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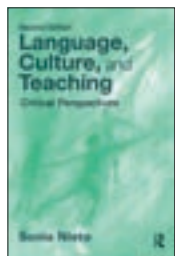
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RESEARCH AND THEORY

NEW

Language, Learning, Context Talking the Talk

Wolff Michael Roth, University of Victoria, British Columbia, Canada

Series: Foundations and Futures of Education

Language, Learning, Context aims to help educators understand the ways in which they use language and the sense in which they are as much subject to its possibilities as they are able to consciously mobilize those possibilities. As such, Wolff Michael Roth argues, current theories of talking in school classrooms do not, and cannot, capture essential aspects of the human experience of communication because they deal only with the intentional aspects of everyday experience and leave the essentially passive aspects untheorized.

The book focuses on three interrelated issues in the exploration of cognition, language, and communication:

- firstly, that language is unintentional in that what we say emerges from our mouths before we are aware of what we are going to say and that we end up contributing to and developing a topic even though we had not planned our utterances ahead of time
- secondly, that when we speak we mobilize language and linguistic resources: what we say is therefore not entirely our own because the words we produce have come to us from the culture in which we live, and what we are saying has to be intelligible to those who listen. Thus, speaking is both highly singular, contextual, and situated and highly conventionalized, intelligible, shared, and historical
- thirdly, that communication cannot be reduced to the production of words since, while talking, we also produce a variety of sign forms other than words that listeners take into account without necessarily being conscious of them, such as variations in pitch, speech intensity and rate, gestures, body orientation, and configuration.

Building on the work of linguistic philosophers such as Martin Heidegger, Donald Davidson, Paul Ricœur and Jacques Derrida, Roth explores the relationship between thinking and talk in educational settings. He uses the talk in science and mathematics education as a case study since, in these subjects, the above issues are compounded by the fact that teachers talk about concepts and phenomena unfamiliar to students who do not speak the (theoretical) discourse that an understanding of the phenomena requires. The difficulties are further deepened for students who have to learn in a second language where their linguistic competence and the language of instruction are worlds apart.

Language, Learning, Context makes recommendations for the praxis of teaching and will appeal to students, researchers, and practising science and mathematics teachers, as well as those with interests in language and literacy.

April 2010: 6-1/4 x 9-1/4: 280pp
Hb: 978-0-415-55191-5: **\$125.00**

For more information, visit:
www.routledge.com/9780415551915

NEW

Handbook of Research on Children's and Young Adult Literature

Edited by **Shelby Wolf**, University of Colorado at Boulder, USA, **Karen Coats**, Illinois State University, USA, **Patricia A. Encisco**, Ohio State University, USA and **Christine A. Jenkins**, University of Illinois at Urbana-Champaign, USA

This multidisciplinary handbook is the first attempt to pull together in one volume the research on children's and young adult literature which is currently scattered across three intersecting disciplines: education, English, and library and information science. The book's organization reflects the special interests of each of these disciplines. Section one focuses on readers, the province of education; section two on the analysis of text, the province of English and literature; and section three looks at the social contexts surrounding and influencing the intersections of readers and texts.

December 2010: 6 x 9: 640pp
Hb: 978-0-415-96505-7: **\$195.00**
Pb: 978-0-415-96506-4: **\$89.95**

For more information, visit:
www.routledge.com/9780415965064

NEW

Young Adult Literature and Adolescent Identity Across Cultures and Classrooms Contexts for the Literary Lives of Teens

Edited by **Janet Alsup**, Purdue University, USA

Taking a critical, research-oriented perspective, this book explores theoretical, empirical, and pedagogical connections between the reading and teaching of young adult literature and adolescent identity development. Although many studies and publications assume the effectiveness of young adult literature as a genre to be read by young adults to improve both their reading skills and their self-concept, very few support these assumptions. What this book contributes is a systemic and scholarly examination of the literary and pedagogical effectiveness of the genre, centred around four general themes:

- teenage identity growth and young adult literature
- reader response approaches to teaching and reading young adult literature
- the connections between psychological and educational theories of identification and young adult literature
- social cultural theory.

All chapters work simultaneously on two levels: each provides both a critical resource about previously unavailable young adult literature that could be used in YA literature classes or workshops, and specific practical suggestions about what texts to use and how to teach them effectively in middle and high school classes.

Theorizing, problematizing, and reflecting in new ways on the teaching and reading of young adult literature in middle and secondary school classrooms, this valuable resource for teachers and teacher educators will help them to develop classrooms where students use literature as a means of making sense of themselves, each other, and the world around them.

May 2010: 6 x 9: 208pp
Hb: 978-0-415-87698-8: **\$135.00**
Pb: 978-0-415-87699-5: **\$39.95**
eBook: 978-0-203-85313-9

For more information, visit:
www.routledge.com/9780415876995

NEW

Handbook of Reading Disability Research

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

Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions but from multiple or alternative perspectives. Taking incursions into the broader research literature represented by linguistic and anthropological paradigms, as well as psychological and educational research, the volume is on the front line in exploring the relation of reading disability to learning and language, poverty and prejudice, and instruction and schooling.

June 2010: 7 x 10: 576pp
Hb: 978-0-8058-5333-9: **\$295.00**
Pb: 978-0-8058-5334-6: **\$119.95**
eBook: 978-0-203-85301-6

For more information, visit:
www.routledge.com/9780805853346

NEW

Beyond the Grammar Wars

A Resource for Teachers and Students on
Developing Language Knowledge in the
English/Literacy Classroom

Edited by **Terry Locke**, University of Waikato, New Zealand

Are there evidence-based answers to the broad question 'What explicit knowledge about language in teachers and/or students appears to enhance literacy development in some way?' Distinguished by its global perspective, its currency, and its comprehensiveness, *Beyond the Grammar Wars*:

- provides an historical overview of the debates around grammar and English/literacy teaching in four settings: the US, England, Scotland and Australia
- offers an up-to-date account of what the research is telling (and not telling) us about the effectiveness of certain kinds of grammar-based pedagogies in English/literacy classrooms
- takes readers into English/literacy classrooms through a range of examples of language/grammar-based pedagogies which have proven to be successful
- addresses metalinguistic issues related to changes in textual practices in a digital and multimodal age, and explores the challenges for educators who are committed to finding a 'usable grammar' to contribute to teaching and learning in relation to these practices.

All of the contributors are acknowledged experts in their field. Activities designed for use in language and literacy education courses actively engage students in reflecting on and applying the content in their own teaching contexts.

April 2010: 6 x 9: 320pp
Hb: 978-0-415-80264-2: **\$135.00**
Pb: 978-0-415-80265-9: **\$46.95**
eBook: 978-0-203-85435-8

For more information, visit:
www.routledge.com/9780415802659

NEW

Handbook of Reading Research, Volume 4

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. This Volume brings the field authoritatively and comprehensively up-to-date.

December 2010: 7 x 10: 1040pp
Hb: 978-0-8058-5342-1: **\$260.00**
Pb: 978-0-8058-5343-8: **\$114.95**

For more information, visit:
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NEW

The Routledge Handbook of Applied Linguistics

James Simpson, University of Leeds, UK

Series: Routledge Handbooks in Applied Linguistics

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the dynamic field of applied linguistics. It is characterised by its scope, its broad relevance, its social engagement, and its authoritative yet straightforward chapters. For newcomers and established academics alike, it offers a readable and accessible overview of the field.

November 2010: 6-3/4 x 9-3/4: 624pp
Hb: 978-0-415-49067-2: **\$170.00**

For more information, visit:
www.routledge.com/9780415490672

NEW

Language in the Real World

A Resource Book

Edited by **Susan Behrens**, Marymount Manhattan College, USA and **Judith Parker**

This resource book introduces college students to the discipline of linguistics via the way the various areas of the field are put to use in the real world. The book covers all the traditional areas of linguistics, but in an inductive, illustrative, and interactive way by telling stories about real world applications.

All the traditional areas of theoretical linguistics are covered and each chapter in this volume is written by an expert in his or her field, enhanced by activities and pointers for further study and reading. The book is also supported by a companion website featuring information on the contributors, further study materials and interactive resources: www.routledge.com/textbooks/languageinrealworld.

April 2010: 10 x 7: 512pp
Hb: 978-0-415-77467-3: **\$150.00**
Pb: 978-0-415-77468-0: **\$49.95**

For more information, visit:
www.routledge.com/9780415774680

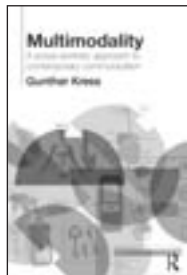


NEW

Multimodality

A Social Semiotic Approach to Contemporary Communication

Gunther Kress, Institute of Education, University of London, UK



Multimodality: A Social Semiotic Approach to Contemporary Communication represents a long-awaited and much anticipated addition to the study of multimodality from the scholar who pioneered and continues to play a decisive role in shaping the field. Written in an accessible manner and illustrated with a wealth of photos and illustrations to clearly demonstrate the points

made, *Multimodality* deliberately sets out to locate communication in the everyday, covering topics and issues not usually discussed in books of this kind, from traffic signs to mobile phones.

In this book, Gunther Kress presents a contemporary, distinctive and widely applicable approach to communication. He provides the framework necessary for understanding the attempt to bring all modes of meaning-making together under one unified theoretical roof.

This exploration of an increasingly vital area of language and communication studies will be of interest to advanced undergraduate and postgraduate students in the fields of English language and applied linguistics, media and communication studies, and education.

November 2009: 6-1/4 x 9-1/4: 236pp
Hb: 978-0-415-32060-3: **\$125.00**
Pb: 978-0-415-32061-0: **\$41.95**
eBook: 978-0-203-97003-4

For more information, visit:
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NEW

Sociolinguistics Around the World

A Handbook

Edited by **Martin J. Ball**, University of Louisiana at Lafayette, USA



Drawing on examples from a wide range of languages and social settings, this is the first single-volume collection surveying current and recent research trends in international sociolinguistics. With over thirty chapters written by leading authorities in the region concerned, all continents and their respective regions are covered. The book serves as an

important tool to help widen the perspective on sociolinguistics to readers of English.

It is the ideal resource for all students on undergraduate sociolinguistics courses and researchers involved in the study of language, society and power.

November 2009: 6-3/4 x 9-3/4: 448pp
Hb: 978-0-415-42278-9: **\$150.00**
eBook: 978-0-203-86965-9

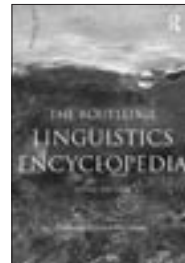
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NEW

3rd Edition

The Routledge Linguistics Encyclopedia

Kirsten Malmkjaer, Middlesex University, UK



The Routledge Linguistics Encyclopedia is a single-volume encyclopedia covering all major and subsidiary areas of linguistics and applied linguistics. The seventy-nine entries provide in-depth coverage of the topics and sub-topics of the field. Entries are alphabetically arranged and extensively cross-referenced so the reader can see how areas

interrelate. Including a substantial introduction which provides a potted history of linguistics and suggestions for further reading, this is an indispensable reference tool for specialists and non-specialists alike.

November 2009: 6-3/4 x 9-3/4: 704pp
Hb: 978-0-415-42104-1: **\$225.00**

For more information, visit:
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The Routledge Handbook of Multimodal Analysis

Edited by **Carey Jewitt**, University of London, UK



This *Handbook* offers a theoretical and methodological tool kit to support multimodal research including: chapters on key concepts, methodological issues, key factors, a range of theoretical approaches, multimodal case studies and an extensive glossary.

July 2009: 6-3/4 x 9-3/4: 368pp
Hb: 978-0-415-43437-9: **\$150.00**

For more information, visit:
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NEW

Literacies, Power, and the Schooled Body

Learning in Time and Space

Kerryn Dixon, University of Witwatersrand, Johannesburg, South Africa

The literacy classroom is the foundation from which reading and writing is built for use across the curriculum. At a time of growing concerns about children's basic levels of literacy, it is important to understand literacy classroom practices and their implications for children and the skills they attain. This book focuses on the body and uses literacy as a way of exploring how teachers' practices create literate students.

August 2010: 6 x 9: 216pp
Hb: 978-0-415-87962-0: **US \$ 135.00**
Pb: 978-0-415-87963-7: **US \$ 42.95**
eBook: 978-0-203-85148-7

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NEW

The International Handbook of English, Language and Literacy Teaching

Edited by **Dominic Wyse**, University of Cambridge, UK, **Richard Andrews**, Institute of Education, UK and **James V. Hoffman**, University of Texas at Austin, USA

Series: *Routledge International Handbooks of Education*



A comprehensive collection, this *Handbook* focuses on the three key areas of reading, writing, and language, and issues that cut across them. The international emphasis of all the chapters is extended by a final section that looks directly at different countries and continents.

The authors address many key issues including:

- why pupil motivation is so important
- the evidence for what works in teaching and learning
- the place of Information Technology in the twenty-first century
- the status of English and other languages
- globalisation and political control of education.

This definitive guide concludes by discussing the need for better policy cycles that genuinely build on research evidence and teachers' working knowledge in order to engage young people and transform their life chances.

December 2009: 6-3/4 x 9-3/4: 552pp

Hb: 978-0-415-46903-6: **\$180.00**

eBook: 978-0-203-86309-1

For more information, visit:

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NEW

Design Literacies

Learning and Innovation in the Digital Age

Edited by **Mary P. Sheridan-Rabideau**, University of Wyoming, USA and **Jennifer Rowsell**, Rutgers University, USA

Series: *Literacies*

Design Literacies explores new ways of meaning making by examining the practices, stories, and products of new and digital media producers with the goal of understanding the logic of marketplace production.

Based on interviews with thirty new media and digital technology producers, including designers of video games, community activists and marketers of digital technologies, *Design Literacies* looks at the shared patterns and common themes and offers a window into contemporary out-of-school practices, a language to describe these practices and a pedagogy that better meets students' needs in this new media and digital age.

With a foreword by Gunther Kress and an afterword by Deborah Brandt, both key figures in this field, *Design Literacies* will be of interest to postgraduate students of applied linguistics and education.

April 2010: 6-1/4 x 9-1/4: 144pp

Hb: 978-0-415-55962-1: **\$145.00**

Pb: 978-0-415-55964-5: **\$44.95**

For more information, visit:

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NEW

Defying Convention, Inventing the Future in Literary Research and Practice

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

Ken and Yetta Goodman are renowned and revered worldwide for their pioneering, influential work in the field of reading/literacy education. In this volume major literacy scholars from around the world pay tribute to their work and offer glimpses of what the future of literacy research and practice might be.

The book is 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/or assessment? This milestone volume marking the hugely significant work of the Goodmans will be welcomed across the field of literacy education.

December 2009: 6 x 9: 288pp

Hb: 978-0-8058-6341-3: **\$140.00**

eBook: 978-1-4106-1802-3

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Language in Use

A Reader

Edited by **Patrick Griffiths**, York University, UK, **Andrew Merrison** and **Aileen Bloomer**, both at York St. John University, UK



Designed for introductory students, this collection of key readings in language and linguistics will take readers beyond their introductory textbook and introduce them to the thoughts and writings of many esteemed authorities. The *Reader* includes seminal papers, new or controversial pieces to stimulate discussion and reports on applied work.

Language in Use:

- is split into four parts – 'Language and Interaction', 'Language Systems', 'Language and Society' and 'Language and Mind'
- covers all the topics of language study including conversation analysis, pragmatics, power and politeness, semantics, grammar, phonetics, multilingualism, child language acquisition and psycholinguistics
- has readings from authorities including Pinker, Fairclough, Crystal, Le Page and Tabouret-Keller, Hughes, Trudgill and Watt, Halliday, Sacks, Mills, Opler and Gjerlow
- provides comprehensive editorial support for each reading with introductions, activities or discussion points to follow and further reading
- is supported by a companion website, offering extra resources for students including additional activities, useful weblinks and advice from the authors:
www.routledge.com/textbooks/languageinuse.

July 2009: 6-3/4 x 9-3/4: 416pp

Hb: 978-0-415-44204-6: **\$130.00**

Pb: 978-0-415-44205-3: **\$39.95**

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Contemporary Perspectives on Reading and Spelling

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

Series: *New Perspectives on Learning and Instruction*



With contributions from leading international researchers, *Contemporary Perspectives on Reading and Spelling* offers a critique of current thinking on the research literature into reading, reading comprehension and writing. Each paper in this volume provides an account of empirical research that challenges aspects of accepted models and widely accepted theories about reading and spelling.

This book makes the argument for a need to incorporate less widely cited research into popular accounts of written language development and disability, challenging the idea that the development of a universal theory of written language development is attainable. The arguments within the book are explored in three parts:

- overarching debates in reading and spelling
- reading and spelling across languages
- written language difficulties and approaches to teaching.

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, this book forms essential reading for all researchers and practitioners with a focus on the development of reading and spelling skills.

July 2009: 6-1/4 x 9-1/4: 304pp

Hb: 978-0-415-49716-9: **\$130.00**

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eBook: 978-0-203-87783-8

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NEW

2nd Edition

An Introduction to Critical Discourse Analysis in Education

Edited by **Rebecca Rogers**, University of Missouri, USA

Beyond providing a useful overview, it contextualizes CDA theories and methods in accounts of discourse in classroom and other settings, and identifies the ways in which these forms of language are connected to theories of learning. New in the Second Edition:

- new structure organised around three common traditions in CDA: Discourse Analysis; Critical Discourse Analysis; Multimodal Discourse Analysis
- 'Taking Action' feature in each chapter highlights the ways in which CDA can be put to work in K-12 educational settings
- touchstone chapter by a recognised expert in the approach/theory plus an interview with the expert in each section

September 2010: 6 x 9: 296pp

Hb: 978-0-415-87428-1: **\$140.00**

Pb: 978-0-415-87429-8: **\$44.95**

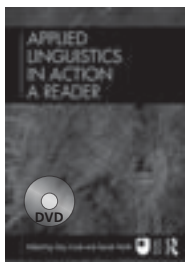
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NEW

Applied Linguistics in Action: A Reader

Edited by **Guy Cook** and **Sarah North**, both at The Open University, UK



Applied Linguistics in Action: A Reader presents students with an applied linguistics framework for the analysis of real-world problems in which language is a central issue. The *Reader* allows students to develop both the theoretical and empirical skills crucial to the practicalities of language teaching and other language-related professional practices.

Part One brings together seven key discussions of the nature and direction of contemporary applied linguistics, relating theory and description of language in use to educational and other professional contexts. Issues include the politics of applied linguistics, its responses to globalisation, and its relation to social theory.

While the discussions in Part One are largely theoretical, Part Two, through abridged versions of thirteen case studies, demonstrates at a much more practical level how general principles formulated in Part One, can be applied to a range of specific real-world problems. While the majority of studies are from educational settings, the breadth of current applied linguistic enquiry is illustrated by others relating to legal forensics, literary analysis, translation, language therapy, lexicography, and workplace communication.

The editors' introductions, both to the volume as a whole and to each individual part, guide the student through the difficult transition from general discussion to specific application, highlighting the most significant issues, and helping the student to see the relevance of both general theory and specific applications to the needs of their own studies, and their professional practice beyond. *Applied Linguistics in Action: A Reader* is essential reading for advanced level undergraduates and postgraduates on Applied Linguistics, English Language, and TESOL/TEFL courses.

August 2009: 6-3/4 x 9-3/4: 296pp
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Pb: 978-0-415-54547-1: **\$39.95**

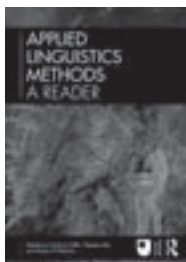
For more information, visit:
www.routledge.com/9780415545471



NEW

Applied Linguistics Methods: A Reader

Edited by **Caroline Coffin**, **Theresa Lillis** and **Kieran O'Halloran**, all at The Open University, UK



Applied Linguistics Methods: A Reader presents the student with three contemporary approaches for investigating text, practices and contexts in which language-related problems are implicated. Divided into three parts, the reader focuses in turn on the different approaches, showing how each is relevant to addressing real world problems,

including those relating to contemporary educational practices.

- Part One introduces the reader to Systemic Functional Linguistics (SFL) as an approach particularly well suited to the description of language and language-related problems in social contexts.
- Part Two examines Critical Discourse Analysis (CDA) as a means of uncovering the relationships between language use, power and ideology.
- Part Three presents Ethnography (and linguistic ethnography) as a methodology for observing the use and significance of language in real-life events as they unfold.

The editors' general introduction introduces the student to the tools of SFL, CDA and ethnography and explains how the three approaches each offer distinct as well as, in some cases, complementary perspectives on language in use. Each part is made up of one classic theoretical reading, one cutting-edge theoretical reading, and three problem-oriented readings and includes an introduction, which provides synopses of the individual readings making the book highly usable on courses.

Applied Linguistics Methods: A Reader is key reading for advanced level undergraduates and postgraduates on Applied Linguistics, English Language, and TESOL/TEFL courses.

August 2009: 6-3/4 x 9-3/4: 288pp
Hb: 978-0-415-54544-0: **\$135.00**
Pb: 978-0-415-54545-7: **\$39.95**

For more information, visit:
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Changing Literacies for Changing Times

An Historical Perspective on the Future of Reading Research, Public Policy, and Classroom Practices

Edited by **James V. Hoffman**, University of Texas at Austin, USA and **Yetta M. Goodman**, University of Arizona, USA



Offering the wisdom that only experience and expertise in the field can bring, 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, and in some cases more than one of the authors, is a distinguished reading researcher elected by their peers into the Reading Hall of Fame.

In this book these distinguished literacy leaders extend their role as researchers to speak directly to issues of practice and policy.

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.

July 2009: 6 x 9: 336pp
Hb: 978-0-415-99502-3: **\$135.00**
Pb: 978-0-415-99503-0: **\$44.95**
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The Future of Language

The Routledge David Crystal Lectures



David Crystal



For the first time, *The Future of Language* brings together three of Professor David Crystal's most popular lectures on the future of language. One of the world's foremost experts on language and English language, and arguably the most accessible and entertaining writer and lecturer in this area, Crystal delivers these informative and highly enjoyable performance lectures exploring key contemporary language

issues: 'The Future of Englishes', 'Language Death' and 'Internet Linguistics'.

An accompanying book with Crystal's commentary on the lectures is included within the DVD package. This book supplements the lectures with a short overview of the main themes discussed, followed by a more detailed introduction to each topic and a synopsis of all the main points made in each lecture. The book concludes with Crystal's reflections on how the three interrelated topics covered here will continue to interact and contribute to the evolution of language.

For more about David Crystal at Routledge, visit:
www.routledge.com/textbooks/9780415485746.

April 2009: 5-1/4 x 8-1/2: 192pp
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Rhetorics, Literacies, and Narratives of Sustainability

Edited by **Peter N. Goggin**, Arizona State University, USA

Series: *Routledge Studies in Rhetoric and Communication*



In this volume, rhetoricians, literacy scholars, and humanists have come together to examine the complex discursive constructions of sustainability. Touching on topics including conservation efforts in specific locales; social and political constructions of rhetorical place and space; community literacy; historical and archival analysis of institutional politics, policies, and practices concerning the

environment and economic growth and development; town planning and zoning issues; and rhetorics of environmental remediation and sustainability, this collection of essays provides rhetoricians and environmentalists a window into the complex and often contradictory arena of discourse on sustainability.

June 2009: 6 x 9: 240pp

Hb: 978-0-415-80041-9: **\$95.00**

eBook: 978-0-203-87277-2

For more information, visit:

www.routledge.com/9780415800419

Language Development Over the Lifespan

Edited by **Kees de Bot**, Groningen University, the Netherlands and **Robert W. Schrauf**, Pennsylvania State University, USA



Language Development Over the Lifespan is a reference resource for those conducting research on language development and the aging process, and a supplementary textbook for courses in applied linguistics/bilingualism programs that focus on language attrition/aging and adult literacy development in second languages. It offers an integrative approach to

language development that examines changes in language over a lifetime, organized by different theoretical perspectives, which are presented by well-known international scholars.

February 2009: 6 x 9: 312pp

Hb: 978-0-415-99853-6: **\$125.00**

Pb: 978-0-8058-6460-1: **\$59.95**

eBook: 978-0-203-88093-7

For more information, visit:

www.routledge.com/9780805864601

Talking Beyond the Page

Reading and Responding to Picturebooks

Edited by **Janet Evans**, University of Liverpool Hope, UK



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

- children think about and respond to visual images and other aspects of picturebooks
- children's responses can be qualitatively improved by encouraging them to think and talk about picturebooks before, during and after reading them
- the non-text features of picturebooks, when considered in their own right, can help readers to make more sense out of the book
- different kinds of picturebooks, such as wordless, postmodern, multimodal and graphic novels, are structured
- children can respond creatively to picturebooks as art forms
- picturebooks can help children deal with complex issues in their lives.

Talking Beyond the Page also includes an exclusive interview with Anthony Browne who shares thoughts about his work as an author/illustrator. This inspiring and thought provoking book is essential reading for teachers, student teachers, literacy consultants, academics interested in picturebook research and those organising and teaching on teacher education courses in children's literature and literacy.

March 2009: 6-1/4 x 9-1/4: 224pp

Hb: 978-0-415-47695-9: **\$150.00**

Pb: 978-0-415-47696-6: **\$42.95**

For more information, visit:

www.routledge.com/9780415476966

Language Teaching

Integrational Linguistic Approaches

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

Series: *Routledge Advances in Communication and Linguistic Theory*



This study demonstrates the relevance of an integrational linguistic perspective to language learning. By shunning realist and structuralist theories, commitment to the perspective of the language user, and adherence to a semiology in which signs are the situated products of interactants' interpretive behavior, this method radically reconceptualizes language learning and teaching.

2008: 6 x 9: 190pp

Hb: 978-0-415-95753-3: **\$125.00**

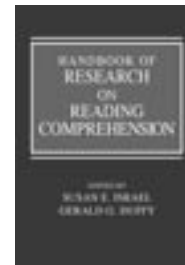
eBook: 978-0-203-88226-9

For more information, visit:

www.routledge.com/9780415957533

Handbook of Research on Reading Comprehension

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



The *Handbook of Research on Reading Comprehension* assembles researchers of reading comprehension, literacy, educational psychology, psychology, and neuroscience to document the most recent research on the topic. It summarizes the current body of research on theory, methods, instruction, and 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 organized 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.

2008: 7 x 10: 712pp

Hb: 978-0-8058-6200-3: **\$225.00**

Pb: 978-0-8058-6201-0: **\$89.95**

eBook: 978-1-4106-1585-5

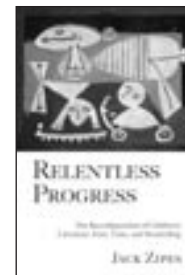
For more information, visit:

www.routledge.com/9780805862010

Relentless Progress

The Reconfiguration of Children's Literature, Fairy Tales, and Storytelling

Edited by **Jack Zipes**, University of Minnesota, USA



In *Relentless Progress*, Jack Zipes looks at the surprising ways that stories have influenced people within contemporary culture and vice versa. Among the many topics explored here are the dumbing down of books for children, the marketing of childhood, the changing shape of feminist fairy tales, and why American and British children aren't exposed to more non-western fairy tales.

2008: 6 x 9: 208pp

Hb: 978-0-415-99063-9: **\$120.00**

Pb: 978-0-415-99064-6: **\$34.95**

eBook: 978-0-203-92756-4

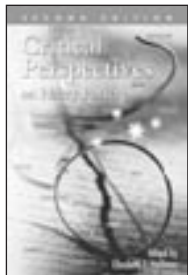
For more information, visit:

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2nd Edition

Critical Perspectives on Harry Potter

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



This thoroughly revised edition includes updated essays on cultural themes and literary analysis, and its new essays analyze the full scope of the seven-book series as both pop cultural phenomenon and as a set of literary texts. *Critical Perspectives on Harry Potter* draws on a wider range of intellectual traditions to explore the texts, including moral-theological analysis,

psychoanalytic perspectives, and philosophy of technology. The *Harry Potter* novels engage the social, cultural, and psychological preoccupations of our times, and *Critical Perspectives on Harry Potter, Second Edition* examines these worlds of consciousness and culture, ultimately revealing how modern anxieties and fixations are reflected in these powerful texts.

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

2008: 6 x 9: 368pp
Hb: 978-0-415-96484-5: **\$36.95**
eBook: 978-0-203-89281-7

For more information, visit:
www.routledge.com/9780415964845

2nd Edition

Handbook of College Reading and Study Strategy Research

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



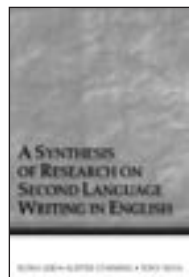
This *Handbook*, a comprehensive and up-to-date source for college reading and study strategy practitioners and administrators, provides a thorough and systematic examination of theory, research, and practice in the field. This second edition features six new chapters and a more user-friendly structure.

2008: 7 x 10: 520pp
Hb: 978-0-8058-6000-9: **\$265.00**
Pb: 978-0-8058-6001-6: **\$95.00**
eBook: 978-0-203-89494-1

For more information, visit:
www.routledge.com/9780805860016

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



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. It is an essential reference tool for libraries and serious writing professionals, for both researchers and practitioners, both L1 and L2.

2008: 6 x 9: 272pp
Hb: 978-0-8058-5532-6: **\$135.00**
Pb: 978-0-8058-5533-3: **\$46.95**
eBook: 978-0-203-93025-0
For more information, visit:
www.routledge.com/9780805855333

Postmodern Picturebooks

Play, Parody, and Self-Referentiality

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

Series: *Routledge Research in Education*



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.

2008: 6 x 9: 280pp
Hb: 978-0-415-96210-0: **\$95.00**
eBook: 978-0-203-92697-0
For more information, visit:
www.routledge.com/9780415962100

Literacy

An Advanced Resource Book for Students

Brian V. Street, Kings College London, UK and
Adam Lefstein, Institute of Education, London, UK

Series: *Routledge Applied Linguistics*

Provides support for advanced study of literacy. Introduces readers to a range of approaches to understanding literacy in educational contexts and in society. Concludes with influential readings from the key names in the discipline.

2007: 6-3/4 x 9-3/4: 272pp
Hb: 978-0-415-29180-4: **\$135.00**
Pb: 978-0-415-29181-1: **\$39.95**
eBook: 978-0-203-46399-4
For more information, visit:
www.routledge.com/9780415291811

Handbook of Research on New Literacies

Edited by **Julie Coiro**, University of Rhode Island, USA,
Michele Knobel, Montclair State University, USA,
Colin Lankshear, 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. It provides leadership for this newly emerging field, directing scholars to the major issues, theoretical perspectives, and interdisciplinary research concerning new literacies.

2008: 7 x 10: 1096pp
Hb: 978-0-8058-5651-4: **\$235.00**
Pb: 978-0-8058-5652-1: **\$104.95**
eBook: 978-1-4106-1889-4
For more information, visit:
www.routledge.com/9780805856521

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

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 Diego 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.

A project of the *International Reading Association*, published and distributed by *Routledge*.

Visit www.reading.org for more information about IRA membership, and other services.

2007: 8-1/2 x 11: 632pp
Hb: 978-0-8058-5699-6: **\$255.00**
Pb: 978-0-8058-5700-9: **\$100.00**
eBook: 978-1-4106-1759-0
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LITERACY AND TECHNOLOGY

NEW

Multiliteracies in Motion

Current Theory and Practice

Edited by **David R. Cole**, University of Technology, Sydney, Australia and **Darren L. Pullen**, University of Tasmania, Australia



The realities of new technological and social conditions since the 1990s demand a new approach to literacy teaching. Looking onward from the original statement of aims of the multiliteracies movement in 1996, this volume brings together top-quality scholarship and research that has embraced the notion and features new contributions by many of the

originators of this approach to literacy.

Drawing on large research projects and empirical evidence, the authors explore practical and educational issues that relate to multiliteracies, such as assessment, pedagogy and curriculum. The viewpoint taken is that multiliteracies is a complementary socio-cultural approach to the new literacies that includes pedagogy and learning. The differences are addressed from a multiliteracies perspective – one that does not discount or undermine the new literacies, but shows new ways in which they are complementary.

Computers and the internet are transforming the way we work and communicate and the very notion of literacy itself. This volume offers frontline information and a vital update for those wishing to understand the evolution of multiliteracies and the current state of literacy theory in relation to it.

November 2009: 6 x 9: 288pp
Hb: 978-0-415-80156-0: **\$140.00**
Pb: 978-0-415-80157-7: **\$46.95**
eBook: 978-0-203-86403-6

For more information, visit:
www.routledge.com/9780415801577

Emergent Computer Literacy

A Developmental Perspective

Helen Mele Robinson, CUNY/The College of Staten Island, USA

Series: *Routledge Research in Education*



Helen Mele Robinson adds exceptional insight into how children become literate in a technological society and offers necessary tools for researchers and academics to understand how young children interact with computers both at home and in a school setting.

2008: 6 x 9: 216pp
Hb: 978-0-415-96131-8: **\$95.00**
eBook: 978-0-203-88791-2

For more information, visit:
www.routledge.com/9780415961318

Multimedia and Literacy Development

Improving Achievement for Young Learners

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



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

2008: 6 x 9: 304pp
Hb: 978-0-415-98841-4: **\$140.00**
Pb: 978-0-415-98842-1: **\$43.95**
eBook: 978-0-203-89215-2

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LANGUAGE DIVERSITY, LANGUAGE AND CULTURE

NEW

Preparing Teachers for Linguistically Diverse Classrooms

A Resource for Teacher Educators

Tamara Lucas, Monclair State University, USA

This book is at the forefront in focusing exclusively on the preparation of mainstream classroom teachers for this population of students. Part One provides a contextual and conceptual framework, addressing the educational experiences of ELLs in K-12 schools, relevant policies, and the dispositions, knowledge, and skills of linguistically responsive teachers. Part Two reports a range of examples, and the how of teacher preparation initiatives, in different institutional and geographic settings.

Meeting a pressing need among teacher educators left to figure out, largely by trial and error, how best to prepare non-specialist classroom teachers to work with ELLs, this book both contributes to the research base and provides practical information to help readers envision possibilities they can apply in their own settings.

July 2010: 6 x 9: 192pp
Hb: 978-0-415-99791-1: **\$135.00**
Pb: 978-0-415-99792-8: **\$44.95**

For more information, visit:
www.routledge.com/9780415997928

FORTHCOMING IN 2011

Language, Ethnography, and Education

Bridging New Literacy Studies and Bourdieu

Mike Grenfell

What this volume contributes is two distinctive approaches to the social study of education in general and literacy in particular: New Literacy Studies and Bourdieusian sociology, both integrated with such ethnographic perspectives.

The guiding principle behind the structure of this book is how it develops and unfolds dialogically. More than just a set of stand-alone chapters around social perspectives on language interactions in classrooms, this 'integrated text':

- provides practical examples of New Literacy Studies and Bourdieu used in ethnographic classroom contexts
- offers a synthesis considering the practical examples in terms of the range of issues of theory and method presented
- extends and develops many of the questions and issues raised in terms of a future practical research agenda.

June 2011: 6 x 9: 192pp
Hb: 978-0-415-87248-5: **\$135.00**
Pb: 978-0-415-87249-2: **\$41.95**

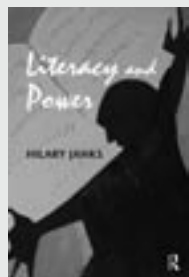
Language, Culture, and Teaching Series

Series Editor: **Sonia Nieto**

NEW

Literacy and Power

Hilary Janks, University of the 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 importantly, *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.

October 2009: 6 x 9: 272pp
Hb: 978-0-8058-5577-7: **\$135.00**
Pb: 978-0-415-99963-2: **\$41.95**
eBook: 978-0-203-86995-6

For more information, visit:
www.routledge.com/9780415999632

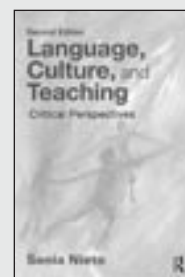
NEW

2nd Edition

Language, Culture, and Teaching

Critical Perspectives

Sonia Nieto, University of Massachusetts Amherst, USA



Distinguished multiculturalist Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach students of diverse cultural, racial, and linguistic backgrounds, this text is intended for upper-undergraduate and graduate-level students and professional development courses.

Examples are included throughout to illustrate real-life dilemmas about diversity that teachers 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. Each chapter includes critical questions; classroom activities; and community activities suggesting projects beyond the classroom context.

Over half of the chapters are new to this edition, bringing it up-to-date in terms of recent educational policy issues and demographic changes in our society.

August 2009: 6 x 9: 296pp
Hb: 978-0-415-99968-7: **\$135.00**
Pb: 978-0-415-99974-8: **\$44.95**
eBook: 978-0-203-87228-4

For more information, visit:
www.routledge.com/9780415999748

NEW

Cultural Validity in Assessment

A Guide for Educators

Edited by **Maria del Rosario Basterra**, Mid-Atlantic Equity Consortium, Inc., USA, **Elise Trumbull**, Education Consultant and **Guillermo Solano-Flores**, University of Colorado, Boulder, USA

Assessment plays a powerful role in the process of education in the US and has a disproportionately negative impact on students who do not come from mainstream, middle-class backgrounds.

- What is assessment and how is it a cultural practice?
- How does failure to account for cultural variation and culture-based assumptions jeopardize validity?
- What is cultural validity in assessment?

This guide for practicing and prospective teachers looks at the major issues in educational assessment and provides knowledge, techniques, and strategies to design and implement valid assessments for use in classrooms.

December 2010: 6 x 9: 280pp
Hb: 978-0-415-99979-3: **\$125.00**
Pb: 978-0-415-99980-9: **\$44.95**

For more information, visit:
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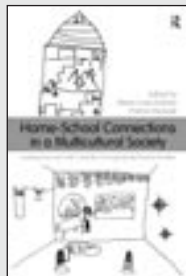
Online: www.routledge.com/education

NEW

Home-School Connections in a Multicultural Society

Learning from and with Culturally and Linguistically Diverse Families

Edited by **Maria Luiza Dantas**, University of California, 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, *Home-School Connections in a Multicultural Society* shows pre-service and practicing teachers how to recognize and build on the rich resources for enhancing school learning that exist within culturally and linguistically diverse families.

Combining engaging cases and relevant key concepts with thought-provoking pedagogical features, this valuable resource for educators at all levels:

- provides detailed portraits of diverse families that highlight their unique cultural practices related to schooling and the challenges that their children face in school settings
- 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
- shows how teachers and researchers have worked with diverse families to build positive relationships and develop learning activities that incorporate children's unique experiences and resources.

Disrupting deficit assumptions about the experiences and knowledge that culturally and linguistically diverse children acquire in their homes and communities, this book engages readers in grappling deeply and personally with the chapters' meanings and implications, and in envisioning their own practical ways to learn from and with families and children.

December 2009: 6 x 9: 304pp
Hb: 978-0-415-99756-0: **\$135.00**
Pb: 978-0-415-99757-7: **\$41.95**
eBook: 978-0-203-86843-0

For more information, visit:
www.routledge.com/9780415997577

NEW

Social Justice Pedagogy Across the Curriculum

The Practice of Freedom

Edited by **Thandeka K. Chapman**, University of Wisconsin, USA and **Nikola Hobbel**, Humboldt State University, USA

What knowledge and tools do pre- and in-service educators need to teach for and about social justice across the curriculum in K-12 classrooms?

This compelling text synthesizes in one volume historical foundations, philosophic/theoretical conceptualizations, and applications of social justice education in public school classrooms.

- Part One details the history of the multicultural movement and the instantiation of public schooling as a social justice project.
- Part Two connects theoretical frameworks to social justice curricula. Parts One and Two are general to all K-12 classrooms.
- Part Three provides powerful specific subject-area examples of good practice, including English as a Second Language and Special/ Exceptional Education.

Social Justice Pedagogy Across the Curriculum includes highlighted 'Points of Inquiry' and 'Points of Praxis' sections offering recommendations to teachers and researchers and activities, resources, and suggested readings. These features invite teachers at all stages of their careers to reflect on the role of social justice in education, particularly as it relates to their particular classrooms, schools, and communities.

Relevant for any course that addresses history, theory, or practice of multicultural/social justice education, this text is ideal for classes that are not subject-level specific and serve a host of students from various backgrounds.

April 2010: 6 x 9: 352pp
Hb: 978-0-415-80600-8: **\$135.00**
Pb: 978-0-415-80604-6: **\$48.95**
eBook: 978-0-203-85448-8

For more information, visit:
www.routledge.com/9780415806046

NEW

Re-Framing Literacy

Teaching and Learning in English and the Language Arts

Richard Andrews, University of London, UK

Imaginative and attractive, cutting edge in its conception, this text explicates a model for the integration of language arts and literacy education based on the notion of framing. Framing as a unifying principle derives from the frames used in the visual and performing arts, and is also a concept that has been used in sociology. The act of framing – not frames in themselves – provides a creative and critical approach to English as a subject.

Re-Framing Literacy:

- offers an authoritative, clear guide to a complex field
- breaks new ground in the language arts/literacy field, integrating arts-based and sociologically-based conceptions of the subject
- is internationally relevant – the concept of framing does not align itself to a particular culture or language but is generally applicable to thinking about communications arts in a number of languages and cultures.

The theory of rhetoric described in this book and which provides its overarching theory is dialogic, political and liberating. Pedagogically, the text works inductively, from examples up toward theory: starting with visuals and moving back and forth between text and image; exploring multimodality; and engaging in the transformations of text and image that are at the heart of learning in English and the language arts.

Structured like a teaching course, designed to excite and involve readers and lead them toward high-level and useful theory in the field, *Re-Framing Literacy* is widely appropriate for pre-service and in-service courses globally in English and language arts education.

May 2010: 6 x 9: 208pp
Hb: 978-0-415-99552-8: **\$135.00**
Pb: 978-0-415-99553-5: **\$41.95**
eBook: 978-0-203-85312-2

For more information, visit:
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Critical Multicultural Analysis of Children's Literature

Mirrors, Windows, and Doors

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



Critical multicultural analysis provides a philosophical shift for teaching literature, constructing curriculum, and taking up issues of diversity and social justice. It problematizes 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 prepares teachers, teacher educators, and researchers of children's literature to analyze the ideological dimensions of reading and studying literature. Each chapter includes recommendations for classroom application, classroom research, and further reading. Helpful end-of-book appendixes include a list of children's book awards, lists of publishers, 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: 6 x 9: 376pp
Hb: 978-0-415-99666-2: **\$135.00**
Pb: 978-0-8058-3711-7: **\$49.95**
eBook: 978-0-203-88520-8

For more information, visit:
www.routledge.com/9780805837117

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, Kentucky, USA



Bringing together theoretical perspectives on critical theory, literacy theory, and history, and analyses of qualitative data and qualitative research data from classroom research, this book examines popular assumptions about literacy and challenges readers to question how it has been used historically both to empower and to oppress. It offers an alternative view of literacy – a 'literacy of promise'

– that charts an emancipatory agenda for literacy instructional practices in schools.

2008: 6 x 9: 224pp
Hb: 978-0-415-99518-4: **\$140.00**
Pb: 978-0-8058-4536-5: **\$40.95**
eBook: 978-0-203-89095-0

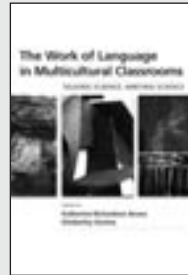
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The Work of Language in Multicultural Classrooms

Talking Science, Writing Science

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



Exploring the ways in which language comprises the implicit or explicit curriculum of teaching and learning in multicultural science settings, 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.

2008: 6 x 9: 384pp
Hb: 978-0-8058-6427-4: **\$140.00**
Pb: 978-0-8058-6428-1: **\$41.95**
eBook: 978-0-203-86697-9

For more information, visit:
www.routledge.com/9780805864281

Critical Literacy and Urban Youth

Pedagogies of Access, Dissent, and Liberation

Ernest Morrell, University of California at Los Angeles, USA

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

2007: 6 x 9: 272pp
Hb: 978-0-8058-5663-7: **\$130.00**
Pb: 978-0-8058-5664-4: **\$43.95**
eBook: 978-0-203-93791-4

For more information, visit:
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NEW

Intelligibility in World Englishes

Cecil L. Nelson, Indiana State University, USA

Series: *ESL & Applied Linguistics Professional Series*

Intelligibility is the term most generally used to address the complex of criteria that describe, broadly, how useful someone's English is when talking or writing to someone else. This much-debated concern touches not only sociolinguistic theory but all aspects of English language teaching, second language acquisition, language curriculum planning, and regional or national language planning.

Set within the paradigm of world Englishes – which posits that the Englishes of the world may be seen as flexibly categorized into three Circles (Inner, Outer, Expanding) in terms of their historical developments – the book provides an overview of the definitions and scopes of intelligibility, comprehensibility and interpretability, and addresses key topics within this paradigm:

- Who – if anyone – provides the models and norms for a given population of English users?
- hybridity and creativity in world Englishes
- evaluating paradigms: misinformation and disinformation
- practicalities of dealing with the widening variety of Englishes
- Is English 'falling apart'?

Each chapter includes 'Topics for Discussion' and 'Suggestions for Further Reading'. This is the first textbook to treat the topic of intelligibility in world Englishes comprehensively, filling a need for students, teacher educators, and scholars internationally in fields of TESL, multilingualism and second language acquisition, sociolinguistics, contact-language linguistics, and language planning.

October 2010: 6 x 9: 208pp
Hb: 978-0-415-87181-5: **\$135.00**
Pb: 978-0-415-87182-2: **\$44.95**

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NEW

Early Biliteracy

Identity, Ideology, and Learning to Read and Write in Multiple Languages

Bobbie Kabuto, Queens College/City University of New York, USA

Through the real-life context of one child learning to be bilingual and biliterate, this book raises questions and provides a context for pre-service and practicing teachers to understand and reflect on how children learn to read and write in multiple languages. Highlighting the social and cognitive advantages of biliteracy, its purpose is to help teachers better understand the complexity by which young children become biliterate as they actively construct meaning and work through tensions resulting from their everyday life circumstances. Perspectives regarding identity and language ideologies are presented to help teachers refine their own pedagogical approaches to teaching linguistically diverse children. Readers are engaged in understanding early biliteracy through a process of articulating and questioning their own assumptions and beliefs about learning in multiple languages and literacies.

Pedagogical features in each chapter:

- 'Reaction' sections involve readers in synthesizing their initial thoughts and in analyzing and drawing conclusions based on documentary data from on a longitudinal case study of a bilingual and biliterate child
- 'Suggested Activities' encourage teachers to connect the content of the chapter with their own experiences with multilingual children and/or classrooms
- 'Further Reading' lists suggest resources for additional information about the themes presented in each chapter.

June 2010: 6 x 9: 152pp
Hb: 978-0-415-87179-2: **\$135.00**
Pb: 978-0-415-87180-8: **\$41.95**

For more information, visit:
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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**, The City University of New York, USA and **Kayhan Irani**, Artist and Activist, USA



This is a powerful collection of essays about community-based projects where storytelling is used as a strategy for speaking out for justice. Collectively these narratives demonstrate the contemporary power of stories to stimulate engagement.

2008: 6 x 9: 280pp
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Pb: 978-0-415-96080-9: **\$33.95**
eBook: 978-0-203-92806-6

For more information, visit:
www.routledge.com/9780415960809

NEW

Romani Writing

Literacy, Literature and Identity Politics

Paola Toninato, University of Warwick, UK

Series: Routledge Research in Literacy

Paola Toninato challenges common and popular depictions of Roma (commonly known as 'Gypsies') literacy by examining Roma literacy rates and the Roma's deep understanding of literacy and its implications, including the use of writing for a range of different purposes.

May 2010: 6 x 9: 176pp
Hb: 978-0-415-80590-2: **\$95.00**

For more information, visit:
www.routledge.com/9780415805902

NEW

Ethnography and Language Policy

Edited by **Teresa L. McCarty**, Arizona State University, USA

Illuminating, through ethnographic inquiry, how individual agents 'make' language policy in everyday social practice, this volume advances the growing field of language planning and policy using a critical sociocultural and ethnographic approach. From this perspective, language policy is conceptualized not only as official acts and documents, but as modes of human interaction, negotiation, and production mediated by relations of power. The central theme is that decisions about language, whether officially sanctioned or not, are at the heart of their struggles for equality, justice, and human rights. Using this conceptual framework, the volume addresses a variety of pressing language policy and planning issues: the impacts of globalization, diaspora, and transmigration on language practices and policies; language shift, endangerment, and revitalization; medium-of-instruction policies; heritage-language maintenance; literacy and biliteracy; language and ethnic/national identity; and the tensions inherent in conducting language planning and policy research. These issues are contextualized in case studies by leading scholars in the field.

Extending previous work in the field, tapping into leading-edge interdisciplinary scholarship, and charting new directions, *Ethnography in Language Policy*:

- joins language policy research with ethnographic methods and modes of analysis
- takes a sociocultural approach to exploring how policy is enacted in everyday social practice
- is both deeply local and broadly comparative, probing cases in-depth while offering parallels and contrasts from the Americas, Europe, Africa, the Pacific, and South Asia
- exemplifies an ethnography for social justice allied with the interests of the communities with whom researchers work.

Recognizing that language policy is not merely or even primarily about language per se, but rather about power relations that privilege some languages and speech communities while marginalizing others, this volume seeks to expand policy discourses in ways that lead to social justice for all.

June 2010: 6 x 9: 240pp
Hb: 978-0-415-80139-3: **\$135.00**
Pb: 978-0-415-80140-9: **\$42.95**

For more information, visit:
www.routledge.com/9780415801409

NEW

Language as a Local Practice

Alastair Pennycook, University of Technology, Sydney, Australia

Language as a Local Practice addresses the questions of language, locality and practice as a way of moving forward in our understanding of how language operates as an integrated social and spatial activity.

By taking each of these three elements – language, locality and practice – and exploring how they relate to each other, *Language as a Local Practice* opens up new ways of thinking about language. It questions assumptions about languages as systems or as countable entities, and suggests instead that language emerges from the activities it performs. To look at language as a practice is to view language as an activity rather than a structure, as something we do rather than a system we draw on, as a material part of social and cultural life rather than an abstract entity.

Language as a Local Practice draws on a variety of contexts of language use, from bank machines to postcards, Indian newspaper articles to fish-naming in the Philippines, urban graffiti to mission statements, suggesting that rather than thinking in terms of language use in context, we need to consider how language, space and place are related, how language creates the contexts where it is used, how languages are the products of socially located activities and how they are part of the action.

Language as a Local Practice will be of interest to students on advanced undergraduate and post graduate courses in Applied Linguistics, Language Education, TESOL, Literacy and Cultural Studies.

March 2010: 6-1/4 x 9-1/4: 224pp
Hb: 978-0-415-54750-5: **\$115.00**
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NEW

Storytelling for Social Justice

Connecting Narrative and the Arts in Antiracist Teaching

Lee Anne Bell, Barnard College, USA

Series: Teaching/Learning Social Justice

Storytelling for Social Justice explores the connections between how the way we talk about race and racism affects the actions we are willing to take to address racial injustice. Through accessible language and candid discussions, this book provides strategies for developing a more critical understanding of how racism operates culturally and institutionally in our society. Illustrated throughout with examples drawn from high school classrooms, teacher education programs, and K-12 professional development programs, this book provides tools for teaching about racism through story and the arts.

Whether you are working with youth activists around issues of racism and social justice, creating curriculum across the studies sciences and humanities or beyond, the innovative model presented in *Storytelling for Social Justice* offers a stronger and more consistent critique of racism and more dynamic and hopeful strategies for eradicating it in our interactions and social institutions.

April 2010: 6 x 9: 144pp
Hb: 978-0-415-80327-4: **\$135.00**
Pb: 978-0-415-80328-1: **\$31.95**

For more information, visit:
www.routledge.com/9780415803281

NEW

Negotiating Language Policies in Schools

Educators as Policymakers

Edited by **Kate Menken**, Queens College/City University of New York, USA and **Ofelia Garcia**, Graduate Center of the City University of New York, USA

'The wisdom encompassed in these essays is tellingly international in scope, usefully pedagogical in orientation, and solidly grounded in the authors' decades of experience.' – Nancy Hornberger, *From the Foreword*

'An especially timely contribution in light of the growing impact of transmigration and globalization in education systems around the world.' – Teresa McCarty, *Arizona State University, USA*

Educators are at the epicenter of language policy in education. This book explores how they interpret, negotiate, resist, and (re)create language policies in classrooms. Bridging the divide between policy and practice by analyzing their interconnectedness, it examines the negotiation of language education policies in schools around the world, focusing on educators' central role in this complex and dynamic process.

Each chapter shares findings from research conducted in specific school districts, schools, or classrooms around the world and then details how educators negotiate policy in these local contexts. Discussion questions are included in each chapter. A highlighted section provides practical suggestions and guiding principles for teachers who are negotiating language policies in their own schools.

March 2010: 6 x 9: 296pp
Hb: 978-0-415-80207-9: **\$135.00**
Pb: 978-0-415-80208-6: **\$48.95**
eBook: 978-0-203-85587-4

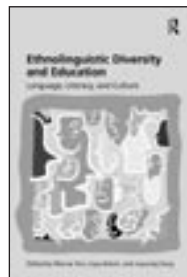
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NEW

Ethnolinguistic Diversity and Education

Language, Literacy, and Culture

Edited by **Marcia Farr**, Ohio State University, USA, **Lisya Seloni**, Indiana University of Pennsylvania, USA and **Juyoung Song**, University of California at San Diego, USA



In recent decades, the linguistic and cultural diversity of school populations in the United States and other industrialized countries has rapidly increased along with globalization processes. At the same time, schooling as it is currently constituted continues to be ineffective for large numbers of students. Exploring crucial issues that emerge at the intersection of linguistic

diversity and education, this volume:

- provides an up-to-date review of sociolinguistic research and practice aimed at improving education for students who speak vernacular varieties of US English, English-based Creole languages, and non-English languages
- explores the impact of dialect differences and community languages on ethnolinguistically diverse students' academic achievement
- challenges the dominant monolingual Standard language ideology
- presents sociolinguistically based approaches to language and literacy education that acknowledge and build on the linguistic and cultural resources students bring into the school.

Throughout, the authors argue for the application of research-based knowledge to the dire situation (as measured by school failure and drop-out rates) of many ethnolinguistic populations in US schools. The overall aim of the volume is to heighten acknowledgement and recognition of the linguistic and cultural resources students bring into the schools and to explore ways in which these resources can be used to extend the sociolinguistic repertoires, including academic English, of all students.

December 2009: 6 x 9: 288pp
Hb: 978-0-415-80278-9: **\$135.00**
Pb: 978-0-415-80279-6: **\$42.95**
eBook: 978-0-203-86344-2

For more information, visit:
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NEW

Official Portraits and Unofficial Counterportraits of 'At Risk' Students

Writing Spaces in Hard Times

Richard J. Meyer, University of New Mexico, USA



This book chronicles fifth and sixth grade writers – children of gang members, drug users, poor people, and non-documented and documented immigrants – in a rural school in the southwest US coming into their voices, cultivating those voices, and using those voices in a variety of venues, beginning with the classroom community and spreading outward.

At the heart of this book is the cultivation of tension between official and unofficial portraits of these students. Official portraits are composed of demographic data, socioeconomic data, and test results. Unofficial counterportraits offer different views of children, schools, and communities. The big ideas of official and unofficial portraits are presented, then each chapter offers data (the children's and teachers' processes and products) and facets of the theoretical construct of counterportraits, as a response to official portraits. The counterportraits are built slowly in order to base them in evidence and to articulate their complexity.

Many teachers and soon-to-be teachers facing the dilemmas and complexities of teaching in diverse classrooms have serious questions about how to honour students' lives outside of school, making school more relevant. This book offers evidence to present to public, legislators, and the press as a way of talking back to official portraits, demonstrating that officially failing schools are not really failing – evidence that is crucial for the survival of public schools.

November 2009: 6 x 9: 312pp
Hb: 978-0-415-87123-5: **\$140.00**
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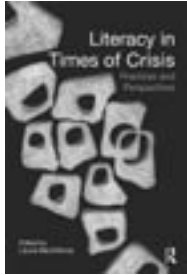
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NEW

Literacy in Times of Crisis

Practices and Perspectives

Edited by **Laurie MacGillivray**, University of Memphis, USA

'Fresh, provocative, timely, and important, this volume extends the field of sociocultural literacies in new directions.' – Marjorie Faulstich Orellana, University of California, USA

On the frontline of critical issues in education today, this book covers new ground for teachers and teacher educators for whom crisis is a daily part of their work. It explores the relationship between crisis and literacy in order to:

- improve educators' ability to recognize, cope with, and avoid crisis
- advance understanding of the dynamic relationship between crisis and cultural, historical, and political literacy practices
- contribute to a deeper theoretical understanding of literacy practices as they are situated in social practices.

The types of crises addressed are diverse, including natural disaster, cultural and community disjunction, homelessness, family upheaval, teen pregnancy, and disability. Along with nine empirical studies, a teacher early in her career, a veteran teacher, and teacher educators share their perspectives in commentary sections at the opening and conclusion of the book in order to provide applications to their specific fields.

November 2009: 6 x 9: 216pp
Hb: 978-0-415-87163-1: **\$135.00**
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Language and Power

A Resource Book for Students

Paul Simpson and Andrea Mayr, both at Queen's University, Belfast, UK

Series: *Routledge English Language Introductions**Language and Power:*

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- includes readings from works by seminal figures in the field, such as Roger Fowler, Deborah Cameron and Teun van Dijk
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- is accompanied by a supporting website that aims to challenge students at a more advanced level and features a complete four-unit chapter which includes activities, a reading and suggestions for further work: www.routledge.com/textbooks/reli.

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NEW

Linguistic Imperialism Continued

Robert Phillipson, Copenhagen Business School, Denmark



'Robert Phillipson has made, and continues to make, a major contribution to our understanding of the social construction of English as a 'world language' representing potent symbolic capital within the global cultural economy.' – Naz Rassool, University of Reading, UK

'[A] major contribution to critical sociolinguistics.' – Probal Dasgupta, Indian Statistical Institute, Kolkata

Statistical Institute, Kolkata

'Phillipson's work is not only thought-provoking and ground-breaking, but it gets to the very heart of some of the key issues around the global dominance of English in the world.' – Peter Martin, University of East London, UK

This volume brings together key writings since the 1992 publication of *Linguistic Imperialism*, Robert Phillipson's controversial benchmark volume, which triggered a major re-thinking of the English teaching profession by connecting the field to wider political and economic forces. Analyzing how the global dominance of English in all domains of power is maintained, legitimized and persists in the twenty first century, *Linguistic Imperialism Continued* reflects and contributes in important ways to understanding these developments.

January 2010: 5-1/2 x 8-1/2: 416pp
Pb: 978-0-415-87201-0: **\$52.95**
For more information, visit:
www.routledge.com/9780415872010

This book is not available for sale in India, Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan.

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Language and Media

A Resource Book for Students



Alan Durant, Middlesex University, UK and
Marina Lambrou, Kingston University, UK

Series: *Routledge English Language Introductions*



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Written by two experienced teachers and authors, this accessible textbook is an essential resource for all students of English language and linguistics.

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Just A Phrase I'm Going Through

My Life in Language

David Crystal



David Crystal is synonymous with language, both as a great populariser and linguistic pioneer, and his contribution to the field is unparalleled. This is a book not just for students and teachers but for all lovers of language.

Both an autobiography and a highly accessible introduction to the field of linguistics, *Just A Phrase I'm Going Through*

illuminates and entertains us with its many insights into the ever-fascinating subject of language.

For more about David Crystal at Routledge, visit:
www.routledge.com/textbooks/9780415485746.

April 2009: 6-1/4 x 9-1/4: 304pp
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Pb: 978-0-415-48574-6: **\$26.95**

For more information, visit:
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Designing Socially Just Learning Communities

Critical Literacy Education Across the Lifespan

Rebecca Rogers, University of Missouri-St. Louis, USA, Mary Ann Kramer, St. Louis Public Schools, USA, Melissa Mosley, University of Texas at Austin, USA and The Literacy for Social Justice Teacher Research Group, University of Missouri-St. Louis, USA



Demonstrating the power and potential of educators working together to use literacy practices that make changes in people's lives, this collaboratively written book blends the voices of participants in a teacher-led professional development group to provide a truly lifespan perspective on designing critical literacy practices. It joins these educators' stories with the history and practices of the

group – K-12 classroom teachers, adult educators, university professors, and community activists who have worked together since 2001 to better understand the relationship between literacy and social justice. Exploring issues such as gender equity, linguistic diversity, civil rights and freedom and war, the book showcases teachers' reflective practice in action and offers insight into the possibilities and struggles of teaching literacy through a framework of social justice.

Designing Socially Just Learning Communities models an innovative form of professional development for educators and researchers who are seeking ways to transform educational practices. The teachers' practices and actions – in their classrooms and as members of the teacher research group – will speak loudly to policy-makers, researchers, and activists who wish to work alongside them.

March 2009: 6 x 9: 248pp
Hb: 978-0-415-99759-1: **\$135.00**
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2nd Edition

Language & Gender

Angela Goddard, York St. John University, UK and Lindsey Mean, Arizona State University, USA

Series: *Intertext*



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2008: 6-3/4 x 9-3/4: 160pp
Pb: 978-0-415-46663-9: **\$27.95**

For more information, visit:
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Generation 1.5 in College Composition

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

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



Building on the work that has been done over the past decade, 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. *Generation 1.5 in College Composition*:

- is designed to help both scholars and practitioners reconceptualize 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 preservice and inservice teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

February 2009: 6 x 9: 288pp
Hb: 978-0-8058-6442-7: **\$150.00**
Pb: 978-0-8058-6443-4: **\$46.95**
eBook: 978-0-203-88569-7

For more information, visit:
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Grassroots Literacy

Writing, Identity and Voice in Central Africa

Jan Blommaert, University of Jyväskylä, Finland

Series: *Literacies*



What effect has globalization had on our understanding of literacy? *Grassroots Literacy* 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.

2008: 6-1/4 x 9-1/4: 240pp
Hb: 978-0-415-42631-2: **\$145.00**
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Affirming Students' Right to Their Own Language

Bridging Language Policies and Pedagogical Practices

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



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

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/

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.

2008: 6 x 9: 448pp
Hb: 978-0-8058-6348-2: **\$145.00**
Pb: 978-0-8058-6349-9: **\$44.95**
eBook: 978-0-203-86698-6

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Black Literate Lives

Historical and Contemporary Perspectives

Maisha T. Fisher, Emory University, USA

Series: *Critical Social Thought*



Black Literate Lives offers an innovative approach to understanding the complex and multi-dimensional perspectives of Black literate lives in the United States. Maisha T. Fisher reinterprets historiographies of Black self-determination and self-reliance to powerfully interrupt stereotypes of African American literacy practices. The book expands the standard definitions of literacy practices to

demonstrate the ways in which 'minority' groups keep their cultures and practices alive in the face of oppression, both inside and outside of schools. This important addition to critical literacy studies:

- demonstrates the relationship of an expanded definition of literacy to self-determination and empowerment
- exposes unexpected sources of Black literate traditions of popular culture and memory
- reveals how spoken word poetry, open mic events, and everyday cultural performances are vital to an understanding of Black literacy in the twenty-first century.

By centering the voices of students, activists, and community members, *Black Literate Lives* ultimately uncovers memory while illuminating the literate and literary contributions of Black people in America.

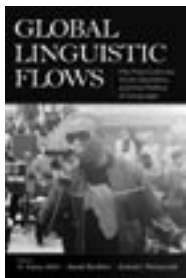
2008: 6 x 9: 200pp
Hb: 978-0-415-95864-6: **\$125.00**
Pb: 978-0-415-95865-3: **\$36.95**
eBook: 978-0-203-89045-5

For more information, visit:
www.routledge.com/9780415958653

Global Linguistic Flows

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

Edited by **H. Samy Alim**, Stanford University, USA, **Awad Ibrahim**, University of Ottawa, Ontario and **Alastair Pennycook**, University of Technology, Sydney, 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, 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.

2008: 6 x 9: 272pp
Hb: 978-0-8058-6283-6: **\$140.00**
Pb: 978-0-8058-6285-0: **\$43.95**
eBook: 978-0-203-89278-7

For more information, visit:
www.routledge.com/9780805862850

Language and Interaction

An Advanced Resource Book

Richard F. Young, University of Wisconsin Madison, USA

Series: *Routledge Applied Linguistics*



Language and Interaction:

- introduces key concepts in language and social interaction
- describes how individuals develop skills in social interaction and shows how people create identities through their use of language
- brings together essential readings in anthropology, discourse studies and sociology.

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.

The accompanying website to this book can be found at:
www.routledge.com/textbooks/9780415385534.

2008: 6-3/4 x 9-3/4: 352pp
Hb: 978-0-415-38552-7: **\$135.00**
Pb: 978-0-415-38553-4: **\$39.95**

For more information, visit:
www.routledge.com/9780415385534

The Home-School Connection

Lessons Learned in a Culturally and Linguistically Diverse Community

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



The Project FLAME program used as the 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 volume 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.

2008: 6 x 9: 192pp
Hb: 978-0-8058-5784-9: **\$140.00**
Pb: 978-0-8058-5785-6: **\$43.95**
eBook: 978-0-203-86700-6

For more information, visit:
www.routledge.com/9780805857856

Cultures, Contexts, and World Englishes

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

Series: *ESL & Applied Linguistics Professional Series*



This volume aims to familiarize 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 emphasizes that effective communication among users of different Englishes requires awareness of the varieties in use and their cultural, social, and ideational functions.

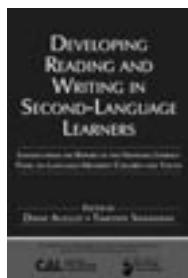
2008: 6 x 9: 256pp
Hb: 978-0-8058-4732-1: **\$140.00**
Pb: 978-0-8058-4733-8: **\$41.95**
eBook: 978-0-203-89134-6

For more information, visit:
www.routledge.com/9780805847338

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



This book is a shorter version of the full volume *Developing Literacy in Second-Language Learners* reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. The Panel – a distinguished group of expert researchers in reading, language, bilingualism, research methods, and education – was appointed to identify, assess, and synthesize research on the

literacy education of language-minority children and youth. In this book, chapters adapted from the original report concisely summarize what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment.

2007: 6 x 9: 336pp
Hb: 978-0-8058-6208-9: **\$140.00**
Pb: 978-0-8058-6209-6: **\$25.95**
eBook: 978-0-203-93760-0

For more information, visit:
www.routledge.com/9780805862096

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

2006: 7 x 10: 688pp
Hb: 978-0-8058-6076-4: **\$275.00**
Pb: 978-0-8058-6077-1: **\$69.95**
eBook: 978-1-4106-1423-0

For more information, visit:
www.routledge.com/9780805860771

ADULT LITERACY AND LEARNING

NEW

Improving Literacy at Work

Alison Wolf and **Karen Evans**, Institute of Education, London, UK

Series: Improving Learning

This book comes at a time when there is continuing policy interest in how to improve basic skills of adults at work. The core of this interest is improving literacy at work and this book will be essential reading for all those concerned with both policy and practice in this area. While the authors build on detailed research from the UK, the issue is a universal one, and rising skill requirements means the conclusions drawn will be of equal interest elsewhere in Europe, USA, Canada, Australia and New Zealand (especially as the project team are already discussing policy options in this area in a number of countries). The research also has very direct implications and practical relevance for teaching and learning as this valuable book will provide tutors with clear guidelines and advice on exactly what is effective provision and how best to support learners at work.

While the authors' central objective has been to identify when and how workplace programs are effective in improving adults' basic skills, as well as their effects on other life-course variables (employment stability, promotion, enrolment in further educational programs) and to examine the impact on enterprises of sponsoring such programs, the book is able to draw on a unique research base designed longitudinally to gain longer-term perspectives and deeper insights into both the trajectories of learners/employees and the features of the organizations and workplaces than are possible or available through short term evaluations.

April 2010: 5-1/2 x 8-1/2: 176pp
Hb: 978-0-415-54868-7: **\$125.00**
Pb: 978-0-415-54872-4: **\$41.95**

For more information, visit:
www.routledge.com/9780415548724

FORTHCOMING IN 2011

Understanding Advanced Second Language Reading

Elizabeth Bernhardt, Stanford University, USA

What distinguishes this book is its broad, yet thorough, view of theory, process, and research on adult second-language reading. Offering extensive discussions of upper-register second-language texts (both expository and narrative) that adult second-language readers encounter daily across the globe, it also presents an assessment schema for second-language text comprehension as well as for the assessment of teaching.

October 2011: 6 x 9: 216pp
Hb: 978-0-415-87909-5: **\$135.00**
Pb: 978-0-415-87909-5: **\$44.95**
eBook: 978-0-203-85240-8

For more information, visit:
www.routledge.com/9780415879095

Handbook of Research on Adult Learning and Development

Edited by **M. Cecil Smith** with **Nancy DeFrates-Densch**, both at Northern Illinois University, USA



The time is right for this comprehensive, state-of-the-art *Handbook* that analyzes, integrates, and summarizes theoretical advances and research findings on adult development and learning – a rapidly growing field reflecting demographic shifts toward an aging population in Western societies. Featuring contributions from prominent

scholars across diverse disciplinary fields (education, developmental psychology, public policy, gerontology, neurology, public health, sociology, family studies, and adult education), the volume is organized around six themes:

- theoretical perspectives on adult development and learning
- research methods in adult development
- research on adult development
- research on adult learning
- aging and gerontological research
- policy perspectives on aging.

The *Handbook* is an essential reference for researchers, faculty, graduate students and practitioners whose work pertains to adult and lifespan development and learning.

2008: 7 x 10: 832pp
Hb: 978-0-8058-5819-8: **\$275.00**
Pb: 978-0-8058-5820-4: **\$99.95**
eBook: 978-0-203-88788-2

For more information, visit:
www.routledge.com/9780805858204

Tracking Adult Literacy and Numeracy Skills

Findings from Longitudinal Research

Edited by **Stephen Reder**, Portland State University, USA and **John Bynner**, City University London, UK

Series: Routledge Research in Education



Poor literacy and numeracy skills of adults remain substantial problems in today's societies. This volume examines this issue through an analysis of adult education programs and their impact on basic skills development. The contributors offer far-reaching conclusions about what works and for what reasons in addressing adult literacy and numeracy.

2008: 6 x 9: 412pp
Hb: 978-0-415-95858-5: **\$95.00**
eBook: 978-0-203-88888-9

For more information, visit:
www.routledge.com/9780415958585

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CLASSROOM PRACTICE

NEW

Becoming a Teacher Researcher in Literacy Teaching and Learning

Strategies and Tools for the Inquiry Process

Edited by **Christine C. Pappas** and **Eli Raymond-Tucker**, University of Illinois at Chicago, USA

This practical, 'how-to' text, informed by current ideas on teacher research, outlines and illustrates strategies and experiences to foster literacy teachers' abilities to conduct action research in their classrooms or schools. *Becoming a Teacher Researcher in Literacy Teaching and Learning*:

- covers the teacher research process from the initial proposal to writing up the report
- illustrates a range of literacy topics in reading and writing and grade levels
- features voices of teacher researchers who have gone through the process, and their candid remarks about how activities helped (or not)
- offers ideas and examples on writing up the genre of teacher research as publishable or presentable work, emphasizing how to provide a credible account that incorporates not only successes, new understandings, and triumphs, but also the 'bumps,' tensions, and vulnerabilities in the process
- addresses important concepts in teacher inquiry methodology by showing how teacher-researchers operationalized and lived them in their inquiries
- discusses ethical issues involved in teacher research
- includes forms readers can duplicate for use, and provides space for users to jot down their own reactions, responses, and questions.

December 2010: 8-1/2 x 11: 264pp
Hb: 978-0-415-99620-4: **\$125.00**
Pb: 978-0-415-99621-1: **\$34.95**

For more information, visit:
www.routledge.com/9780415996211

NEW

Learning to Read the Numbers

Critical Quantitative Literacy for K-8 Teaching and Learning

Phyllis A. Whitin and **David J. Whitin**, both at Wayne State University, USA

Being a critical reader of data is an integral part of being fully literate in today's information age. Children need to know how to challenge conclusions, uncover assumptions, and analyze how data can both reveal and conceal certain kinds of relationships. This text shows prospective and practicing K-8 teachers how to help students develop a critical perspective involving knowledge of essential skills and concepts in both mathematics and language, and the ability to use this knowledge to both effectively compose statistical texts and critique the texts of others.

Data-related texts are multimodal, incorporating language, as well as visual and numerical information. Arguing that these texts, like all texts, must be interrogated for their biases and limitations, and underscoring the interdisciplinary importance of this stance by drawing on theoretical perspectives from both the fields of language and mathematics, *Learning to Read the Numbers*:

- uniquely addresses both mathematics and language issues as they relate to developing a critical perspective toward data-related texts in the elementary classroom
- presents a heuristic outlining key parts of the data-gathering process and important questions that teachers can pose to nurture this critical orientation
- examines the dimensions of this process in depth, drawing on examples from a range of elementary school classes, as well as some examples from the media
- suggests questions that teachers might consider as they think about fostering a critical perspective in their classrooms
- features a close look at a fifth grade class as it engages in a long-term study of the school lunch program – their experience illustrates how the various aspects of the heuristic are developed over time.

Engaging, concise, rich with examples and clear connections to classroom practice, this text is designed for teacher education courses in the areas of language arts, mathematics, and curriculum studies, and for elementary teachers, administrators, and literacy and mathematics coaches.

November 2010: 6 x 9: 160pp
Hb: 978-0-415-87430-4: **\$135.00**
Pb: 978-0-415-87431-1: **\$34.95**

For more information, visit:
www.routledge.com/9780415874311

NEW

4th Edition

Language Knowledge for Primary Teachers

Angela Wilson and **Julie Scanlon**, Manchester Metropolitan University, UK

Teaching children to develop as language users is one of the most important tasks of a primary teacher, yet the evidence suggests that many primary teachers still begin their careers with a low knowledge base. Fully revised in line with the new primary curriculum, this book offers language knowledge in a reader-friendly and accessible way. It shows teachers how a more explicit knowledge of language can enrich their own and their children's spoken English and their reading and writing of a range of texts. It will give teachers confidence as they approach the task of developing children's enjoyment of, and power to use, language of all kinds.

This book clearly explores:

- the importance of subject knowledge for supporting children in language and literacy
- language knowledge within the context of authentic and meaningful texts
- the links between subject knowledge and real teaching situations.

This book will appeal to all trainee and newly qualified primary teachers needing to achieve both the demands of a subject knowledge for QTS and a firm understanding of the National Literacy Strategy and new primary curriculum.

New to this edition:

- a new chapter exploring the characteristics of talk and dialogic learning
- increased emphasis on ICT and extended coverage of multimedia
- extended section on phonics
- increased 'cross-curricular studies' emphasis.

November 2010: 6-3/4 x 9-3/4: 224pp
Hb: 978-0-415-56481-6: **\$130.00**
Pb: 978-0-415-56480-9: **\$41.95**

For more information, visit:
www.routledge.com/9780415564809

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NEW

Beyond Early Literacy

A Balanced Approach to Developing the Whole Child

Janet B. Taylor, Auburn University, USA,
N. Amanda Branscombe, Athens State University, USA,
Jan Burcham, Columbus State University, USA
 and **Lilli Land**, Auburn University, USA

For early childhood classrooms – where curriculum is increasingly shaped by standards and teachers are pressed for time – this book offers a literacy method that goes beyond simply developing language arts skills. Known as the Shared Journal, this process promotes young children's communication and language abilities, their writing skills, a sense of community, a grasp of diverse social and cultural worlds, and an understanding of fairness, history, counting, numeracy, and time. Pairing interactive talk with individual writing in the classroom community, this rich method develops the whole child.

Special features include:

- a companion website with templates, additional resources, and video clips of in-classroom teaching and examples of exciting ways to use new technologies
- children's artifacts, interactive white board strategies, sample lesson plans, and templates throughout the book
- strategies and suggestions from classroom teachers.

Framed by current theory and research, this book also features strategies from on-the-ground teachers who have used the process with their students. This is a fantastic resource for use in early childhood education courses in emergent literacy, language arts, and curriculum.

The accompanying website to this book can be found at:
www.routledge.com/textbooks/9780415874441.

August 2010: 7 x 10: 208pp
 Hb: 978-0-415-87443-4: **\$140.00**
 Pb: 978-0-415-87444-1: **\$31.95**
 eBook: 978-0-203-85311-5

For more information, visit:
www.routledge.com/9780415874441



NEW

Speaking and Listening Across the Curriculum

Talk for Learning at Key Stage 2

Lyn Dawes, Northampton University, UK and
 Cambridge University, UK

Providing children with opportunities to talk about their learning enables teachers to hear what children are thinking. Talking with one another allows children to question, elaborate, and reflect. Talk is motivating and involving, and helps children to think and learn. And yet it is difficult to organise such talk in a classroom. Children unaware of the importance of talk for learning may think of talk as 'just chat' – and learning falls away as they slip into social talk. This book provides teachers with strategies and resources to enable whole classes to work together through the medium of talk.

This book provides timely professional development for teachers. A focus on personalised learning makes it even more imperative that teachers have ways to access children's own ideas. Also, teaching, speaking, and listening can ensure that children know how and why to help one another to learn. Based on a theoretical approach underpinned by classroom research, the book offers a classroom-tested strategy for engaging children in their own learning. A consistent approach can bring coherence to discussion and dialogue so that such productive talk can go on in a classroom on an ordinary working day, tapping into the rich resources of children's minds.

May 2010: 8-1/4 x 11-3/4: 104pp
 Pb: 978-0-415-48151-9: **\$37.95**

For more information, visit:
www.routledge.com/9780415481519

NEW

2nd Edition

Teaching Literature to Adolescents

Richard Beach, University of Minnesota, USA,
Deborah Appleman, Carelton College, USA,
Susan Hynds, Syracuse University (Emerita), USA
 and **Jeffrey Wilhelm**, Boise State University, USA

This text for pre-service and in-service English education courses presents current methods of teaching literature to middle and high school students. The methods are based on social-constructivist/socio-cultural theories of literacy learning, and incorporate research on literary response conducted by the authors.

Teaching Literature to Adolescents – a new text that draws on ideas from the best selling textbook, *Teaching Literature in the Secondary School*, by Beach and Marshall – reflects and builds on recent key developments in theory and practice in the field, including:

- the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs, attitudes, and ideological perspectives encountered in literature
- organization of the literature curriculum around topics, themes, or issues
- infusion of multicultural literature and emphasis on how writers portray race, class, and gender differences
- use of drama as a tool for enhancing understanding of texts
- employment of a range of different ways to write about literature
- integration of critical analysis of film and media texts with the study of literature
- blending of quality young adult literature into the curriculum
- attention to students who have difficulty succeeding in literature classes due to reading difficulties, disparities between school and home cultures, attitudes toward school/English, or lack of engagement with assigned texts or response activities.

The interactive website contains recommended readings, resources, and activities; links to websites and PowerPoint presentations; and opportunities for readers to contribute teaching units to the website databases.

August 2010: 7 x 10: 296pp
 Hb: 978-0-415-87515-8: **\$135.00**
 Pb: 978-0-415-87516-5: **\$41.95**

For more information, visit:
www.routledge.com/9780415875165



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Online: www.routledge.com/education

NEW

Raising Literacy Achievement in the Primary School

Geoff Dean, Independent Literacy Consultant, UK

Raising Literacy Achievement in the Primary School focuses on identifying pupils who demonstrate outstanding ability in language, literacy and communication skills, and developing strategies to enable their progression in reading and writing. Taking into account recent changes in technology and their impact upon text construction, the author covers a range of multimedia methods of communication, including blogs and podcasts, along with more conventional prose, screenplays and poetry, to develop activities and exercises for gifted and talented pupils.

Incorporating a critique of school policies and an exploration of attitudes towards gifted and talented pupils, with practical ideas for the classroom, this book covers:

- how to identify more able pupils
- working with parents and engaging them in their children's learning
- personalised learning for gifted and talented pupils
- assessment for learning
- benchmarks for more able pupils
- practical suggestions for challenging pupils.

This book offers invaluable advice for undergraduates, gifted and talented coordinators and practising teachers who wish to identify, develop and encourage those pupils who are gifted and talented in English, and raise expectations and standards throughout the school.

October 2010: 6-3/4 x 9-3/4: 156pp
Hb: 978-0-415-55871-6: **\$125.00**
Pb: 978-0-415-55872-3: **\$41.95**

For more information, visit:
www.routledge.com/9780415558723

NEW

Literacy in Action: Football

24 Flexible Lessons for Ages 9-11

Heather Butler, Freelance Writer, UK

This unique classroom resource contains twenty lesson plans, each structured like a football match with warm-up sessions, first half, a half-time pep talk followed by the second half and post-match analysis. For an hour, transform your classroom into Wembley stadium!

Each, detailed lesson plan includes:

- short, kinaesthetic, focussed tasks with instant feedback and praise
- speaking and listening exercises – children engage in talking and collaborative work before finally completing a writing task
- key points from research into boys' writing in special notes for teachers
- alternative tasks available throughout for those not interested in football
- differentiated material for a wide ability range.

May 2010: 6-3/4 x 9-3/4: 156pp
Hb: 978-0-415-56486-1: **\$130.00**
Pb: 978-0-415-56485-4: **\$37.95**

For more information, visit:
www.routledge.com/9780415564854

NEW

Language and Literacies in the Primary School

Colin Mills, University of Manchester, UK,
Robyn Cox, University of Worcester, UK and
Gemma Moss, Institute of Education, University of London, UK

Language and Literacies in the Primary School offers a cutting edge review of recent research and policy initiatives in the field of primary school literacy from the UK, the US, and around the world. Leading international researchers give accounts of their work, their key theoretical perspectives, and ways of working in order to: enable teachers, trainee teachers, researchers and academics to take stock of important policy and practice shifts in the field.

Key features include:

- useful interchapters as guides through thinking and writing
- annotated booklists for further reading.

Offering a robust overview of key policy and practice changes, the contributors link research with practice, giving readers an evaluative and reflective viewpoint on recent policies. This book will appeal to all those working and researching in the field of primary literacy.

December 2010: 6-1/4 x 9-1/4: 250pp
Hb: 978-0-415-47202-9: **\$150.00**
Pb: 978-0-415-47203-6: **\$42.95**

For more information, visit:
www.routledge.com/9780415472036

NEW

Adventure Stories for Reading, Learning and Literacy

Cross-Curricular Resources for the Primary School

Mal Leicester, University of Nottingham, UK and
Roger Twelvetrees

Adventure Stories for Reading, Learning and Literacy takes a unique approach to cross-curricular teaching in the primary classroom. Providing eight original adventure stories, the authors build up a suite of resources and activities for teachers to use in the classroom, providing cross curricular links in line with the PNS framework, to literacy, science, PE, design and technology, numeracy, geography and history. The stories are written to appeal to boys, who are known to achieve less highly than girls in reading and writing, and include themes such as:

- racing cars
- steam engines
- football and sport
- space travel.

Each story is linked explicitly to moral and social values, and can be used to reinforce citizenship, PHSE and SEAL initiatives in primary schools. With photocopiable resources for each story, this book offers instant ideas which can be implemented easily in teacher's plans and in the classroom, and will appeal to all busy teachers, NQTs and teachers in training.

March 2010: 6-3/4 x 9-3/4: 160pp
Hb: 978-0-415-55995-9: **\$125.00**
Pb: 978-0-415-55996-6: **\$39.95**

For more information, visit:
www.routledge.com/9780415559966

NEW

Interdisciplinary Perspectives on Learning to Read

Culture, Cognition and Pedagogy

Edited by **Kathy Hall**, University College Cork, Ireland, **Usha Goswami**, University of Cambridge, UK, **Colin Harrison**, University of Nottingham, UK, **Sue Ellis**, University of Strathclyde, UK and **Janet Soler**, The Open University, UK

Series: Routledge Psychology in Education

Interdisciplinary Perspectives on Learning to Read brings together different disciplinary perspectives and studies on reading for all those who seek to extend and enrich the current practice, research and policy debates. The breadth of knowledge that underpins pedagogy is a central theme and the book will help educators, policymakers and researchers understand the full range of research perspectives that must inform decisions about the development of reading in schools. The book offers invaluable insights into learners who do not achieve their full potential. The chapters have been written by key figures in education, psychology, sociology and neuroscience, and promote discussion of:

- comprehension
- gender and literacy attainment
- phonics and decoding
- digital literacy at home and school
- bilingual learners and reading
- dyslexia and special educational needs
- evidence-based literacy and visual texts.

March 2010: 6-1/4 x 9-1/4: 264pp
Hb: 978-0-415-56123-5: **\$130.00**
Pb: 978-0-415-56124-2: **\$47.95**
eBook: 978-0-203-85652-9

For more information, visit:
www.routledge.com/9780415561242

Writing Models Series

The **Writing Models** series provides a wealth of ideas and frameworks to help teachers cover every type of writing in their classroom. These titles help to cut lesson planning time by providing a series of models with key teaching points for different abilities.

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Now in a fully updated second edition, *Writing Models Year 3* provides:

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- poems to perform; shape poems; calligrams and cautionary poems
- adventures and mysteries; letter writing and script-writing
- reports and instructions; broadcasts; ICT-texts and persuasive scenarios.

Providing a bank of easy-to-use, photocopiable models for writing covering poetry, narrative and non-fiction, this book will help all teachers create enthusiastic and motivated writers.

October 2010: 8-1/4 x 11-3/4: 116pp
Pb: 978-0-415-47791-8: **\$33.95**

For more information, visit:

www.routledge.com/9780415477918

NEW

2nd Edition

Writing Models Year 5

Pie Corbett, Professional Writer and Poet, UK

Now in a fully updated second edition, *Writing Models Year 5* provides:

- novels and stories by significant children's authors
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- stories from other cultures; Older literature
- film and narrative; Dramatic conventions including TV and radio broadcasts
- classic/narrative poems and Choral and performance poems
- non-chronological reports, Instructions including ICT-texts
- recounts on MTP including new medial models.

October 2010: 8-1/4 x 11-3/4: 136pp
Pb: 978-0-415-47793-2: **\$33.95**

For more information, visit:

www.routledge.com/9780415477932

NEW

2nd Edition

Writing Models Year 6

Pie Corbett, Professional Writer and Poet, UK

Now in a fully updated second edition, *Writing Models Year 6* provides:

- a range of fiction genres such as traditional tale, fantasy, chatty style, horror and character story and parody
- a variety of texts by a significant children's authors to compare
- poems depicting the power of imagery and poems on a range of issues relevant to children
- biography and autobiography; journalistic writing including broadcasting and radio models
- formal writing including news report and consumer information; Impersonal writing including pamphlet and guide book models.

October 2010: 8-1/4 x 11-3/4: 128pp
Pb: 978-0-415-47794-9: **\$33.95**

For more information, visit:

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Pie Corbett, Professional Writer and Poet, UK

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- stories from other cultures
- stories that raise issues and dilemmas
- poems to explore form and performance poems
- stories set in imaginary worlds and plays
- newspaper reports
- ICT-texts and persuasive writing including a model based on a DVD.

October 2010: 8-1/4 x 11-3/4: 128pp
Pb: 978-0-415-47792-5: **\$33.95**

For more information, visit:

www.routledge.com/9780415477925

NEW

2nd Edition

Supporting Children's Reading

An INSET Course for Teaching Assistants and Volunteer Helpers

Margaret Hughes and **Peter Guppy**, Warwickshire Reading Support Services, UK

Series: *David Fulton / Nasen*

Being able to read is one of the most important skills in life and something we all want our children to achieve – for learning and for pleasure. *Supporting Children's Reading* gives you the understanding you need of the reading process to ensure that children are effectively supported in their reading journeys.

This practical programme draws on the authors' wealth of experience in delivering this kind of training and is an invaluable point of reference for anyone working with children to improve their reading. With the accompanying CD, it provides everything you need to deliver a bespoke training course tailored to meet your particular audience, including:

- succinct and clear explanations of how reading works
- time-saving resources such as photocopiable handouts and professionally designed visual display screens
- advice on helping children to improve both their decoding and comprehension skills
- guidance on strategies for helping a child deal with a problem word.

Supporting Children's Reading is an accessible, ready-to-use resource to support teachers working with teaching assistants, volunteer 'Reading Buddies' and parents, to provide training on how to share books and listen to readers effectively. It will be especially useful for adults working with children who, for whatever reason, need extra support in developing reading skills.

February 2010: 8-1/4 x 11-3/4: 112pp
Pb: 978-0-415-49836-4: **\$56.95**

For more information, visit:

www.routledge.com/9780415498364



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NEW

Teaching Language Arts to English Language Learners

Anete Vasquez, University of South Florida, USA,
Philip C. Smith, University of South Florida, USA and
Angela Hansen, Northern Arizona University, USA

Series: Teaching English Language Learners Across the Curriculum

Today's language arts classrooms increasingly include students for whom English is a second language. *Teaching Language Arts to English Language Learners* provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom. The authors offer proven techniques that teachers can readily use to teach reading, writing, grammar, and vocabulary as well as speaking, listening, and viewing skills. A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs. An annotated list of web and print resources completes the volume, making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction.

Special features include:

- over a dozen learning activities for each of the main areas of the language arts curriculum
- engaging vignettes vividly illustrate real-life interactions of teachers and ELLs in the classroom
- graphs, tables, and illustrations provide additional access points to the text in clear, meaningful ways.

February 2010: 7 x 10: 208pp

Hb: 978-0-415-99531-3: **\$135.00**

Pb: 978-0-415-99532-0: **\$36.95**

eBook: 978-0-203-85648-2

For more information, visit:

www.routledge.com/9780415995320

NEW

Thirty-Three Ways to Help with Spelling

Supporting Children who Struggle with Basic Skills

Heather Morris and Sue Smith

Series: Thirty-Three Ways to Help with....

Thirty-Three Ways to Help with Spelling equips teachers and teaching assistants with a wide range of practical resources to help children who are having difficulties learning the basic skills of spelling.

Offering a range of activities and games to engage children and encourage motivation in the classroom, this essential classroom companion provides ready-to-use material that doesn't need lengthy forward preparation. Activities include auditory and visual mnemonics, phonetics and tactile tasks.

The Routledge *'Thirty-Three Ways to help with...'* series of practical 'how-to' books is for primary teachers, teaching assistants and SENCOs who are in need of fresh ideas to teach pupils in their care who are struggling with basic skills. Aimed mainly at primary pupils, secondary teachers will also find this book invaluable to use with pupils who are falling behind. The series facilitates good inclusive provision and is a resource from which useful ideas and materials can be taken without having to plough through chapters of theory and research.

June 2010: 8-1/4 x 11-3/4: 120pp

Pb: 978-0-415-56080-1: **\$37.95**

For more information, visit:

www.routledge.com/9780415560801

NEW

Thirty-Three Ways to Help with Writing

Supporting Children who Struggle with Basic Skills

Raewyn Hickey, Teacher and Education Consultant, UK

Series: Thirty-Three Ways to Help with....

Thirty-Three Ways to Help with Writing equips teachers and teaching assistants with a wide range of practical resources to help children who are having difficulties learning the basic skills of writing.

Offering a range of activities and games to engage children and encourage motivation in the classroom, this essential classroom companion provides ready-to-use material that doesn't need lengthy forward preparation.

The Routledge *'Thirty-Three Ways to Help with...'* series of practical 'how-to' books is for primary teachers, teaching assistants and SENCOs who are in need of fresh ideas to teach pupils who are struggling with basic skills. Although aimed mainly at primary age pupils, secondary teachers will also find this book invaluable to use with pupils who are falling behind. The series facilitates good inclusive provision and is a resource from which useful ideas and materials can be taken without having to plough through chapters of theory and research.

February 2010: 8-1/4 x 11-3/4: 128pp

Pb: 978-0-415-55340-7: **\$35.95**

eBook: 978-0-203-85838-7

For more information, visit:

www.routledge.com/9780415553407

NEW

3rd Edition

Supporting Language and Literacy 0–5

A Practical Guide for the Early Years Foundation Stage

Suzi Clipson-Boyles, Deputy Director (Schools)
– Nord Anglia Inspections, UK

Supporting Language and Literacy 0–5 offers practical guidance for those supporting young children's language and literacy development. It describes the important features of early language development providing a clear and accessible theoretical framework illustrated by practical examples taken from a wide range of early years settings.

Linking directly to the Early Years Foundation Stage, the book focuses on the principles of inclusion, equality, individualised learning, planning, assessment and cross-curricular working that play a vital part in delivering the EYFS successfully. Additional features include:

- a range of reflective and interactive activities supported by photocopiable materials
- extension tasks for group training
- practical examples to link the theory to practice
- annotated further reading lists.

Supporting Language and Literacy 0–5 is an ideal handbook for trainers and trainees in local authorities, colleges and universities delivering courses such as BTEC, NVQ and NNEB. It is also a valuable resource for early years practitioners encouraging them to reflect on their own experiences and understand the direct impact they can have on children's learning.

February 2010: 8-1/4 x 11-3/4: 112pp

Pb: 978-0-415-55853-2: **\$37.95**

For more information, visit:

www.routledge.com/9780415558532

NEW

Choosing and Using Fiction and Non-Fiction 3–11

A Comprehensive Guide for Teachers and Student Teachers

Margaret Mallett, Fellow of the The English Association, UK

Choosing and Using Fiction and Non-Fiction 3–11 is a guide to the many kinds of text we want children to encounter, use and enjoy during their nursery and primary school years. Children's non-fiction literature – including autobiography, biography, information and reference texts – is given equal status with fiction – nursery rhymes, picturebooks, traditional tales, playscripts and poetry. The author addresses important issues and allows the voices of teachers, reviewers and children to be heard. The book supports teachers as they help children on their journey to becoming insightful and critical readers of non – fiction and sensitive and reflective readers of fiction.

It includes:

- help on using criteria to select quality texts of all kinds
- annotated booklists for each kind of text for different age groups
- suggestions for keeping a balance between print and screen-based texts
- case studies showing teachers and children using texts in interesting and imaginative ways to support learning in English lessons and across the curriculum
- advice on developing children's visual and multimodal literacy
- guidance on using the school library and embedding study skills in children's wider purposes and learning
- critiques of key theoretical perspectives and research projects.

Although the main readership will be primary and student teachers, the book will be of interest and use to anyone concerned with the role of texts in children's learning.

May 2010: 6-3/4 x 9-3/4: 464pp
Hb: 978-0-415-48458-9: **\$165.00**
Pb: 978-1-84312-322-4: **\$66.95**

For more information, visit:
www.routledge.com/9781843123224

NEW

Creating Writers, Revised and Updated Edition

A Creative Writing Manual for Key Stage 2 and Key Stage 3

James Carter



Now revised and updated, this unique and critically-acclaimed book contains a wealth of in-depth, invaluable advice and insight into the writing process from a wide range of award-winning contemporary children's authors, including: Michael Morpurgo, David Almond, Philip Pullman, Benjamin Zephaniah, Jacqueline Wilson, Roger McGough,

Malorie Blackman, John Foster, Nick Arnold, Gillian Cross, Berlie Doherty and many more.

Ideal for teachers that want to encourage and enthuse children to write, and valuable to students on initial teacher training courses, this book covers the writing process from start to finish in a way which is informative, innovative and fun.

November 2009: 8-1/4 x 11-3/4: 176pp
Pb: 978-0-415-49902-6: **\$47.95**

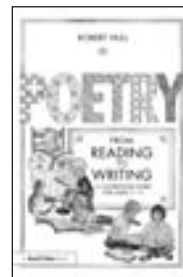
For more information, visit:
www.routledge.com/9780415499026

NEW

Poetry – From Reading to Writing

A Classroom Guide for Ages 7–11

Robert Hull, Freelance Children's Poet, UK



Poetry – From Reading to Writing covers the process of writing poetry, from reading poems through to writing them. It is intended particularly for teachers at Key Stage 2 Level, but other teachers will also find it valuable. It is clearly and accessibly written and jargon-free. In providing a wealth of practical ideas and activities preparing for the writing of poems, the book also

stresses the use of talk, improvised drama and the reading and performance of poems. The author, who has published four collections of poetry, uses his own work and the work of others to explore how creative readings of poems can spark a child's imagination and lead to original writing. Pupils are encouraged throughout the book to explore different forms of poetry, including:

- rhyming and non-rhyming poems
- riddles
- short poems
- haiku, tanka, renga
- poems from stories
- free verse
- narrative poems
- poems drawing on current affairs and history.

This book can be used by both pupils and teachers, and contains motivating tasks and tips to build pupils' confidence in poetry writing. Explicit links are made throughout to the latest primary framework for literacy, making this an invaluable resource for all practising and trainee teachers who wish to teach poetry in the classroom in a creative and enjoyable way.

November 2009: 6-1/4 x 9-1/4: 120pp
Hb: 978-0-415-55406-0: **\$100.00**
Pb: 978-0-415-55408-4: **\$31.95**
eBook: 978-0-203-86444-9

For more information, visit:
www.routledge.com/9780415554084

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NEW

Academic Language/Literacy Strategies for Adolescents

A "How-To" Manual for Educators

Debra L. Cook Hirai, Irene Borrego, Emilio Garza and Carl T. Kloock, all at California State University at Bakersfield, USA



Fast-paced, practical, and innovative, this text for pre-service and in-service teachers features clear, easily accessible lessons and professional development activities to improve the delivery of academic language/literacy education across the content areas in junior/middle school and high school classrooms. Numerous hands-on tools and techniques demonstrate the effectiveness of content-area instruction for students in a wide variety of school settings, particularly English language learners, struggling readers, and other special populations of students.

Based on a strong professional development model the authors have been instrumental in designing, *Academic Language/Literacy Strategies for Adolescents* addresses:

- motivation
- attributes of academic language
- vocabulary: theory and practice
- reading skills development
- grammar and writing.

A wealth of charts, graphs, and lesson plans give clear examples of academic language/literacy strategies in action. The appendices – a key component of the practical applications developed in the text – include a glossary, exemplary lessons that address key content areas, and a *Grammar Handbook*.

In this era of increased accountability, coupled with rapid demographic change and challenges to traditional curricula and pedagogical methods, educators will find this book to be a great resource!

October 2009: 6 x 9: 304pp
Hb: 978-0-415-99965-6: **\$140.00**
Pb: 978-0-8058-6391-8: **\$44.95**
eBook: 978-0-203-85957-5

For more information, visit:
www.routledge.com/9780805863918

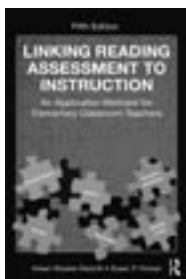
NEW

5th Edition

Linking Reading Assessment to Instruction

An Application Worktext for Elementary Classroom Teachers

Arleen Shearer Mariotti, Hillsborough County Public Schools and Susan P. Homan, University of South Florida



Now in its fifth edition, this text applies current theory to classroom practice by providing, in each chapter, a brief explanation of major concepts followed by guided practical experience in administering, scoring, and interpreting reading assessment techniques.

The fifth edition is revised and updated to reflect recent developments in the field. New activities are included

throughout. A Companion Website for instructors and students, a value-added feature, is new for this edition. Like previous editions of this popular text, this edition:

- emphasizes the use of assessment and diagnosis for instructional decision making
- stresses the use of informal assessment techniques – reflecting the current emphasis in educational assessment theories – but also includes usage of standardized test scores
- provides numerous classroom-tested, hands-on activities, giving students step-by-step experiences in administering, scoring, and interpreting assessment techniques.

This text covers assessment/diagnosis in all five critical reading areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension. It is designed for undergraduate and graduate courses in reading diagnosis, reading methods that include a diagnostic component, and for in-service courses on reading/literacy development and diagnosis.

The accompanying website to this book can be found at:
www.routledge.com/textbooks/9780415802093.

September 2009: 8-1/2 x 11: 240pp
Pb: 978-0-415-80209-3: **\$44.95**
eBook: 978-0-203-87115-7

For more information, visit:
www.routledge.com/9780415802093

**Creative English, Creative Curriculum**

New Perspectives for Key Stage 2

Paul Gardner, University of Bedfordshire, UK



Combining theory with practical examples, *Creative English, Creative Curriculum* stimulates students and teachers to be adventurous and creative in their teaching, while covering the mains strands of the Primary National Strategy for English: narrative, non-fiction and poetry.

This book:

- reflects the new emphases on speaking and listening
- contextualizes recent changes to the English curriculum, reviewing models of best practice
- provides practical examples and research evidence of creative approaches to the teaching of English
- considers the cross-curricular aspects in creating a thematic approach to teaching and learning.

This book will appeal to both students and practising teachers in the primary school who either wish to implement creative approaches to their English teaching, or are undertaking extended study for a Masters Degree.

July 2009: 6-3/4 x 9-3/4: 200pp
Hb: 978-0-415-48522-7: **\$130.00**
Pb: 978-0-415-46685-1: **\$37.95**

For more information, visit:
www.routledge.com/9780415466851

3rd Edition

Writing Under Control

Edited by Judith Graham and Alison Kelly, both at Roehampton University, UK



Now in its third edition and reflecting changes in the Primary National Strategy, this best selling textbook introduces primary teachers to key issues in the teaching of writing. Strongly rooted in classroom practice, the book includes:

- the history, theory and practice of teaching writing
- children writing in and out of school
- EAL and gender issues in writing
- the development of writing across the years of the primary school
- planning classroom routines and organising resources
- balancing the composition and transcription elements in writing
- monitoring and assessing writing
- meeting individual needs
- managing specific learning difficulties in writing, such as dyslexia.

With its companion *Reading Under Control* (also in its third edition), this book provides undergraduate and postgraduate teachers with comprehensive guidance for the teaching of literacy.

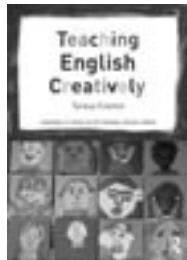
June 2009: 6-3/4 x 9-3/4: 272pp
Hb: 978-0-415-48405-3: **\$150.00**
Pb: 978-0-415-48404-6: **\$41.95**

For more information, visit:
www.routledge.com/9780415484046

Teaching English Creatively

Teresa Cremin, The Open University, UK

Series: *Learning to Teach in Primary Schools*



Teaching English Creatively demonstrates the potential of creative teaching to develop children's knowledge, skills, understanding and attitudes. Underpinned by theory and research, it also offers informed and practical support to both students in initial teacher education, and practising teachers who want to develop their teaching.

Illustrated by examples of children's work, this book explores the core elements of creative practice in relation to developing engaged readers, writers, speakers and listeners. Creative ways to explore powerful literary, non-fiction, visual and digital texts are offered throughout. Key themes addressed include:

- meaning and purpose
- play and engagement
- curiosity and autonomy
- collaboration and making connections
- reflection and celebration
- the creative involvement of the teacher.

Stimulating and accessible, with contemporary and cutting-edge practice at the forefront, *Teaching English Creatively* includes a wealth of innovative ideas to enrich literacy practice.

Written by an experienced author with extensive experience of initial teacher education and English teaching in the primary school, this book is an essential purchase for any professional who wishes to embed creative approaches to teaching in their classroom.

June 2009: 6-3/4 x 9-3/4: 192pp
Hb: 978-0-415-54829-8: **\$125.00**
Pb: 978-0-415-43502-4: **\$37.95**
eBook: 978-0-203-86750-1

For more information, visit:
www.routledge.com/9780415435024

Learning through Talk

Developing Learning Dialogues in the Primary Classroom



Heather Luxford, Advanced Skills Teacher for Creativity and Thinking Skills, UK and Lizzie Smart, University of Chichester, UK



Learning through Talk is a practical handbook. It is designed to help teachers and others working with five to eleven year olds develop the key skills, which will enable their pupils to use talk effectively for learning. The activities within the book encourage thinking and learning across the curriculum and help pupils to improve their communication skills and become independent learners.

This book provides:

- advice and practical guidance on developing the essential skills of participation, collaboration, positive challenge, resolving differences and reflection
- a series of motivating and exciting workshop activities
- photocopiable resources to support workshops with links to video material on the companion website.

An invaluable guide for both trainee and practising teachers, this book will provide those working with children with a practical framework to improve talk and communication in their classrooms in line with current curriculum developments.

June 2009: 8-1/4 x 11-3/4: 128pp
Pb: 978-0-415-48521-0: **\$42.95**

For more information, visit:
www.routledge.com/9780415485210

Using Discourse Analysis to Improve Classroom Interaction



Lesley A. Rex, University of Michigan, USA and Laura Schiller, Oakland (MI) Writing Project and Literacy Consultant for Oakland (MI) Intermediate School District, USA

This accessible 'how to' text is about classroom interaction – how to study it and how to use that knowledge to improve teaching and learning. Actually showing what critical, constructionist, sociocultural perspectives on teaching, learning, and schooling are and what they can do, it makes discourse analysis understandable and useful to teachers and other nonlinguists.

Using Discourse Analysis to Improve Classroom Interaction:

- offers teachers the powerful tools of discourse analysis as a way of understanding the complex dynamics of human interaction that constitute effective, equitable teaching and learning
- guides readers step-by-step through how to build their interactional awareness to improve their teaching
- includes 'Try It Out' exercises to engage readers in learning how to respond to the social dynamics of their classrooms for the purpose of improving classroom interaction.

Proceeding from simple illustrations to more complex layering of analytical concepts, short segments of talk, transcribed to highlight important points, are used to explain and illustrate the concepts. By the time readers get to the complicated issues addressed in this text they are ready to deal with some of teaching's toughest challenges and have the tools to build positive relationships among their students so that all can participate equally in the classroom.

June 2009: 6 x 9: 184pp
Hb: 978-0-415-80113-3: **\$125.00**
Pb: 978-0-415-80114-0: **\$35.95**
eBook: 978-0-203-87698-5

For more information, visit:
www.routledge.com/9780415801140

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Jumpstart! Series

Jumpstart! Drama

Games & Activities for Ages 5–11

Teresa Cremin, The Open University, UK,
Roger McDonald, Deputy Headteacher, Saxon Way Primary School, Kent, UK, **Emma Goff**, Deputy Headteacher, Wrotham Road Primary School, Kent, UK and **Louise Blakemore**, Key Stage 2 Literacy Leader, Gordon Road Junior School, Kent, UK



Jumpstart! Drama contains more than forty engaging, practical, easy-to-do and highly motivating drama activities which will appeal to busy primary teachers who wish to enliven their practice and make more use of drama in line with the Framework for Literacy.

All the activities connect to well-known texts, which are popular in primary classrooms, and the conventions described

can be used in a variety of subjects, suiting a wide range of learning styles. The book is organised around four sections which can be dipped into, each providing rich and accessible ideas to stimulate drama in the classroom, helping teachers to:

- use stories as a basis for drama work
- use poetry as a stimulus for drama
- teach non-fiction through the use of drama
- develop role play areas and the drama opportunities they provide.

Ideal for busy primary teachers who wish to encourage their pupils in drama, *Jumpstart! Drama* will help teachers to use literary and non-fiction texts in a dramatic and motivating manner.

March 2009: 5-1/2 x 8: 112pp
Pb: 978-0-415-48248-6: **\$23.95**

For more information, visit:
www.routledge.com/9780415482486

Jumpstart! Storymaking

Games & Activities for Ages 7–12

Pie Corbett, Professional Writer and Poet, UK



Jumpstart! Storymaking is a collection of games and activities to develop the creative process of 'storymaking'. It focuses upon 'storytelling for writing' as well as creating a whole school culture of storytelling, reading and writing. Storymaking is the process of retelling, innovating and creating new stories.

2008: 5-1/2 x 8: 144pp
Pb: 978-0-415-46686-8: **\$23.95**
eBook: 978-0-203-88603-8

For more information, visit:
www.routledge.com/9780415466868

Jumpstart! Poetry

Games and Activities for Ages 7–12

Pie Corbett, Professional Writer and Poet, UK



Jumpstart! Poetry is about involving children as creative writers through writing poems. The book contains a bank of ideas that can be drawn upon when teaching poetry but also at other times to provide a source for creative writing that children relish. There are more than 100 quick warm-ups to fire the brain into a creative mood and to 'jumpstart'

reading, writing and performing poetry in any key stage 1 or 2 classroom.

2008: 5-1/2 x 8: 200pp
Pb: 978-0-415-46708-7: **\$23.95**
eBook: 978-0-203-88339-6

For more information, visit:
www.routledge.com/9780415467087

Countdown Series

NEW

Countdown to Non-Fiction Writing

Step by Step Approach to Writing Techniques for 7–12 Years

Steve Bowkett, Educational Consultant, UK



Developing children's writing abilities boosts their confidence, creates enjoyment and relevance in the task and cultivates a range of decision-making and problem-solving skills that can then be applied across the curriculum. The *Countdown* series provides all the support you need in helping children to improve their prose, poetry and

non-fiction writing.

Countdown to Non-Fiction Writing is a comprehensive and flexible resource which you can use in different ways. It includes:

- thirty-seven stand-alone modules which cover all aspects of writing and understanding non-fiction texts, including the nature of language, logical thinking, recognising 'facts' and planning
- a countdown flowchart provides an overview, showing how modules are linked and allowing teachers and pupils to track their progress
- photocopiable activity sheets for each module that show how to make decisions and solve problems which writers face on the journey to a finished piece of work
- teachers' notes for each module with tips and guidance, including how modules can be used in the classroom, links to other modules and curriculum links, and advice on helping and guiding pupils in their writing
- a self-study component so pupils can make their own progress through the material. This option gives young writers a sense of independence in thinking about their work and through offering a scaffolding of tasks, encourages confident and effective writing
- 'headers' for each module showing where along the 'countdown path' you are at that point
- contents page for quick access to particular modules and relevant aspects of writing.

In short, *Countdown to Non-Fiction Writing* saves valuable planning time and gives you all the flexibility you need in helping pupils to prepare for, understand, and write non-fiction. The structure of the book allows teachers to utilise the modules for 'self-study', as a longer programme following the 'countdown' structure, or to dip into the book for individual lesson activities and ideas to fit in with wider programmes of study.

November 2009: 8-1/4 x 11-3/4: 144pp
Pb: 978-0-415-49259-1: **\$47.95**
eBook: 978-0-203-86741-9

For more information, visit:
www.routledge.com/9780415492591

Countdown to Poetry Writing

Step by Step Approach to Writing Techniques for 7–12 Years

Steve Bowkett, Educational Consultant, UK



Developing children's writing abilities boosts their confidence, creates enjoyment and relevance in the task and cultivates a range of decision-making and problem-solving skills that can then be applied across the curriculum. The Countdown series provides all the support you need in helping children to improve their prose, poetry and non-fiction writing.

This guide provides all the support you need in helping pupils to improve their poetry writing. *Countdown to Poetry Writing* is a comprehensive and flexible resource that you can use in different ways, including:

- stand-alone modules that cover all the essential aspects of writing a poem, including word play, use of metaphor, rhyme and many others
- countdown flowchart providing an overview showing how modules are linked and how teachers can progress through them with the pupils
- photocopiable activity sheets for each module that show how to make the decisions and solve the problems that all writers face along the road from first idea to finished piece of work
- teachers' notes for modules, with tips and guidance, including how modules can be used in the classroom, links to other modules and curriculum links, and advice on helping and guiding pupils in their writing
- a self-study component so that children can make their own progress through the materials, giving young writers a sense of independence in thinking about their work and offering built-in scaffolding of tasks so that less experienced or less confident children get more support from the resource
- 'headers' for each module showing where along the 'countdown path' you are at that point.

In short *Countdown to Poetry Writing* saves valuable planning time and gives you all the flexibility you need - teachers might want to utilise either the self-study or 'countdown' aspects of the book, or simply dip into it for individual lesson activities to fit in with their own programmes of work.

February 2009: 8-1/4 x 11-3/4: 160pp
Pb: 978-0-415-47752-9: **\$42.95**
eBook: 978-0-203-86892-8

For more information, visit:
www.routledge.com/9780415477529

Countdown to Creative Writing

Step by Step Approach to Writing Techniques for 7–12 Years

Steven Bowkett, Education Consultant, UK



This is a comprehensive and flexible resource that contains sixty stand-alone modules that cover all the essential aspects of writing a story and a number of other resources for teachers.

2008: 8-1/4 x 11-3/4: 208pp
Pb: 978-0-415-46855-8: **\$46.95**
eBook: 978-0-203-86894-2

For more information, visit:
www.routledge.com/9780415468558

3rd Edition

Dimensions of Literacy

A Conceptual Base for Teaching Reading and Writing in School Settings

Stephen B. Kucer, Washington State University, Vancouver, USA



This popular text, now in its third edition, '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 summarize the concepts.

Changes in the third edition:

- provide more clearly focused discussion on the nature of language and addresses the role of various other sign systems in reading and writing
- cover new research on eye movements and miscue analysis (EMMA) and reading fluidity (i.e., flow)
- expand the discussion of bilingualism and biliteracy through the book
- extend the discussion of new literacies/multiliteracies/multimodal literacies
- include updated references throughout the entire book.

March 2009: 6 x 9: 384pp
Hb: 978-0-415-99787-4: **\$125.00**
Pb: 978-0-415-99788-1: **\$49.95**
eBook: 978-0-203-87979-5

For more information, visit:
www.routledge.com/9780415997881

Teaching Reading Shakespeare

John Haddon



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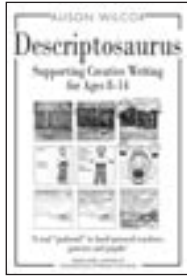
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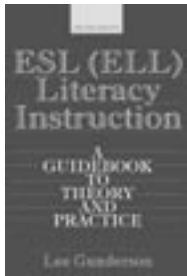
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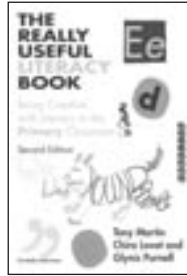
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