home-school connections.

July 2009: 272pp
Hb: 978-0-415-99756-0: **£75.00**
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NEW**Critical Multicultural Analysis of Children's Literature**

Mirrors, Windows, and Doors

Edited by **Maria José Botelho** and **Masha Kabakow Rudman**, both at the University of Massachusetts and Amherst, USA

'Children's literature is a contested terrain, as is multicultural education. Taken together, they pose a formidable challenge to both classroom teachers and academics. Rather than deny the inherent conflicts and tensions in the field, in [this book], Maria José Botelho and Masha Kabakow Rudman

confront, deconstruct, and reconstruct these terrains by proposing a reframing of the field. Surely all of us – children, teachers, and academics – can benefit from this more expansive understanding of what it means to read books.' – *Sonia Nieto, From the Foreword*

Critical multicultural analysis provides a philosophical shift for teaching literature, constructing curriculum, and taking up issues of diversity and social justice. It problematises children's literature, offers a way of reading power, explores the complex web of sociopolitical relations, and deconstructs taken-for-granted assumptions about language, meaning, reading, and literature: It is literary study as sociopolitical change.

Bringing a critical lens to the study of multiculturalism in children's literature, this book invites teachers, teacher educators, and researchers of children's literature to analyse the ideological dimensions of reading and studying literature. Critical multicultural analysis offers mirrors for readers to locate themselves in text and image and unveils language use as reflections of power; provides windows or multiple views of society; and, through critical engagement with texts and their lived experiences, opens doors for readers to re-imagine and transform the world.

Each chapter includes recommendations for classroom application, classroom research, and further reading. Helpful end-of-book appendices include a list of international, national, regional, and culturally specific children's book awards; lists of publishers, organised by conglomerates and small presses; diagrams of the power continuum and the theoretical framework of critical multicultural analysis; and lists of selected children's literature journals and online resources.

March 2009: 325pp
Hb: 978-0-415-99666-2: **£75.00**
Pb: 978-0-8058-3711-7: **£27.99**
eBook: 978-0-203-88520-8
www.routledge.com/9780805837117

NEW**Toward a Literacy of Promise**

Joining the African American Struggle

Edited by **Linda A. Spears-Bunton**, Florida International University, USA and **Rebecca Powell**, Georgetown College, USA

'[This book] gives us strategies for bringing life back to school; it allows us to think creatively about connecting instruction to the lives of children who have not been well-served and it gives us hope for educating a generation that can change the status quo, that will build the America we have yet to

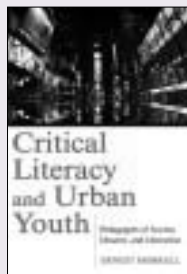
see the one that made that as-yet-unfulfilled promise of liberty and justice for all.' – *Lisa Delpit, From the Foreword*

This book examines popular assumptions about literacy and challenges readers to question how it has been used historically both to empower and to oppress. The authors offer an alternative view of literacy – a 'literacy of promise' – that charts an emancipatory agenda for literacy instructional practices in schools. Weaving together critical perspectives on pedagogy, language, literature, and popular texts, each chapter provides an in-depth discussion that illuminates how a literacy of promise can be realised in schools and classrooms. Although the major focus is on African American middle and secondary students as a population that has experienced the consequences of inequality, the chapters demonstrate general and specific applications to other populations.

September 2008: 224pp
Hb: 978-0-415-99518-4: **£80.00**
Pb: 978-0-8058-4536-5: **£20.99**
www.routledge.com/9780805845365

Critical Literacy and Urban Youth

Pedagogies of Access, Dissent, and Liberation

Edited by **Ernest Morrell**, University of California at Los Angeles, USA

Distinguished by its weaving together of theory and practice, this book offers an interrogation of critical theory developed from the author's work with young people in classrooms, neighborhoods, and institutions of power.

December 2007: 272pp
Hb: 978-0-8058-5663-7: **£75.00**
Pb: 978-0-8058-5664-4: **£23.99**
eBook: 978-0-203-93791-4
www.routledge.com/9780805856644

The Work of Language in Multicultural Classrooms

Talking Science, Writing Science

Edited by **Katherine Richardson Bruna**, Iowa State University, USA and **Kimberley Gomez**, University of Illinois at Chicago, USA

How does language comprise the implicit or explicit curriculum of teaching and learning in multicultural science settings? Building on a growing interest in the ways in which language and literacy practices interact with science teaching and learning to facilitate or obstruct successful student outcomes, this book contributes to

scholarship on the role of language in developing classroom scientific communities of practice, expands that work by highlighting the challenges faced specifically by ethnic and linguistic 'minority' students and their teachers in joining those communities, and showcases exemplary teaching and research initiatives for helping to meet these challenges.

Offering teacher practitioners and researchers in the fields of science education and multicultural education lenses through which they can critically consider the myriad of classroom settings, instructional approaches, curricular materials, and scientific topics involved in what it means to teach science while pointedly addressing concerns about equity of educational opportunity, this volume serves as a powerful resource for linking theory and practice. End-of-chapter reflection questions and engagement activities facilitate discussion round these issues and provide rich opportunities for the reader to consider the implications of each chapter for science instruction and research and to apply insights developed in a real-world science teaching and learning contexts.

July 2008: 384pp
Hb: 978-0-8058-6427-4: **£80.00**
Pb: 978-0-8058-6428-1: **£22.99**
eBook: 978-1-4106-1860-3
www.routledge.com/9780805864281

Beyond Grammar

Language, Power, and the Classroom

Edited by **Mary R. Harmon**, Saginaw Valley State University, USA and **Marilyn J. Wilson**, Michigan State University, USA

May 2006: 256pp
Hb: 978-0-8058-3715-5: **£17.99**
eBook: 978-0-203-92916-2
www.routledge.com/9780805837155

NEW**Affirming Students' Right to Their Own Language**

Bridging Language Policies and Pedagogical Practices

Edited by **Jerrie Cobb Scott**, University of Memphis, USA, **Dolores Y. Straker**, University of Cincinnati, USA and **Laurie Katz**, Ohio State University, USA

A co-publication of the National Council of Teachers of English and Routledge



How can teachers make sound pedagogical decisions and advocate for educational policies that best serve the needs of students in today's diverse classrooms? What is the pedagogical value of providing culturally and linguistically diverse students greater access to their own language and cultural orientations?

This landmark volume responds to the call to attend to the unfinished pedagogical business of the NCTE Conference on College Composition and Communication 1974 Students' Right to Their Own Language resolution. Chronicling the interplay between legislated and litigated education policies and language and literacy teaching in diverse classrooms, it presents exemplary research-based practices that maximize students learning by utilizing their home-based cultural, language, and literacy practices to help them meet school expectations.

Pre-service teachers, practicing teachers, and teacher educators need both resources and knowledge, including global perspectives, about language variation in PreK-12 classrooms and hands-on strategies that enable teachers to promote students' use of their own language in the classroom while also addressing mandated content and performance standards. This book meets that need.

November 2008: 432pp
Hb: 978-0-8058-6348-2: **£80.95**
Pb: 978-0-8058-6349-9: **£24.99**
eBook: 978-1-4106-1813-9
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NEW**2ND EDITION****Critical Perspectives on Harry Potter**

Edited by **Elizabeth E. Heilman**, Michigan State University, USA



As the wild success of the Harry Potter series has given rise to 'Pottermania,' the adventures of the young sorcerer have inspired multiple movies, countless Websites and blogs, fans clubs and a wide range of paraphernalia. This significant cultural phenomenon constitutes a powerful form of social text, and speaks volumes about the

intersections of ideology, popular culture, and childhood. This book provides overdue analyses of the Potter books as phenomenon, bringing together scholars from various disciplines to examine the impact of the series. This thoroughly updated revised edition includes essays updated to explore the full scope of the 7-book series and new material on what it has meant for a generation of children to grow up with Harry Potter.

DISCLAIMER: This book is not authorised, approved, licensed, or endorsed by J.K. Rowling, Warner Bros. Entertainment Inc., or anyone associated with the Harry Potter books or movies.

August 2008: 368pp
Pb: 978-0-415-96484-5: **£20.99**
eBook: 978-0-203-89281-7
www.routledge.com/9780415964845

Roc the Mic Right

The Language of Hip Hop Culture

H. Samy Alim, University of California at Los Angeles, USA



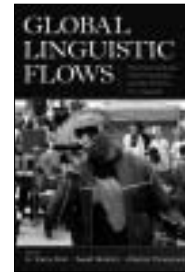
Exploring the central role of language in the Hip Hop Nation, this fascinating book examines the complexity and creativity of lyrical production, the real conversations of celebrated Hip Hop artists, and Hip Hop language in an educational context.

August 2006: 208pp
Hb: 978-0-415-35877-4: **£75.00**
Pb: 978-0-415-35878-1: **£21.99**
eBook: 978-0-203-00673-3
www.routledge.com/9780415358781

NEW**Global Linguistic Flows**

Hip Hop Cultures, Youth Identities, and the Politics of Language

Edited by **H. Samy Alim**, University of California at Los Angeles, USA, **Awad Ibrahim**, University of Ottawa, Canada and **Alastair Pennycook**, University of Technology, Australia



Located at the intersection of sociolinguistics and Hip Hop Studies, this cutting-edge book moves around the world – spanning Africa, Asia, Australia, the Americas and the European Union – to explore Hip Hop Cultures, youth identities, the politics of language, and the simultaneous processes of globalization and localization.

Focusing closely on language, these scholars of sociolinguistics, linguistic anthropology, (Hip Hop) cultural studies, and critical pedagogies offer linguistic insights to the growing scholarship on Hip Hop Culture, while reorienting their respective fields by paying closer attention to processes of globalization and localization.

The book engages complex processes such as transnationalism, (im)migration, cultural flow, and diaspora in an effort to expand current theoretical approaches to language choice and agency, speech style and stylization, code-switching and language mixing, crossing and sociolinguistic variation, and language use and globalization. Moving throughout the Global Hip Hop Nation, through scenes as diverse as Hong Kong's urban center, Germany's Mannheim inner-city district of Weststadt, the Brazilian favelas, the streets of Lagos and Dar es Salaam, and the hoods of the San Francisco Bay Area, this global intellectual cipa breaks new ground in the ethnographic study of language and popular culture.

September 2008: 272pp
Hb: 978-0-8058-6283-6: **£80.00**
Pb: 978-0-8058-6285-0: **£23.99**
eBook: 978-0-203-89278-7
www.routledge.com/9780805862850

The Home–School Connection

Lessons Learned in a Culturally and Linguistically Diverse Community

Flora V. Rodríguez-Brown, University of Illinois at Chicago, USA



'In this unique contribution to the literature on parental involvement in culturally and linguistically diverse communities, Flora Rodríguez-Brown offers a critique of family literacy programs that lack a clear design for literacy activities relevant to community goals, offering an alternative model that is grounded within an abiding respect for the parents' role as the child's first, and ultimately, most important teacher.' – Robert D. Milk, University of Texas at San Antonio, USA

The Project FLAME program used as context for this book is a comprehensive family literacy model supported by a strong sociocultural framework based on current research on cultural ways of learning and theories of multiliteracies and discourse. The model highlights the relevance of parents' knowledge, cultural ways, and discourses in sharing literacy knowledge with their children.

A pressing need exists for models and programs that effectively serve the educational needs of the steadily increasing numbers of culturally and linguistically diverse students in U.S. public schools today. Addressing issues related to development, implementation, and effectiveness of a program model that fulfills this need, this book is an essential resource for educators, community workers, and researchers interested in the relevance of the home-school connection in relation to children's school success.

July 2008: 192pp
Hb: 978-0-8058-5784-9: **£80.00**
Pb: 978-0-8058-5785-6: **£23.99**
eBook: 978-1-4106-1770-5
www.routledge.com/9780805857856

Language and Interaction

An Advanced Resource Book

Richard F. Young, University of Wisconsin at Madison, USA

Series: *Routledge Applied Linguistics*



'This book provides an excellent, comprehensive resource for teaching degree programmes in the fields of language, social interaction and human communication. The discussion is always extremely clear and there is a very broad coverage of relevant issues, approaches and methodologies. The

discussion is complemented by a range of readings, data, exercises and tasks, making the book also very suitable for self-study.'

– Paul Seedhouse, Newcastle University, UK

This book introduces key concepts in language and social interaction. It describes how individuals develop skills in social interaction and shows how people create identities through their use of language. The book brings together essential readings in anthropology, discourse studies and sociology. Throughout topics are revisited, extended, interwoven and deconstructed, with the reader's understanding strengthened by tasks and follow-up questions.

Written by an experienced teacher and researcher in the field, *Language and Interaction* is an essential resource for students and researchers of applied linguistics and communication studies.

July 2008: 352pp
Hb: 978-0-415-38552-7: **£75.00**
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www.routledge.com/9780415385534

NEW

Sexual Identities in English Language Education

Classroom Conversations

Cynthia D. Nelson, University of Sydney, Australia



What pedagogic challenges and opportunities arise as gay, lesbian, and queer themes and perspectives become an increasingly visible part of English language classes within a variety of language learning contexts and levels? What sorts of teaching practices are needed in order to productively explore the sociosexual aspects of

language, identity, culture, and communication? How can English language teachers promote language learning through the development of teaching approaches that do not presume an exclusively heterosexual world?

Drawing on the experiences of over 100 language teachers and learners, and using a wide range of research and theory, especially queer education research, this innovative, cutting-edge book skillfully interweaves classroom voices and theoretical analysis to provide informed guidance and a practical framework of macrostrategies English language teachers (of any sexual identification) can use to engage with lesbian/gay themes in the classroom. In so doing, it illuminates broader questions about how to address social diversity, social inequity, and social inquiry in a classroom context.

October 2008: 256pp
Hb: 978-0-8058-6367-3: **£75.00**
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Telling Stories to Change the World

Global Voices on the Power of Narrative to Build Community and Make Social Justice Claims

Edited by **Rickie Solinger**, Historian and Curator, USA, **Madeline Fox**, Graduate Center, CUNY, USA and **Kayhan Irani**, Artist and Activist, USA

Series: *Teaching/Learning Social Justice*



This book is a powerful collection of essays about community-based and interest-based projects where storytelling is used as a strategy for speaking out for justice. Contributors from locations across the globe – including Uganda, Darfur, China, Afghanistan, South Africa, New Orleans, and Chicago – describe grassroots

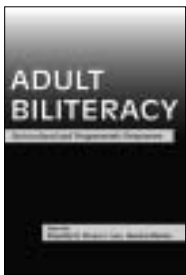
projects in which communities use narrative as a way of exploring what a more just society might look like and what civic engagement means. These compelling accounts of resistance, hope, and vision showcase the power of the storytelling form to generate critique and collective action. Together, these projects demonstrate the contemporary power of stories to stimulate engagement, active citizenship, the pride of identity, and the humility of human connectedness.

May 2008: 280pp
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eBook: 978-0-203-92806-6
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Adult Bilingual

Sociocultural and Programmatic Responses

Edited by **Klaudia M. Rivera**, Long Island University, USA and **Ana Huerta-Macias**, University of Texas at El Paso, USA



Offering an in-depth view of adult literacy and bilinguality by merging two fields – adult literacy and English as a Second Language – this volume brings to the forefront linguistic, demographic, sociocultural, workforce, familial, academic, and other issues surrounding the development of bilingualism and bilinguality by adults in the

USA. It helps to fill a gap in the research literature on language development among adults and brings to light issues that are integral to the success of immigrant populations in the USA.

August 2007: 248pp
Hb: 978-0-8058-5361-2: **£80.00**
Pb: 978-0-8058-5362-9: **£22.99**
eBook: 978-1-4106-1811-5
www.routledge.com/9780805853629

Black Communications and Learning to Read

Building on Children's Linguistic and Cultural Strengths

Terry Meier, Wheelock College, USA



This book is about effective literacy instruction for students in grades K-4 who use the language variety that many linguists call African American English, but which, as explained in the Introduction, the author calls Black Communications (BC). Throughout, considerable attention is given to discussing the integral and

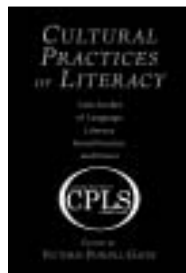
complex interconnections among African American language, culture, and history, drawing significantly on examples from African American historical and literary sources.

September 2007: 352pp
Hb: 978-0-8058-5759-7: **£55.00**
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Cultural Practices of Literacy

Case Studies of Language, Literacy, Social Practice, and Power

Edited by **Victoria Purcell-Gates**, University of British Columbia, Canada



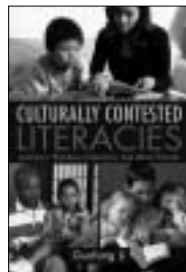
This book presents case studies of literacy practices as shaped by culture, language, community, and power. The studies cover a range of contexts and explore a number of relevant dimensions in the evolving picture of literacy as situated, multiple, and social.

March 2007: 256pp
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Culturally Contested Literacies

America's 'Rainbow Underclass' and Urban Schools

Guofang Li, Michigan State University, USA



This book examines the home and school literacy experiences of children from a uniquely socio-cultural perspective, including vivid, detailed case studies describing the lives and literacy practices of six families.

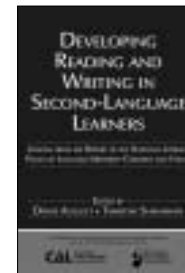
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Developing Reading and Writing in Second-Language Learners

Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth

Edited by **Diane August**, Center for Applied Linguistics, USA and **Timothy Shanahan**, University of Illinois at Chicago, USA

A co-publication of Routledge, the Center for Applied Linguistics, and the International Reading Association



This book, a shorter version of *Developing Literacy in Second-Language Learners*, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth, concisely summarises what is known from empirical research about the development of literacy in language-minority children and youth, including

development, environment, instruction, and assessment.

August 2007: 336pp
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Developing Literacy in Second-Language Learners

Report of the National Literacy Panel on Language-Minority Children and Youth

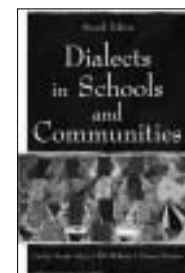
Edited by **Diane August**, Center for Applied Linguistics, USA and **Timothy Shanahan**, University of Illinois at Chicago, USA

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2ND EDITION

Dialects in Schools and Communities

Carolyn Temple Adger, Center for Applied Linguistics, USA, **Walt Wolfram**, North Carolina State University, USA and **Donna Christian**, Center for Applied Linguistics, USA



This book describes dialect differences in American English and their impact on education and everyday life. It explores some of the major issues that confront educational practitioners and suggests what practitioners can do to recognise students' language abilities, support their language development, and expand their knowledge about dialects.

January 2007: 240pp
Hb: 978-0-8058-4315-6: **£80.00**
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eBook: 978-1-4106-1618-0
www.routledge.com/9780805843163

NEW IN PAPERBACK**Heritage Language Education**

A New Field Emerging

Edited by **Donna M. Brinton**, Soka University of America, USA and **Olga Kagan** and **Susan Bauckus**, both at the University of California at Los Angeles, USA



This volume presents a multidisciplinary perspective on teaching heritage language learners. Contributors from theoretical and applied linguistics, sociolinguistics, psychology, educational policy, and pedagogy specialists explore policy and societal issues, present linguistic case studies, and discuss curricular issues, offering both research and hands-on innovation.

November 2007: 384pp
Hb: 978-0-8058-4803-8: **£75.00**
Pb: 978-0-415-99588-7: **£25.99**
eBook: 978-1-4106-1887-0
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High School Students' Competing Social Worlds

Negotiating Identities and Allegiances in Response to Multicultural Literature

Richard Beach, University of Minnesota, USA, **Amanda Haertling Thein**, University of Pittsburgh, USA and **Daryl L. Parks**, Metropolitan State University, USA



This book examines how working-class high school students' identity construction is continually mediated by discourses and cultural practices operating in their classroom, school, family, sports, community, and workplace worlds.

Highlighting the influence of sociocultural forces, the book contributes to understanding

the role of institutions in shaping adolescents' lives, and identifies needs that must be addressed to improve those institutions.

July 2007: 352pp
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Inclusive Pedagogy for English Language Learners

A Handbook of Research-Informed Practices

Edited by **Lorrie Stoops Verplaetse** and **Naomi Migliacci**, Southern Connecticut State University, USA



In this *Handbook* leading researchers, teacher educators, and expert practitioners speak to current and future educators and educational leaders in understandable language about the research that informs best practices for English language learners integrated into the K-12 public school system. It is

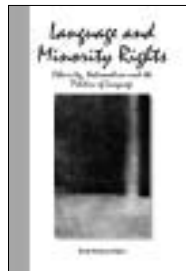
designed to help educators to define, select, and defend realistic educational practices that include and serve well their English language learning student populations.

September 2007: 384pp
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Pb: 978-0-8058-5720-7: **£28.99**
eBook: 978-1-4106-1755-2
www.routledge.com/9780805857207

Language and Minority Rights

Ethnicity, Nationalism and the Politics of Language

Stephen May, University of Waikato, New Zealand



In this provocative and ground-breaking book, Stephen May argues for a non-essentialist understanding of language rights, while at the same time outlining why language rights, particularly for minority groups, are defensible and important, both academically and politically.

November 2007: 404pp
Pb: 978-0-415-96489-0: **£31.99**
eBook: 978-1-4106-1766-8
www.routledge.com/9780415964890

Language, Culture, and Community in Teacher Education

Edited by **María Estela Brisk**, Boston College, USA

Published by Routledge for the American Association of Colleges for Teacher Education



Every classroom in the country is already, or will soon be, deeply affected by the changing demographics of America's students. This volume addresses the pressing reality in teacher education that all teachers need to be prepared to work effectively with linguistically and culturally diverse student populations.

September 2007: 432pp
Hb: 978-0-8058-5697-2: **£46.99**
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2ND EDITION**Bilingual Education**

From Compensatory To Quality Schooling

María Estela Brisk, Boston College, USA

September 2005: 272pp
Pb: 978-0-8058-4773-4: **£18.99**
eBook: 978-1-4106-1566-4
www.routledge.com/9780805847734

The Literacy Game


The Story of The National Literacy Strategy

John Stannard, National Literacy Project, UK and **Laura Huxford**, University of Oxford, UK

Foreword by **Sir Michael Barber**

A vital introduction and critical appraisal for practitioners and students, this book examines the origins, evolution and impact of the National Literacy Strategy, and provides a fully comprehensive contribution to the teaching of literacy and the management of educational change.

August 2007: 224pp
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3RD EDITION

Social Linguistics and Literacies

Ideology in Discourses

James Paul Gee, University of Wisconsin at Madison, USA



Covering contemporary, social and cultural approaches to literacy, this text helps bridge the disciplinary gap between the study of language and literacy, and the study of social theory and critical pedagogy.

October 2007: 256pp
Hb: 978-0-415-42775-3: **£95.00**
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eBook: 978-0-203-94480-6
www.routledge.com/9780415427760
This book is unavailable in Canada

Undergraduates in a Second Language

Challenges and Complexities of Academic Literacy Development

Ilona Leki, University of Tennessee at Knoxville, USA



This is the first book-length study of bilingual, international, and immigrant students in English writing courses that attempts to fully embed their writing experiences within the broader frame of their personal histories, the human context of their development, and the disciplinary contexts of their majors. Drawing on

data from a 5-year longitudinal study of four university students, it captures their literacy experiences throughout their undergraduate careers.

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English-Only Instruction and Immigrant Students in Secondary Schools

A Critical Examination

Lee Gunderson, University of British Columbia, Canada

August 2006: 320pp
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Introducing Sociolinguistics

Miriam Meyerhoff, University of Edinburgh, UK

October 2006: 352pp
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Language, Identity, and Stereotype Among Southeast Asian American Youth

The Other Asian

Angela Reyes, Hunter College, CUNY, USA

August 2006: 192pp
Hb: 978-0-8058-5539-5: **£55.00**
eBook: 978-1-4106-1451-3
www.routledge.com/9780805855395

Literacy and Globalization

Reading and Writing in Times of Social and Cultural Change

Uta Papen, Lancaster University, UK

Series: *Routledge Research in Literacy*

November 2006: 224pp
Hb: 978-0-415-36504-8: **£90.00**
eBook: 978-0-203-01608-4
www.routledge.com/9780415365048

The Routledge Companion to Sociolinguistics

Edited by Carmen Llamas, University of Aberdeen, UK, and Louise Mullany, and Peter Stockwell, both at the University of Nottingham, UK

Series: *Routledge Companions*

November 2006: 288pp
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www.routledge.com/9780415338509

Word from the Mother

Language and African Americans

Geneva Smitherman, Michigan State University, USA

April 2006: 192pp
Hb: 978-0-415-35875-0: **£50.00**
Pb: 978-0-415-35876-7: **£15.99**
eBook: 978-0-203-00666-5
www.routledge.com/9780415358767

Handbook of Research in Second Language Teaching and Learning

Edited by Eli Hinkel, Seattle University, USA

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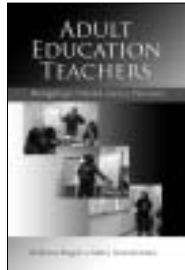
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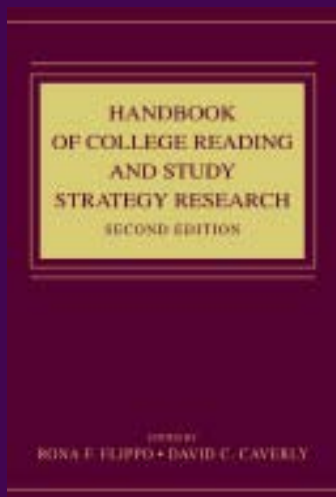
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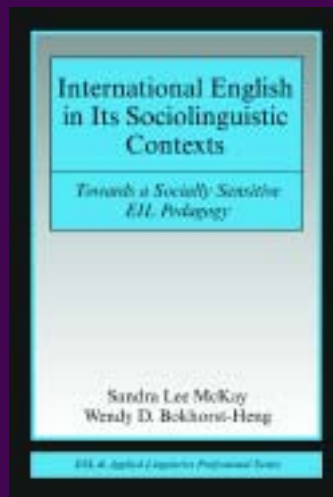
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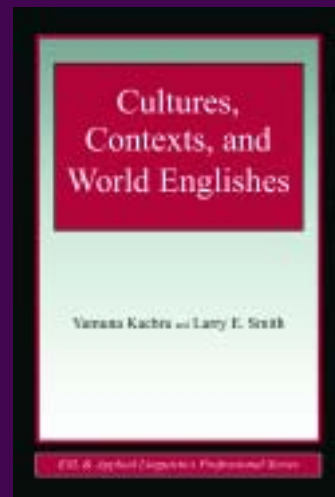
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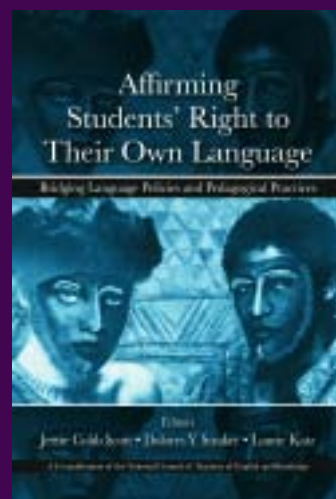
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