ESL & Bilingualism

New Titles and Key Backlist 2010
Welcome to Routledge

ESL & Bilingualism

New Titles and Key Backlist 2010

CONTENTS

ESL & Applied Linguistics Professional Series ..................... 1
Research and Theory .................................................... 6
Classroom Practice ...................................................... 13
Teaching English Language Learners Across the Curriculum
   Series ................................................................. 14
Language, Culture, and Teaching Series ................................ 15
Bilingual Education ....................................................... 19
Language Policy and Politics ........................................... 19
Adult Literacy ............................................................ 20
Index ........................................................................ 21
Order Form .................................................................. 24

KEY SYMBOLS

Companion Website
Request a Complimentary Copy

Complete Catalog
This catalog only includes a selection of our titles in ESL & Bilingualism. Our online catalog at www.routledge.com/education gives you the power to search for any book currently in print by title, author’s last name, and ISBN. All entries have a description of the book’s content.

The Easy Way to Order
Ordering online is fast and efficient, simply follow the on-screen instructions and your order will be sent to our distributors for immediate dispatch.

Complimentary Copies
Select Routledge titles are available on a complimentary review basis to faculty for course adoption consideration, and are marked as such throughout the catalog. Please complete and send the “Complimentary Text Request” section of the order form in the back of this catalog, or call 1-800-634-7064. To expedite your order, or to see “View Inside” and eInspection options, visit: www.routledge.com/info/compcopy.

eBooks – Marked as ‘eBook’ in this catalog.
Thousands of our titles are available as eBooks – in Adobe, Microsoft Reader and Mobipocket formats or available to browse online: www.ebookstore.tandf.co.uk.

e-Updates
Register your email address at www.tandf.co.uk/eupdates to receive information on books, journals and other news within your area of interest.

Trade Customers’ Representatives, Agents and Distribution
For a list of all trade customers’ representatives, agent and distributors for UK, Rest of World, North America and South America visit: www.routledge.com/representatives.
NEW

Teaching Grammar in Second Language Classrooms
Integrating Form-Focused Instruction in Communicative Context
Hossein Nassaji, University of Victoria, Canada and Sandra S. Fotos, Senshu University, Japan

Recent second language acquisition research recognizes the necessity of attention to grammar and demonstrates that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. However, there are still many questions about how to teach grammar effectively. Both surveying the insights from SLA research and discussing and illustrating these findings in a non-technical manner, this book explores options for effective grammar teaching practices and the contextual factors, goals, and constraints that may impact their usefulness in L2 classrooms. Designed specifically for second-language teachers, the text:
• examines recent developments in communicative focus on form
• identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts
• offers concrete examples of teaching activities for each option.

Each chapter includes a description of the option, its theoretical and empirical background, and examples of activities to illustrate how it can be implemented in the classroom, questions for reflection, and a list of useful materials and resources that teachers can consult for further information.

NEW

Intelligibility in World Englishes
Cecil L. Nelson, Indiana State University, USA

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.

NEW

Preparing Teachers for Linguistically Diverse Classrooms
A Resource for Teacher Educators
Edited by Tamara Lucas, Montclair State University, USA

Teacher educators today need knowledge and practical ideas about how to prepare all pre-service and in-service teachers (not just bilingual or ESL specialists) to teach the growing number of students in K-12 classrooms in the United States who speak native languages other than English. 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 ELL's 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 ELL's, this book both contributes to the research base and provides practical information to help readers envision possibilities they can apply in their own settings.
ESL & Applied Linguistics Professional Series (continued)

NEW
What English Language Teachers Need to Know I
Understanding Learning
Denise E. Murray, Macquarie University, Australia and San Jose State University, USA and MaryAnn Christison, University of Utah, USA

August 2010: 6 x 9: 224pp
Hb: 978-0-415-80638-1: $135.00
Pb: 978-0-415-80639-8: $41.95
For more information, visit: www.routledge.com/9780415806398

NEW
What English Language Teachers Need to Know II
Facilitating Learning
Denise E. Murray, Macquarie University, Australia and San Jose State University, USA and MaryAnn Christison, University of Utah, USA

Designed for pre-service teachers and teachers new to the field of ELT, these companion textbooks are organized around the key question: What do teachers need to know and be able to do in order for their students to learn English?

Volume one, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom:

• the characteristics of the context in which they work
• how English works and how it is learned
• their role in the larger professional sphere of English language education

Volume two, on facilitating learning, covers the three main facets of teaching:

• planning
• instructing
• assessing.

August 2010: 6 x 9: 224pp
Hb: 978-0-415-80640-4: $135.00
Pb: 978-0-415-80641-1: $41.95
For more information, visit: www.routledge.com/9780415806411

NEW
Nonnative Speaker English Teachers
Research, Pedagogy, and Professional Growth
George Braine, The Chinese University of Hong Kong

‘Researchers and educators will find this an essential reference book and an effective vehicle for introducing students to the Nonnative English Speaking Teacher research field.’
– Brock Brady, American University, USA

‘This book will definitely serve as a state-of-the-art resource for researchers in the field. I certainly welcome it.’
– Masaki Oda, Tamagawa University, Japan

“This is an exciting project. Many teacher training programs will find this book indispensable.”
– Peter Yonggi Gu, Victoria University of Wellington, New Zealand

According to current estimates, about eighty percent of English teachers worldwide are nonnative speakers of the language. The nonnative speaker movement began a decade ago to counter the discrimination faced by these teachers and to champion their causes. As the first single-authored volume on the topic since the birth of this movement, this book fills the need for a coherent account that:

• traces the origins and growth of the movement
• summarizes the research that has been conducted
• highlights the challenges faced by nonnative speaker teachers
• promotes NNS teachers’ professional growth.

No discussion of world Englishes or the spread of English internationally is now complete without reference to the NNS movement. This book celebrates its first decade and charts a direction for its growth and development.

March 2010: 6 x 9: 128pp
Hb: 978-0-415-87631-5: $135.00
Pb: 978-0-415-87632-2: $36.95
ebook: 978-0-203-85671-0
For more information, visit: www.routledge.com/9780415876322

NEW
Language and Culture
Reflective Narratives and the Emergence of Identity
Edited by David Nunan, Anaheim University, California, USA and University of Hong Kong and Julia Choi, University of Technology, Sydney, Australia

This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars’ and teachers’ narratives, each weaving together three elements: a personal account based on one or more memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity.

What makes this book stand out is the way in which authors meld traditional ‘academic’ approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and neophyte researchers. Contributors from around the world give the book broad and international appeal.

March 2010: 6 x 9: 248pp
Hb: 978-0-415-87165-5: $135.00
Pb: 978-0-415-87166-2: $44.95
ebook: 978-0-203-85698-7
For more information, visit: www.routledge.com/9780415871662

Recommend key titles to your librarian today!
Ensure that your library has access to all the latest publications. Visit www.routledge.com/info/librarian.asp today and complete our online Library Recommendation Form.
Conversation and speaking skills are the key building blocks for much of language learning. This text increases teachers’ awareness about spoken language and suggests ways of applying that knowledge to teaching second-language interaction skills based on insights from Conversation Analysis (CA).

Conversation Analysis and Second Language Pedagogy:

- reviews key CA concepts and findings
- directly connects findings from CA with second language pedagogy
- presents a model of interactional practices grounded in CA concepts
- includes numerous transcripts of actual talk
- invites readers to complete a variety of tasks to solidify and extend their understandings
- features a useful collection of practical teaching activities.

The time is ripe for a book that blends conversation analysis and applied linguistics. This text takes that important step, extending the reaches of these once separate academic fields. Assuming neither background is important, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses:

- action research and how it differs from other forms of research
- the steps involved in developing an action research project
- ways of developing a research focus
- methods of data collection
- approaches to data analysis
- making sense of action research for further classroom action.

Each chapter includes a variety of pedagogical activities:

- Pre-reading Questions ask readers to consider what they already know about the topic
- Reflection Points invite readers to think about/discuss what they have read
- Action Points ask readers to carry out action-research tasks based on what they have read
- Classroom Voices illustrate aspects of action research from teachers internationally
- Summary Points provide a synopsis of the main points in the chapter.

Bringing the ‘how-to’ and the ‘what’ together, Doing Action Research in English Language Teaching is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

2009: 6 x 9: 208pp
Hb: 978-0-415-80636-7: $135.00
Pb: 978-0-415-80637-4: $41.95
eBook: 978-0-203-85234-7
For more information, visit: www.routledge.com/9780415806374
ESL & Applied Linguistics Professional Series (continued)

Second Language Teacher Education
A Sociocultural Perspective

Karen E. Johnson, Pennsylvania State University, USA

“A beautifully written, articulate and compelling argument for a sociocultural perspective on second language teacher education ... Essential reading for all who wish to understand this perspective.” – David Nunan, University of Hong Kong

“Significant and timely. Johnson is masterful at writing in an engaging, transparent prose about complex concepts. It’s a rare scholar who can write prose like this. Throughout my reading I wanted to engage in dialogue with her – this is a sure sign of a great book.” – Diane Tedick, University of Minnesota, USA

This book presents a comprehensive overview of the epistemological underpinnings of a sociocultural perspective on human learning and addresses in detail what this perspective has to offer the field of second language teacher education. Captured through five changing points of view, it argues that a sociocultural perspective on human learning changes the way we think about how teachers learn to teach, how teachers think about language, how teachers teach second languages, the broader social, cultural, and historical macro-structures that are ever present and ever changing in the second language teaching profession, and what constitutes second language teacher professional development. Overall, it clearly and accessibly makes the case that a sociocultural perspective on human learning reorients how the field understands and supports the professional development of second language teachers.

2009: 6 x 9: 160pp
Hb: 978-0-415-80079-2: $135.00
Pb: 978-0-415-80078-5: $41.95
ebook: 978-0-203-87803-3
For more information, visit: www.routledge.com/9780415800792

The English Language Teacher in Global Civil Society

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

How can English language teachers contribute to peace locally and globally? English language teachers and learners are located in the global civil society – an international network of civil organizations and NGOs related to human rights, the environment, and sustainable peace. English, with its special role as an international language, is a major tool for communication within this network.

On the local level, many teachers are interested in promoting reconciliation and sustainable peace, but often do not know how to do so. This book provides information, analysis, and techniques to help teachers around the world take action toward this goal.

Balancing, in a readable and accessible way, the global and the local, core and periphery, cultural diffusion and resistance, theory and practice, pessimism and optimism, outsider and insider perspectives, the expert role and the apprentice role, and prescriptive and elicitive methods, it offers an alternative to literature about critical applied linguistics, globalization, and peace education that is simply too complex and wordy to spread easily from theoretician to the classroom teacher.

This engaging, informative, provocative, and highly readable book is a welcome resource for English language teacher trainers, pre-service teachers, practicing classroom teachers, and Peace Corps workers around the world.

2009: 6 x 9: 240pp
Hb: 978-0-415-99444-8: $125.00
Pb: 978-0-415-99443-1: $30.95
ebook: 978-0-203-87804-0
For more information, visit: www.routledge.com/9780415994448

Leadership in English Language Education
Theoretical Foundations and Practical Skills for Changing Times

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

This book presents both theoretical approaches to leadership and practical skills leaders in English language education need to be effective. Discussing practical skills in detail, and providing the opportunity to acquire new skills and apply them in their own contexts.

2008: 6 x 9: 288pp
Hb: 978-0-8058-6310-9: $130.00
Pb: 978-0-8058-6311-6: $41.95
ebook: 978-1-4106-1769-9
For more information, visit: www.routledge.com/9780805863116

Handbook of Research in Second Language Teaching and Learning

Edited by Eli Hinkel, Seattle University, USA

This readable book is a welcome resource for English language teacher trainers, pre-service teachers, practicing classroom teachers, and Peace Corps workers around the world.

2005: 7 x 10: 1176pp
Hb: 978-0-8058-4180-0: $310.00
Pb: 978-0-8058-4181-7: $113.95
ebook: 978-1-4106-1270-0
For more information, visit: www.routledge.com/9780805841817

Researching Second Language Classrooms

Sandra Lee McKay, San Francisco State University, USA

This readable book is a welcome resource for English language teacher trainers, pre-service teachers, practicing classroom teachers, and Peace Corps workers around the world.

2006: 6 x 9: 200pp
Hb: 978-0-8058-5340-7: $27.95
ebook: 978-1-4106-1737-8
For more information, visit: www.routledge.com/9780805853407

Teaching ESL/EFL Listening and Speaking

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

Using a framework based on principles of teaching and learning, this highly practical guide provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – ESL and EFL teachers will be able to design and present a balanced program for their students.

2008: 6 x 9: 224pp
Hb: 978-0-415-99699-5: $135.00
Pb: 978-0-415-99690-8: $31.95
ebook: 978-0-203-89170-4
For more information, visit: www.routledge.com/9780415996995

ESL & Applied Linguistics Professional Series (continued)
Providing explicit links between sociolinguistic concepts – this volume specifically designed for language teachers, taught and learned. Its unique value is the combination of three strands – globalization, sociolinguistics, and English as an international language – in one focused volume specifically designed for language teachers, providing explicit links between sociolinguistic concepts and language pedagogy.

2008: 6 x 9: 232pp
Hb: 978-0-8058-6337-6: $135.00
Pb: 978-0-8058-6338-3: $42.95
ebook: 978-1-4106-1798-9
For more information, visit: www.routledge.com/9780805863383

**Teaching ESL/EFL Reading and Writing**
I.S.P. Nation, Victoria University of Wellington, New Zealand

Using a framework based on principles of teaching and learning, this highly practical guide provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – ESL and EFL teachers will be able to design and present a balanced program for their students.

2008: 6 x 9: 184pp
Hb: 978-0-415-98967-1: $145.00
Pb: 978-0-415-98968-8: $43.95
ebook: 978-0-203-89134-6
For more information, visit: www.routledge.com/9780415989688

**International English in Its Sociolinguistic Contexts**
Towards a Socially Sensitive EIL Pedagogy
Sandra Lee McKay, San Francisco State University, USA and Wendy D. Bokhorst-Heng, National Institute of Education, Centre for Research in Pedagogy and Practice, Singapore

Present-day globalization, migration, and the spread of English have resulted in a great diversity of social and educational contexts in which English learning is taking place. A basic assumption of this book is that because English is an international language, effective pedagogical decisions cannot be made without giving special attention to the many varied contexts in which English is taught and learned. Its unique value is the combination of three strands – globalization, sociolinguistics, and English as an international language – in one focused volume specifically designed for language teachers, providing explicit links between sociolinguistic concepts and language pedagogy.

2008: 6 x 9: 232pp
Hb: 978-0-8058-6337-6: $135.00
Pb: 978-0-8058-6338-3: $42.95
ebook: 978-1-4106-1798-9
For more information, visit: www.routledge.com/9780805863383

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

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: $145.00
Pb: 978-0-8058-4733-8: $43.95
ebook: 978-0-203-89134-6
For more information, visit: www.routledge.com/9780805847338

**Gesture**
Second Language Acquisition and Classroom Research
Edited by Steven G. McCafferty, University of Nevada, Las Vegas, USA and Gale Stam, National-Louis University, Chicago, USA

This book demonstrates the vital connection between language and gesture, and why it is critical for research on second language acquisition to take into account the full spectrum of communicative phenomena.

2008: 6 x 9: 344pp
Hb: 978-0-8058-6052-8: $145.00
Pb: 978-0-8058-6053-5: $53.95
ebook: 978-0-203-86699-3
For more information, visit: www.routledge.com/9780805860535

**Building a Validity Argument for the Test of English as a Foreign Language™**
Edited by Carol A. Chapelle, Iowa State University, USA, Mary K. Enright, Educational Testing Service, Princeton, New Jersey, USA and Joan M. Jamieson, Northern Arizona University, Flagstaff, Arizona, USA

2007: 6 x 9: 384pp
Hb: 978-0-8058-5455-8: $145.00
Pb: 978-0-8058-5456-5: $48.95
ebook: 978-0-203-93789-1
For more information, visit: www.routledge.com/9780805854565

**Idioms**
Description, Comprehension, Acquisition, and Pedagogy
Dilin Liu, University of Oklahoma, USA

2007: 6 x 9: 224pp
Hb: 978-0-8058-6345-1: $135.00
Pb: 978-0-8058-6346-8: $43.95
ebook: 978-1-4106-1807-8
For more information, visit: www.routledge.com/9780805863468

**Teaching Chinese, Japanese, and Korean Heritage Language Students**
Curriculum Needs, Materials, and Assessment
Edited by Kimi Kondo-Brown and James Dean Brown, both at University of Hawaii at Manoa, USA

2007: 6 x 9: 368pp
Hb: 978-0-8058-5787-8: $125.00
Pb: 978-0-8058-5786-5: $37.95
ebook: 978-1-4106-1653-1
For more information, visit: www.routledge.com/9780805857875

2nd Edition

**English L2 Reading**
Getting to the Bottom
Barbara M. Birch, California State University at Fresno, USA

2006: 6 x 9: 256pp
Pb: 978-0-8058-5929-4: $31.95
ebook: 978-1-4106-1493-3
For more information, visit: www.routledge.com/9780805859294

**BESTSELLER**

New Perspectives on Grammar Teaching in Second Language Classrooms
Edited by Eli Hinkel, Seattle University, USA and Sandra S. Fotos, Senshu University, Japan

2001: 6 x 9: 288pp
Hb: 978-0-8058-3955-5: $41.95
ebook: 978-0-585-38569-3
For more information, visit: www.routledge.com/9780805839555

CONTACT US – for further information, email education@routledge.com
eBooks: www.ebookstore.tandf.co.uk eUpdates: www.tandf.co.uk/eupdates
NEW

Language Mixing and Code-Switching in Writing
Approaches to Mixed-Language Written Discourse
Edited by Mark Sebba, Shahrazad Mahootian and Carla Jonsson, Stockholm University, Sweden
Series: Routledge Critical Studies in Multilingualism
After many years in which interest in language alternation has focussed almost entirely on spoken code-switching, recently there has been renewed interest in written mixed-language texts. However, at the moment there is no general agreement on what constitutes the subject area and there is no widely applicable framework for analysis. The aim of this volume is to correct the deficiency just mentioned. Contributors introduce a range of approaches applied to different types of ‘multilingual texts’ (this term is used as an inclusive one, which covers both ‘code-switching’ in a traditional sense and other types of language mixing), and the collection will cover a range of different languages (including different scripts) and research methods. New perspectives developed in this book will be: the development of approaches to analysis which are specific to written discourse rather than based on spoken discourse; the introduction of approaches from the new literacy studies, treating mixed-language literacy from a practice perspective; the drawing together of ‘old’ and ‘new’ media types, e.g. medieval manuscripts and text messaging.

NEW

Understanding Advanced Second Language Reading
Elizabeth B. 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 advanced 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. Understanding Advanced Second-Language Reading:
• includes languages other than English in the discussion of second language reading
• is firmly anchored in a theory of second language reading – the concept of compensatory processing
• emphasizes the multi-dimensionality and dynamic nature of L2 reading development
• focuses on comprehension of upper-register texts
• balances theory and instructional practices.
Filling the need for a coherent, theoretically consistent, and research-based portrait of how literate adolescents and adults comprehend, and learn to comprehend, at greater levels of sophistication and whether that ability can be enhanced by instruction, this is a must-have resource for reading and second-language researchers, students, and teachers.

NEW

Cognitive Bases of Second Language Fluency
Norman Segalowitz, Concordia University, Canada
Series: Cognitive Science and Second Language Acquisition
Exploring fluency from multiple vantage points that together constitute a cognitive science perspective, this book examines research in second language acquisition and bilingualism that points to promising avenues for understanding and promoting second language fluency. Cognitive Bases of Second Language Fluency covers essential topics such as units of analysis for measuring fluency, the relation of second language fluency to general cognitive fluidity, social and motivational contributors to fluency, and neural correlates of fluency. The author provides clear and accessible summaries of foundational empirical work on speech production, automaticity, lexical access, and other issues of relevance to second language acquisition theory. Cognitive Bases of Second Language Fluency is a valuable reference for scholars in SLA, cognitive psychology, and language teaching, and it can also serve as an ideal textbook for advanced courses in these fields.

NEW

Multilingualism, Discourse, and Ethnography
Edited by Marilyn Martin-Jones and Sheena Gardner, both at University of Birmingham, UK
Series: Routledge Critical Studies in Multilingualism
The last two decades have seen a rapidly growing interest, internationally, in multilingualism and multilingual literacy and in the ways in which multilingualism is represented in the media and in public discourse. This is largely due to the significant linguistic, social, and political changes that have been ushered in by globalisation, transnational population flows, the advent of new technology and the changing political and economic landscape of Europe and the accession of new nation-states to the European Union. In addressing the changing field of multilingualism, this volume hopes to:
• focus on cutting edge research on multilingualism which incorporates critical, interpretive perspectives
• exemplify the range of approaches to description and analysis which are currently employed within this strand of research on multilingualism
• consider the methodological issues which arise in particular kinds of studies in particular sociolinguistic spaces.

NEW

Alternative Approaches to Second Language Acquisition
Dwight Atkinson, Purdue University, USA
This volume presents seven alternative approaches to studying second language acquisition – ‘alternative’ in the sense that they contrast with and/or complement the cognitivist paradigm prevailing the field. All seven approaches – sociocultural, complexity theory, conversation analysis, identity, language socialization, sociocognitive, and ecological – are described according to the same set of six headings, allowing for direct comparison across approaches.
Each chapter is authored by leading advocates for the approach described: James Lantolf for the sociocultural approach; Diane Larsen-Freeman for the complexity theory approach; Gabriele Kasper and Johannes Wagner for the conversational analysis approach; Bonny Norton and Carolyn McKinney for the identity approach; Patricia Duff and Steven Tralmy for the language socialization approach; Dwight Atkinson for the sociocognitive approach; and Leo van Lier for the ecological approach. Introductory and commentary chapters round out this volume. The editor’s introduction describes the significance of alternative approaches to SLA studies given its strongly cognitivist orientation. Lourdes Ortega’s commentary considers the seven approaches from an ‘enlightened traditional’ perspective on SLA studies – a viewpoint which is cognitivist in orientation but broad enough to give serious and balanced consideration to alternative approaches.

TO ORDER – see order form at the back of this catalog.
think-alouds. The book begins by introducing the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.

The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a task-oriented and analysis-driven approach, the book concludes with implications for the use of data collection and analysis.
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.
English Language Assessment and the Chinese Learner

Edited by Liying Cheng, Queen’s University, Canada and Andy Curtis, The Chinese University of Hong Kong

“...a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers:
- the landscape of tests and testing systems, issues and challenges, and recent research in China
- both test-designers’ and test-users’ points of view on test development and test validation within a range of political, economical, social, and financial contexts in China
- the role of research related specifically to test development, curricular innovation, and test validation.

Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy-makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

2009: 6 x 9: 328pp
Hb: 978-0-415-99953-3: $135.00
Pb: 978-0-415-99507-8: $59.95
For more information, visit: www.routledge.com/9780415999533

Race, Culture, and Identities in Second Language Education
Exploring Critically Engaged Practice

Edited by Ryuko Kubota, University of British Columbia, Canada and Angel M.Y. Lin, City University of Hong Kong

The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, this book addresses the following questions:
- How are issues of race relevant to second language education?
- How does whiteness influence students’ and teachers’ sense of self and instructional practices?
- How do discourses of racialization influence the construction of student identities and subjectivities?
- How do discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement?
- How can teachers transform the status quo?

Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading questions and discussion questions in each chapter facilitate comprehension and encourage dialogue.

2009: 6 x 9: 336pp
Hb: 978-0-415-99950-2: $135.00
Pb: 978-0-415-99507-8: $39.95
For more information, visit: www.routledge.com/9780415999502

Language Development Over the Lifespan

Race, Culture, and Identities in Second Language Education
Exploring Critically Engaged Practice

Edited by Ryuko Kubota, University of British Columbia, Canada and Angel M.Y. Lin, City University of Hong Kong

The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, this book addresses the following questions:
- How are issues of race relevant to second language education?
- How does whiteness influence students’ and teachers’ sense of self and instructional practices?
- How do discourses of racialization influence the construction of student identities and subjectivities?
- How do discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement?
- How can teachers transform the status quo?

Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading questions and discussion questions in each chapter facilitate comprehension and encourage dialogue.

2009: 6 x 9: 336pp
Hb: 978-0-415-99950-2: $135.00
Pb: 978-0-415-99507-8: $39.95
For more information, visit: www.routledge.com/9780415999502

Contact Us – for further information, email education@routledge.com
Ebooks: www.ebookstore.tandf.co.uk  EUpdates: www.tandf.co.uk/eupdates
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, New South Wales, 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.

Grassroots Literacy
Writing, Identity and Voice in Central Africa
Jan Blommaert, University of Jyvaskyla, 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.

The Home–School Connection
Lessons Learned in a Culturally and Linguistically Diverse Community
Flora V. Rodriguez-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.

Linguistic Landscape
Expanding the Scenery
Edited by Elana Shohamy, Tel Aviv University, Israel and Durk Gorter, University of the Basque Country, Spain

In this comprehensive and pioneering volume, language scholars from around the world examine the ‘linguistic landscape’ from multiple perspectives – theoretical, methodological, and critical. Written by widely recognized experts, the articles in Linguistic Landscape: Expanding the Scenery analyze linguistic landscapes in a range of international contexts.

Technology-Mediated Learning Environments for Young English Learners
Connections In and Out of School
Edited by L. Leann Parker, University of California, Berkeley, USA

2007: 6 x 9: 336pp
Hb: 978-0-8058-6232-4: $115.00
Pb: 978-0-8058-6233-1: $43.95
eBook: 978-1-406-1615-9
For more information, visit: www.routledge.com/9780805862331

Learning to Read Across Languages
Cross-Linguistic Relationships in First- and Second-Language Literacy Development
Edited by Keiko Koda, Smith College, USA and Annette M. Zehler, Center for Applied Linguistics, USA

2007: 6 x 9: 256pp
Hb: 978-0-8058-5611-8: $145.00
Pb: 978-0-8058-5612-5: $45.95
eBook: 978-0-203-93566-8
For more information, visit: www.routledge.com/9780805856125

A Synthesis of Research on Second Language Writing in English
Ilona Leki, University of Tennessee at Knoxville, 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 for serious writing professionals, both researchers and practitioners, both L1 and L2.

NEW
Crosslinguistic Influence in Language and Cognition
Scott Jarvis, Ohio University, USA and Aneta Pavlenko, College of Education Temple University, USA

A cogent, freshly written synthesis of new and classic work concerning crosslinguistic influence, or ‘transfer’, this book will become the authoritative account of transfer in second-language learning and its consequences for language and thought. Transfer in both production and comprehension is treated extensively, and new ideas such as the distinction between semantic and conceptual transfer, lateral transfer, and reverse transfer are given the attention they deserve.

March 2010: 6 x 9: 290pp
Hb: 978-0-415-87981-1: $39.95
eBook: 978-0-203-93592-7
For more information, visit: www.routledge.com/9780415879811
Crosslinguistic Perspectives on Argument Structure: Implications for Learnability
Edited by Melissa Bowerman and Penelope Brown
2007: 6 x 9: 588pp
Hb: 978-0-8058-4194-7: $125.00
ebook: 978-1-4106-1645-6
For more information, visit: www.routledge.com/9780805841947

Literacy and Gender
Researching Texts, Contexts and Readers
Gemma Moss, Institute of Education, University of London, UK
Series: Literacies
This cutting-edge volume linking these fields with and defines a research agenda of Cognitive Linguistics to SLA section discusses the relevance of Cognitive Linguistics to L2 acquisition, language transfer, sociocultural theory, and working memory. Its accessible format is designed for use in the introductory second language acquisition course taken by undergraduate and graduate students studying second language acquisition or applied linguistics in a variety of departments.

Handbook of Cognitive Linguistics and Second Language Acquisition
Edited by Peter Robinson, Aoyama Gakuin University, Japan and Nick C. Ellis, University of Michigan, USA
This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike.

Inclusive Pedagogy for English Language Learners
A Handbook of Research-Informed Practices
Edited by Lorrie Stoops Verplaetse and Naomi Migliacci, both at Southern Connecticut State University, USA
2007: 7 x 10: 384pp
Hb: 978-0-8058-5791-7: $145.00
ebook: 978-1-4106-1755-2
For more information, visit: www.routledge.com/9780805857207

Black Communications and Learning to Read: Building on Children’s Linguistic and Cultural Strengths
Terry Meier, Wheelock College, USA
2007: 6 x 9: 352pp
Hb: 978-0-8058-5697-2: $105.00
ebook: 978-1-4106-1566-4
For more information, visit: www.routledge.com/9780805856989

Developing Reading and Writing in Second-Language Learners
Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth
Edited by Diane August, Center for Applied Linguistics, USA and Timothy Shanahan, University of Illinois at Chicago, USA
A Co-publication of Routledge, the Center for Applied Linguistics, and the International Reading Association.
2007: 6 x 9: 336pp
Hb: 978-0-8058-6208-6: $145.00
ebook: 978-0-203-93760-0
For more information, visit: www.routledge.com/9780805862096

3rd Edition
Second Language Acquisition: An Introductory Course
Susan M. Gass, Michigan State University, USA and Larry Selinker
The much anticipated revision of this bestselling textbook offers a comprehensive, state-of-the-art overview of SLA. Continuing the previous editions’ successful tradition of a clearly written and illustrated presentation, an emphasis on empirical findings, and the most up-to-date research, the third edition offers a new chapter, ‘SLA and Related Disciplines’, discussing multilingualism; and new sections about the relationship between L1 and L2 acquisition, language transfer, sociocultural theory, and working memory. Its accessible format is designed for use in the introductory second language acquisition course taken by undergraduate and graduate students studying second language acquisition or applied linguistics in a variety of departments.

Cultural Education – Cultural Sustainability
Minority, Diaspora, Indigenous and Ethno-R eligious Groups in Multicultural Societies
Edited by Zvi Bekerman, Hebrew University of Jerusalem, Israel and Ezra Kopelowitz, Research Success Technologies, Israel
This volume is a path-breaking contribution to general debates about literacy and gender in schools. It advances the theory in literacy as a social practice as well as providing practical support to those researching literacy. A timely project, it is essential reading for anyone with an interest in literacy research. A timely contribution to the study of literacy and gender studies.

TO ORDER – see order form at the back of this catalog.
Alternatively, you can order by: Call Toll Free: 1-800-634-7064 Fax: 1-800-248-4724 Online: www.routledge.com/education
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: $72.95
For more information, visit: www.routledge.com/9780805860771

Undergraduates in a Second Language
Challenges and Complexities of Academic Literacy Development
Ilona Leki, University of Tennessee, at Knoxville, USA
2007: 6 x 9: 352pp
Hb: 978-0-8058-5637-8: $105.00
Pb: 978-0-8058-5638-5: $34.95
For more information, visit: www.routledge.com/9780805856385

Data Elicitation for Second and Foreign Language Research
Susan M. Gass and Alison Mackey
Series: Second Language Acquisition Research
2007: 6 x 9: 224pp
Hb: 978-0-8058-6034-4: $120.00
Pb: 978-0-8058-6035-1: $36.95
eBook: 978-1-406-1766-7
For more information, visit: www.routledge.com/9780805860351

Cultural Practices of Literacy
Case Studies of Language, Literacy, Social Practice, and Power
Edited by Victoria Purcell-Gates, University of British Columbia, Canada
2007: 6 x 9: 256pp
Hb: 978-0-8058-5491-6: $85.00
Pb: 978-0-8058-5492-3: $39.95
eBook: 978-1-406-1791-0
For more information, visit: www.routledge.com/9780805854923

NEW
Measurement and Evaluation in Post-Secondary ESL
Glayol V. Ekkabati, St. John’s University, USA
Measurement and Evaluation in Post-Secondary ESL is an introductory text on testing English as a second language presenting the basics of language testing, and taking the student or reader through the fundamental descriptive and quantitative aspects of effective language testing. A thorough and concise guide to ESL assessment, this text fulfills the testing component of TESOL programs in the US and programs around the world. It merges accepted and fresh concepts and approaches to language testing in a manner accessible to language teaching professionals, such as teachers and graduate students, concerned administrators, and even the informed non-specialists. In this volume, Ekkabati takes a fresh look at accepted assessment concepts and issues such as test construct, authenticity, communicative competence, validity and reliability, integrated and discrete point tests, test method effect, norm and criterion-based language testing, holistic and analytical testing approaches/methods, standardized tests, and the role of computers in language testing.
2010: 6 x 9: 256pp
Hb: 978-0-415-6125-9: $130.00
Pb: 978-0-415-6126-6: $39.95
eBook: 978-1-406-1480-3
For more information, visit: www.routledge.com/9780415612666

BESTSELLER
Funds of Knowledge
Theorizing Practices in Households, Communities, and Classrooms
Edited by Norma Gonzalez, University of Utah, USA Luis C. Moll, University of Arizona, USA and Cathy Amanti, Tuscon Unified School District, USA
2005: 6 x 9: 320pp
Hb: 978-0-8058-4917-2: $115.00
Pb: 978-0-8058-4918-9: $43.95
eBook: 978-1-406-1346-2
For more information, visit: www.routledge.com/9780805849189

Full Table of Contents
For full table of contents on all titles featured in this catalogue, visit: www.routledge.com/education
Teaching English Language Learners Across the Curriculum Series

Books in the Teaching English Language Learners Across the Curriculum series are written specifically for pre- and in-service teachers who may not have been trained in ELL techniques, but still find themselves facing the realities and challenges of today’s diverse classrooms and learners. Each book provides simple and straightforward advice on how to inclusively teach ELLs through a given subject area, and how to teach content to ELLs who are at different levels of English language proficiency. Co-authored by language and content area specialists, each volume arms readers with practical, teacher-friendly strategies and techniques as it pertains to their own subject area.

NEW

Teaching the Arts to Engage English Language Learners

Margaret Macintyre Latta and Elaine Chan

Teaching the Arts to Engage English Language Learners is written for pre- and in-service teachers of students in grades 6-12. It provides guidance for Visual Arts, Music, Drama, and Dance teachers by informing and generating ways arts educators can engage ELL students alongside other students in arts learning experiences. A cohesive theme across the arts is attention to the creating process. Attending to the processes of making, composing, performing, and choreographing requires a focus on practices that are inherently relational. Visual arts, music, drama, and dance all give expression to the creation of space to foster the development of self-other relations. Such creativity values diversity, individuality, and surprise, and is identified as being at the forefront of arts educations’ contributions within schools. In this way, arts education offers space for individuals to grow as learners, valuing diverse ways of knowing, doing, living, and belonging in the global community and the significances of such creative space for learning from and alongside others. ELL students can flourish in arts classrooms. Moreover, the practical, teacher-friendly strategies and techniques included in this book will prove effective, not only with ELLs, but with all students.

December 2010: 6 x 9: 224pp
Hb: 978-0-415-87385-7: $135.00
Pb: 978-0-415-87386-4: $36.95
For more information, visit: www.routledge.com/9780415873864

NEW

Teaching Science to English Language Learners

Joyce Nutta, University of Central Florida, USA, Nazan U. Bautista, Miami University, Ohio, USA and Malcolm B. Butler, University of South Florida, USA

Teaching Science to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science, offering examples of easy ways to adapt existing lesson plans to be more inclusive. The practical, teacher-friendly strategies and techniques included here are proven effective with ELLs, and many are also effective with all students. The book provides context-specific strategies for the full range of the secondary sciences curriculum, including physical science, life science, earth and space science, science as inquiry, and history and nature of science and more. A fully annotated list of web and print resources completes the book, making this a one volume reference to help science teachers meet the challenges of including all learners in effective instruction.

Special features include:
• practical examples of science exercises make applying theory to practice simple when teaching science to ELLs
• an overview of the National Science Education Standards offers useful guidelines for effective instructional and assessment practices for ELLs in secondary grades
• graphs, tables, and illustrations provide additional access points to the text in clear, meaningful ways.

June 2010: 7 x 10: 208pp
Hb: 978-0-415-99625-9: $135.00
Pb: 978-0-415-99624-2: $36.95
For more information, visit: www.routledge.com/9780415996259

NEW

Teaching Language Arts to English Language Learners

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

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: 216pp
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
Teaching English Language Learners Across the Curriculum Series

Teaching Mathematics to English Language Learners
Gladis Kersaint, Denisse R. Thompson and Mariana Petkova, all at University of South Florida, USA

This book provides advice on how to teach mathematics to English Language Learners by offering context-specific strategies for facilitating classroom discussions, reading and interpreting math textbooks, and tackling word problems.

2008: 7 x 10: 192pp
Hb: 978-0-415-95788-5: $140.00
Pb: 978-0-415-95789-2: $36.95
ebook: 978-0-203-89452-1
For more information, visit: www.routledge.com/9780415957892

Teaching English Language Learners in Career and Technical Education Programs
Victor M. Hernández-Gantes and William Blank, both at University of South Florida, USA

Exploring the unique challenges of vocational education, this book provides simple and straightforward advice on how to teach English Language Learners in the classroom, in the laboratory or workshop, and in work-based learning settings.

2008: 7 x 10: 256pp
Hb: 978-0-415-95758-8: $140.00
Pb: 978-0-415-95757-1: $36.95
ebook: 978-0-203-89439-2
For more information, visit: www.routledge.com/9780415957571

Teaching Social Studies to English Language Learners
Bárbara C. Cruz and Stephen J. Thornton, both at University of South Florida, USA

This book provides advice on how to teach English Language Learners in the classroom. It offers context-specific strategies for the full range of the social sciences curriculum, including geography, history, economics, and government.

2008: 7 x 10: 256pp
Hb: 978-0-415-95760-1: $140.00
Pb: 978-0-415-95761-8: $36.95
ebook: 978-0-203-89434-7
For more information, visit: www.routledge.com/9780415957618

Teaching English Language Learners through Technology
Tony Erben, University of Tampa, USA, Ruth Ban, Barry University, USA and Martha Castañeda, Miami University, USA

In this book, authors explore the use of computers/technology as a pedagogical tool to aid in the appropriate instruction of English Language Learners across all content areas.

2008: 7 x 10: 240pp
Hb: 978-0-415-95767-0: $140.00
Pb: 978-0-415-95768-7: $36.95
ebook: 978-0-203-89442-2
For more information, visit: www.routledge.com/9780415957687

Teaching English Language Learners in Career and Technical Education Programs
Victor M. Hernández-Gantes and William Blank, both at University of South Florida, USA

Exploring the unique challenges of vocational education, this book provides simple and straightforward advice on how to teach English Language Learners in the classroom, in the laboratory or workshop, and in work-based learning settings.

2008: 7 x 10: 256pp
Hb: 978-0-415-95758-8: $140.00
Pb: 978-0-415-95757-1: $36.95
ebook: 978-0-203-89439-2
For more information, visit: www.routledge.com/9780415957571

Teaching Social Studies to English Language Learners
Bárbara C. Cruz and Stephen J. Thornton, both at University of South Florida, USA

This book provides advice on how to teach English Language Learners in the classroom. It offers context-specific strategies for the full range of the social sciences curriculum, including geography, history, economics, and government.

2008: 7 x 10: 256pp
Hb: 978-0-415-95760-1: $140.00
Pb: 978-0-415-95761-8: $36.95
ebook: 978-0-203-89434-7
For more information, visit: www.routledge.com/9780415957618

Language, Culture, and Teaching Series

NEW

Cultural Validity in Assessment
A Guide for Educators
Edited by María del Rosario Basterra, Mid-Atlantic Equity Consortium, Inc., USA, Elise Trumbull, Education Consultant, USA 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.

The construct of ‘cultural validity’ is introduced as an organizing principle for addressing the issues involved in ensuring fair and valid assessment of students from ethnolinguistic minority-group backgrounds. The role of language in assessment is explored in depth, not only as it relates to English language learners but to all students. Every step in the assessment process, from assessment selection and design to administration, scoring, score interpretation and is examined with a view to identifying ways of maximizing fairness and validity for all students. Examples and field-based work illustrate constructive practices and policies that hold promise to yield more authentic accountability than present practices can do. End-of-chapter activities help readers apply the content in their specific settings.

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: www.routledge.com/9780415999809


Language, Culture, and Teaching Series (continued)

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, Santa Barbara, 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 the chapters’ meanings and implications,

For more information, visit: www.routledge.com/9780415999757

Critical Literacy and Urban Youth
Pedagogies of Access, Dissent, and Liberation

Ernest Morrell, University of California at Los Angeles, USA

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

- Is literacy a skill or a social practice?
- In what ways is literacy embodied?
- Do texts have designs on us and what can we do about it?
- How does language construct reality?

- What is ‘linguistic capital’ and who has it?
- Who gets access to new literacies and who is excluded?
- How is literacy implicated in relations of power and questions of identity in our daily lives?

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

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

The Work of Language in Multicultural Classrooms
Talking Science, Writing Science

Katherine Richardson Bruna, Iowa State University, USA and Kimberly 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.

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

Routledge English Language Introductions cover core areas of language study and are one-stop resources for students.

Assuming no prior knowledge, books in the series offer an accessible overview of the subject, with activities, study questions, sample analyses, commentaries and key readings — all in the same volume. The innovative and flexible ‘two-dimensional’ structure is built around four sections – introduction, development, exploration and extension – which offer self-contained stages for study. Each topic can also be read across these sections, enabling the reader to build gradually on the knowledge gained.

Language and Power:

• offers a comprehensive survey of the ways in which language intersects and connects with the social, cultural and political aspects of power

• provides a comprehensive introduction to the history of the field, and covers all the major approaches, theoretical concepts and methods of analysis in this important and developing area of academic study

• covers all the ‘traditional’ topics, such as race, gender and institutional power, but also incorporates newer material from forensic discourse analysis, the discourse of new capitalism and the study of humour as power

• includes readings from works by seminal figures in the field, such as Roger Fowler, Deborah Cameron and Teun van Dijk

• uses real texts and examples throughout, including advertisements from cosmetics companies; newspaper articles and headlines; websites and internet media; and spoken dialogues such as a transcription from the Obama and McCain presidential debate

• 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.

Language and Power will be essential reading for students studying English language and linguistics.

2009: 6 x 9: 304pp
Hb: 978-0-415-99965-6: $140.00
Pb: 978-0-8058-6391-8: $44.95

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

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.

2009: 6 x 9: 304pp
Hb: 978-0-415-99965-6: $140.00
Pb: 978-0-8058-6391-8: $44.95

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

Using Discourse Analysis to Improve Classroom Interaction

Lesley A. Rex, University of Michigan, USA and Laura Schiller, Director of the Oakland Writing Project and Literacy Consultant for Oakland 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.

2009: 6 x 9: 184pp
Hb: 978-0-415-80114-0: $125.00
Pb: 978-0-415-80113-3: $35.95

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

Sexual Identities in English Language Education
Classroom Conversations

Cynthia D. Nelson, University of Sydney, Australia

Skillfully interweaving classroom voices and theoretical analysis, this innovative, cutting-edge book provides a practical framework of macrostrategies to guide English language teachers (of any sexual identification) in engaging with lesbian/gay themes in the classroom.

2008: 6 x 9: 256pp
Hb: 978-0-8058-6367-3: $140.00
Pb: 978-0-8058-6368-0: $48.95

For more information, visit:
www.routledge.com/9780805863680

CONTACT US – for further information, email education@routledge.com

eBooks: www.ebookstore.tandf.co.uk eUpdates: www.tandf.co.uk/eupdates
Teaching Readers of English
Students, Texts, and Contexts
John Hedgcock, Monterey Institute of International Studies, USA and Dana R. Ferris, University of California, Davis, USA

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

Teaching Readers of English:
- provides a thorough yet accessible survey of L2 reading theory and research
- addresses the unique cognitive and socioeducational challenges encountered by L2 readers
- covers the features of L2 texts that teachers of reading must understand
- acquaints readers with methods for designing reading courses, selecting curricular materials, and planning instruction
- explores the essential role of systematic vocabulary development in teaching L2 literacy
- includes practical methods for assessing L2 students’ proficiency, achievement, and progress in the classroom.

Pedagogical features in each chapter include questions for reflection, further reading and resources, reflection and review questions, and application activities.

2009: 6 x 9: 456pp
Hb: 978-0-415-99964-9: $140.00
Pb: 978-0-415-6347-9: $48.95
eBook: 978-0-203-88265-6
For more information, visit: www.routledge.com/9780805863475

Literacy
An Advanced Resource Book for Students
Brian V. Street, Kings College London, UK and Adam Lefstein, Institute of Education, UK
Series: Routledge Applied Linguistics

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

2nd Edition
Teaching ESL Composition
Purpose, Process, and Practice
Dana R. Ferris and John S. Hedgcock

2004: 6 x 9: 448pp
Hb: 978-0-8058-4467-2: $56.95
eBook: 978-1-4106-1150-5
For more information, visit: www.routledge.com/9780805844672

3rd Edition
Dimensions of Literacy
A Conceptual Base for Teaching Reading and Writing in School Settings
Stephen B. Kucer, University of Washington at 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 address 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.

2009: 6 x 9: 384pp
Hb: 978-0-415-99787-4: $130.00
Pb: 978-0-415-99788-1: $51.95
eBook: 978-0-203-87979-5
For more information, visit: www.routledge.com/9780415997881

Teaching Children English as an Additional Language
A Programme for 7-12 Year Olds
Caroline Scott, EAL Teacher and Project Leader, UK

Here is a classroom scenario that many teachers face: out of thirty children in the class, two-thirds speak a different language at home. This book is an easy-to-use ten-week teaching programme for children aged seven to eleven (key stage 2) new to English.

2008: 8-1/4 x 11-3/4: 208pp
Hb: 978-0-415-45231-1: $49.95
eBook: 978-0-203-92656-7
For more information, visit: www.routledge.com/9780415452311

2nd Edition
ESL (ELL) Literacy Instruction
A Guidebook to Theory and Practice
Lee Gunderson, University of British Columbia, Canada

This comprehensive text applies research to practice, providing both ESL and mainstream teachers with the background and expertise necessary to plan and implement reading programs that match the particular needs and abilities of their students from kindergarten through adult levels.

2008: 6 x 9: 312pp
Hb: 978-0-415-98971-8: $135.00
Pb: 978-0-415-98972-5: $43.95
eBook: 978-0-203-89421-7
For more information, visit: www.routledge.com/9780415989725

2nd Edition
Dialects in Schools and Communities
A Handbook for ALL Teachers
Maria Estela Brisk and Margaret M. Harrington

2006: 6 x 9: 296pp
Hb: 978-0-415-85506-7: $31.95
eBook: 978-0-203-98421-7
For more information, visit: www.routledge.com/9780805855067
**BILINGUAL EDUCATION**

**NEW IN 2011**

**Teacher Preparation for Bilingual Student Populations**

_Educar para Transformar_

Edited by Belinda Bustos Flores, University of Texas at San Antonio, USA, Rosa Hernández Sheets, Texas Tech University, USA and Ellen Rojas Clark, University of Texas at San Antonio, USA

The growing number of bilingual students in public schools coupled with a critical shortage of teachers specially prepared to serve this population calls for an explicit examination of the impact of bilingual education teacher preparation program types on teacher quality and effectiveness. Developed in response to this need, this comprehensive volume takes a close look at specific bilingual teacher preparation models and related cultural and linguistic issues to provide research-based information on best practices in bilingual education teacher preparation. This must-have resource for teacher educators and graduate students in bilingual education programs simultaneously organizes the scholarship in the field and advances new understandings.

January 2011: 6 x 9: 240pp
Hb: 978-0-415-87739-8: $135.00
Pb: 978-0-415-34387-9: $39.95
eBook: 978-0-203-41026-4
For more information, visit: [www.routledge.com/9780415343879](http://www.routledge.com/9780415343879)

**An Introduction to Bilingualism**

_Principles and Processes_

Edited by Jeanette Altarriba, University at Albany, State University of New York, USA and Roberto R. Heredia, Texas A&M International University, USA

The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood intellectual development to educational and social-cognitive challenges to the maturing bilingual brain.

2008: 7 x 10: 392pp
Hb: 978-0-8058-5134-2: $100.00
Pb: 978-0-8058-5135-9: $54.95
eBook: 978-0-203-92782-3
For more information, visit: [www.routledge.com/9780805851359](http://www.routledge.com/9780805851359)

**Bilingualism**

_An Advanced Resource Book_

Ng Bee Chin, Nanyang Tech University, Singapore and Gillian Wigglesworth, University of Melbourne, Australia

Series: Routledge Applied Linguistics

Written by an experienced team of teachers and researchers, this comprehensive introduction to the key issues and debates in bilingualism presents articles from leading figures, including Genesee, Peal, MacNamara, Baker, Saer and Swain.

Hb: 978-0-415-34386-2: $135.00
Pb: 978-0-415-34387-9: $39.95
eBook: 978-0-203-41026-4
For more information, visit: [www.routledge.com/9780415343879](http://www.routledge.com/9780415343879)

**The Bilingualism Reader**

Edited by Li Wei

2nd Edition

Hb: 978-0-415-35554-4: $160.00
Pb: 978-0-415-35555-1: $45.95
For more information, visit: [www.routledge.com/9780415355551](http://www.routledge.com/9780415355551)

**Language and Minority Rights**

Ethnicity, Nationalism and the Politics of Language

Stephen May, University of Auckland, New Zealand

2007: 6 x 9: 404pp
Pb: 978-0-415-96489-0: $59.95
eBook: 978-1-4106-1766-8
For more information, visit: [www.routledge.com/9780415964890](http://www.routledge.com/9780415964890)

**A New Paradigm for Global School Systems**

Education for a Long and Happy Life

Joel Spring, Queens College and Graduate Centre, CUNY, USA

Series: Sociocultural, Political, and Historical Studies in Education

2007: 6 x 9: 232pp
Hb: 978-0-8058-6123-5: $125.00
Pb: 978-0-8058-6124-2: $29.95
eBook: 978-1-4106-1479-7
For more information, visit: [www.routledge.com/9780805861242](http://www.routledge.com/9780805861242)

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

Using this conceptual framework, tapping into leading-edge interdisciplinary scholarship and charting new directions, the authors address 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.

August 2010: 6 x 9: 240pp
Hb: 978-0-415-80140-9: $135.00
Pb: 978-0-415-80140-9: $42.95
For more information, visit: [www.routledge.com/9780415801409](http://www.routledge.com/9780415801409)
NEW

Negotiating Language Policies in Schools
Educators as Policymakers
Edited by Kate Menken, Queens University/The City University of New York, USA and Ofelia Garcia, Graduate Center of the City University of New York, 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
For more information, visit: www.routledge.com/9780415802086

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. Chroning 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: $150.00
Pb: 978-0-8058-6349-9: $46.95
eBook: 978-0-203-86698-6
For more information, visit: www.routledge.com/9780805863499

ADULT LITERACY

Adult Education Teachers
Designing Critical Literacy Practices
Rebecca Rogers, University of Missouri at St. Louis, USA and Mary Ann Kramer, St. Louis Public Schools, USA

2007: 6 x 9: 352pp
Hb: 978-0-8058-6242-3: $145.00
Pb: 978-0-8058-6243-0: $48.95
eBook: 978-1-4106-1637-1
For more information, visit: www.routledge.com/9780805862430

Adult Biliteracy
Sociocultural and Programmatic Responses
Edited by Klaudia M. Rivera, Long Island University, USA and Ana Huerta-Macias, University of Texas at El Paso, USA

2007: 6 x 9: 248pp
Hb: 978-0-8058-5361-2: $125.00
Pb: 978-0-8058-5362-9: $31.95
For more information, visit: www.routledge.com/9780805853629

Review of Adult Learning and Literacy, Volume 7
Connecting Research, Policy, and Practice
Edited by John Comings, Harvard University, USA Barbara Garner and Christine Smith, both at World Education, USA

2007: 6 x 9: 280pp
Hb: 978-0-8058-6164-8: $105.00
Pb: 978-0-8058-6165-5: $36.95
For more information, visit: www.routledge.com/9780805861655

Toward Defining and Improving Quality in Adult Basic Education
Issues and Challenges
Edited by Alisa Belzer, Rutgers University, USA
Series: Rutgers Invitational Symposium on Education

2007: 6 x 9: 344pp
Hb: 978-0-8058-5545-6: $100.00
Pb: 978-0-415-87506-7: $38.95
eBook: 978-1-4106-1553-4
For more information, visit: www.routledge.com/9780805855456

To find out more about the full range of eBooks available visit www.ebookstore.tandf.co.uk
For further information on library subscriptions and purchases go to www.ebookssubscriptions.com or email online.sales@tandf.co.uk
...reading will never be the same again
### H
- Handbook of Child Language Disorders ........................................10
- Handbook of Cognitive Linguistics and Second Language Acquisition ........................................12
- Handbook of Research in Second Language Teaching and Learning .................................................4
- Hansen, Angela L. ........................................................................14
- Harklau, Linda .................................................................10
- Harley, Trevor ...........................................................................9
- Harrington, Margaret M. .........................................................18
- Hedgcock, John S. .............................................................18
- Heredia, Roberto R. ...............................................................19
- Heritage Language Education ....................................................10
- Hernández Sheets, Rosa ..............................................................19
- Hernández-Gantes, Victor M .....................................................15
- Hewings, Ann .................................................................13
- Hinkel, Eli .................................................................4, 5
- Hirai, Debra L. Cook ............................................................17
- Hodge, Rachel ........................................................................10
- Home–School Connection, The .............................................11
- Home–School Connections in a Multicultural Society ..............................................................16
- Huerta-Macias, Ana .................................................................20

### I
- Ibrahim, Awad ..........................................................................11
- Idioms ........................................................................4, 5
- Inclusive Pedagogy for English Language Learners ..........................................................12
- Intelligibility in World Languages ...........................................1
- Interlanguage Variation in Theoretical and Pedagogical Perspective ........................................7
- International English in Its Sociolinguistic Contexts ..................................................5
- Introduction to Bilingualism, An .............................................................................19
- Ivanic, Roz ..............................................................................10

### K
- Kabuto, Bobbie ........................................................................6
- Kachru, Yamuna ........................................................................5
- Kagan, Olga .............................................................................10
- Katz, Laurie ...........................................................................20
- Kersaint, Gladis .........................................................................15
- Kloock, Carl T ..........................................................................17
- Koda, Keiko .............................................................................11
- Kondo-Brown, Kimi .............................................................5
- Kopelowitz, Ezra ......................................................................12
- Kramer, Mary Ann .............................................................20
- Kubota, Ryuko ..........................................................................9
- Kucer, Stephen B. ......................................................................18
- L
- L. McCarty, Teresa ....................................................................19
- Language and Culture .............................................................2
- Language and Interaction .........................................................11
- Language and Minority Rights .................................................19
- Language and Power ..................................................................17
- Language Curriculum Design ..................................................3
- Language Development Over the Lifespan ........................................9
- Language Mixing and Code-Switching in Writing .......................................................6
- Language Teaching .....................................................................10
- Language Testing and Assessment ............................................13
- Language, Culture, and Community in Teacher Education ................................................12
- Language, Culture, and Teaching Series (series) ......................................................................15, 16
- Larson-Hall, Jennifer ................................................................8
- Latta, Margaret Macintyre .........................................................14
- Leadership in English Language Education ........................................4
- Learning to Read Across Languages ........................................11
- Lee Mckay, Sandra .................................................................4
- Lefstein, Adam .........................................................................18
- Leith, Dick ...............................................................................13
- Leki, Iona .................................................................................11, 13
- Lieven, Elena ...........................................................................10
- Lin, Angel M. Y. ........................................................................9, 10
- Linguistic Imperialism Continued ..............................................7
- Linguistic Landscape .................................................................11
- Literacies (series) ......................................................................10, 11, 12
- Literacy .....................................................................................18
- Literacy and Bilingualism ..........................................................18
- Literacy and Gender ....................................................................12
- Literacy and Power .....................................................................16
- Literacy, Lives and Learning .....................................................10
- Liu, Dili .....................................................................................5
- LoCastro, Virginia ........................................................................1
- Lucas, Tamara ...........................................................................1

### M
- Macalister, John .........................................................................3
- Mackey, Alison............................................................................13
- Mahootian, Shahrzad ...............................................................6
- Malmkjaer, Kirsten .................................................................8
- Manyak, Patrick C. ....................................................................16
- Martin-Jones, Marilyn ..............................................................6
- May, Stephen ............................................................................19
- Maybin, Janet ............................................................................13
- Mayr, Andrea ............................................................................17
- McCafferty, Steven G. ..............................................................5
- McDonough, Kim ......................................................................10
- McKay, Sandra Lee .....................................................................5
- Measurement and Evaluation in Post-Secondary ESL ................................................................13
- Meier, Terry ..............................................................................12
- Menken, Kate ............................................................................20
- Mercer, Neil ..............................................................................13
- Migliaccio, Naomi .....................................................................12
- Moll, Luis C. ..............................................................................13
- Morrell, Ernest ..........................................................................16
- Moss, Gemma ............................................................................12
- Mueller Gathercole, Virginia C ..................................................7
- Multilingualism, Discourse, and Ethnography ......................................................6
- Murray, Denise E. .....................................................................2, 4
- Nakamura, Keiko .......................................................................10
- Nassaji, Hossein .........................................................................1
- Nation, I.S.P. ............................................................................3, 4, 5
- Negotiating Language Policies in Schools ........................................20
- Nelson, Cecil L. ........................................................................1
- Nelson, Cynthia D. .....................................................................17
- New Paradigm for Global School Systems, A ........................................19
- New Perspectives on Grammar Teaching in Second Language Classrooms ................................5
- Newton, Jonathan .......................................................................4
- Nieto, Sonia ..............................................................................16
- Nonnative Speaker English Teachers .............................................2
- Nunan, David ..............................................................................2
- Nutta, Joyce .............................................................................14

### O
- Ozcaliskan, Seyda .......................................................................10
<table>
<thead>
<tr>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parker, L. Leann .............................. 11</td>
</tr>
<tr>
<td>Pavlenko, Aneta .............................. 11</td>
</tr>
<tr>
<td>Pennycook, Alastair .......................... 11</td>
</tr>
<tr>
<td>Petkova, Mariana .............................. 15</td>
</tr>
<tr>
<td>Phillipson, Robert ........................... 7</td>
</tr>
<tr>
<td>Pragmatics for Language Educators ............. 1</td>
</tr>
<tr>
<td>Preparing Teachers for Linguistically Diverse Classrooms: ................... 1</td>
</tr>
<tr>
<td>Problematizing Identity ...................... 10</td>
</tr>
<tr>
<td>Psychology of Language, The .................. 9</td>
</tr>
<tr>
<td>Psychology Press Festschrift Series (series) 7, 10</td>
</tr>
<tr>
<td>Purcell-Gates, Victoria ....................... 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race, Culture, and Identities in Second Language Education ...................... 9</td>
</tr>
<tr>
<td>Reseaching Second Language Classrooms ........................................... 4</td>
</tr>
<tr>
<td>Review of Adult Learning and Literacy, Volume 7 .......................... 20</td>
</tr>
<tr>
<td>Rex, Lesley A ...................................... 17</td>
</tr>
<tr>
<td>Rhys, Martin ...................................... 13</td>
</tr>
<tr>
<td>Riojas Clark, Ellen ............................. 19</td>
</tr>
<tr>
<td>Rivera, Claudia M. .................... 20</td>
</tr>
<tr>
<td>Roberge, Mark ................................. 10</td>
</tr>
<tr>
<td>Robinson, Peter ............................... 12</td>
</tr>
<tr>
<td>Rodriguez-Brown, Flora V. ................. 11</td>
</tr>
<tr>
<td>Rogers, Rebecca ............................... 20</td>
</tr>
<tr>
<td>Routes to Language ............ .......................... 7</td>
</tr>
<tr>
<td>Routledge Advances in Communication and Linguistic Theory (series) .......... 10</td>
</tr>
<tr>
<td>Routledge Applied Linguistics (series) 11, 13, 18, 19</td>
</tr>
<tr>
<td>Routledge Critical Studies in Multilingualism (series) ........................ 6</td>
</tr>
<tr>
<td>Routledge English Language Introductions (series) ............................... 17</td>
</tr>
<tr>
<td>Routledge Linguistics Encyclopedia, The ..................... 8</td>
</tr>
<tr>
<td>Routledge Research in Education (series) ........................................ 7</td>
</tr>
<tr>
<td>Routledge Studies in Sociolinguistics (series) 7, 8</td>
</tr>
<tr>
<td>Rutgers Invitational Symposium on Education Series (series) ................. 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schiller, Laura ......................... 17</td>
</tr>
<tr>
<td>Schrauf, Robert W ......................... 9</td>
</tr>
<tr>
<td>Schwartz, Richard G ..................... 10</td>
</tr>
<tr>
<td>Scott, Caroline ......................... 18</td>
</tr>
<tr>
<td>Scott, Jerrie Cobb .......................... 20</td>
</tr>
<tr>
<td>Sebba, Mark ..................................... 6</td>
</tr>
<tr>
<td>Second Language Acquisition .......... 12</td>
</tr>
<tr>
<td>Second Language Acquisition Research Series (series) 7, 8, 10, 13</td>
</tr>
<tr>
<td>Second Language Teacher Education .......... 4</td>
</tr>
<tr>
<td>Segalowitz, Norman ....................... 6</td>
</tr>
<tr>
<td>Selinker, Larry .............................. 12</td>
</tr>
<tr>
<td>Seloni, Lisa ......................... 8</td>
</tr>
<tr>
<td>Sexual Identities in English Language Education .......................... 17</td>
</tr>
<tr>
<td>Sfreddo, Claudio ............................. 7</td>
</tr>
<tr>
<td>Shanahan, Timothy ............................. 12, 13</td>
</tr>
<tr>
<td>Shohamy, Elana .............................. 11</td>
</tr>
<tr>
<td>Siegal, Meryl ................................... 10</td>
</tr>
<tr>
<td>Silva, Tony ...................................... 11</td>
</tr>
<tr>
<td>Simpson, Paul ............................... 17</td>
</tr>
<tr>
<td>Smith, Christine ............................. 20</td>
</tr>
<tr>
<td>Smith, Larry E. ............................... 5</td>
</tr>
<tr>
<td>Smith, Philip C. .............................. 14</td>
</tr>
<tr>
<td>Sociocultural, Political, and Historical Studies in Education (series) .... 19</td>
</tr>
<tr>
<td>Solano-Flores, Guillermo .................. 15</td>
</tr>
<tr>
<td>Song, Juyoung ............................... 8</td>
</tr>
<tr>
<td>Spring, Joel ..................................... 19</td>
</tr>
<tr>
<td>Stam, Gale ....................................... 5</td>
</tr>
<tr>
<td>Straker, Dolores Y ......................... 20</td>
</tr>
<tr>
<td>Street, Brian V ................................ 18</td>
</tr>
<tr>
<td>Swann, Joan .................................... 13</td>
</tr>
<tr>
<td>Systematization of Research on Second Language Writing in English, A ...... 11</td>
</tr>
<tr>
<td>Synthesis of Research on Second Language Writing in English ................. 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Bilingual Student Populations ...................................... 19</td>
</tr>
<tr>
<td>Teaching Children English as an Additional Language ...................... 18</td>
</tr>
<tr>
<td>Teaching Chinese, Japanese, and Korean Heritage Language Students ... 5</td>
</tr>
<tr>
<td>Teaching English Language Learners across the Curriculum (series) .... 14, 15</td>
</tr>
<tr>
<td>Teaching English Language Learners in Career and Technical Education Programs ............... 15</td>
</tr>
<tr>
<td>Teaching English Language Learners through Technology ..................... 15</td>
</tr>
<tr>
<td>Teaching ESL Composition ........................................... 18</td>
</tr>
<tr>
<td>Teaching ESL/EFL Listening and Speaking .................................. 4</td>
</tr>
<tr>
<td>Teaching ESL/EFL Reading and Writing ................................... 5</td>
</tr>
<tr>
<td>Teaching Grammar in Second Language Classrooms .......................... 1</td>
</tr>
<tr>
<td>Teaching Language Arts to English Language Learners ....................... 14</td>
</tr>
<tr>
<td>Teaching Mathematics to English Language Learners ........................ 15</td>
</tr>
<tr>
<td>Teaching Readers of English ........................................... 18</td>
</tr>
<tr>
<td>Teaching Science to English Language Learners ............................. 14</td>
</tr>
<tr>
<td>Teaching Social Studies to English Language Learners ....................... 15</td>
</tr>
<tr>
<td>Teaching the Arts to Engage English Language Learners .................... 14</td>
</tr>
<tr>
<td>Technology-Mediated Learning Environments for Young English Learners .......... 11</td>
</tr>
<tr>
<td>Think-Aloud Controversy in Second Language Research, The ................ 7</td>
</tr>
<tr>
<td>Thompson, Denisse R. ................................ 15</td>
</tr>
<tr>
<td>Thornton, Stephen J. .................................. 15</td>
</tr>
<tr>
<td>Tooian, Michael ............................... 10</td>
</tr>
<tr>
<td>Toward Defining and Improving Quality in Adult Basic Education .......... 20</td>
</tr>
<tr>
<td>Trofimovich, Pavel ............................. 10</td>
</tr>
<tr>
<td>Trumbull, Elise ............................... 15</td>
</tr>
<tr>
<td>Tusting, Karin ............................... 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Writing .......................... 7</td>
</tr>
<tr>
<td>Understanding Discourse Analysis to Improve Classroom Interactions ......... 17</td>
</tr>
<tr>
<td>Using English .................................... 13</td>
</tr>
<tr>
<td>Using Priming Methods in Second Language Research ......................... 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaillancourt, François ..................... 7</td>
</tr>
<tr>
<td>Variation in Linguistic Systems ..................... 7</td>
</tr>
<tr>
<td>Vasquez, Anete ............................... 14</td>
</tr>
<tr>
<td>Verplaatse, Lorrie Stoops .................... 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walker, James A ......................... 7</td>
</tr>
<tr>
<td>Wei, Li ....................................... 19</td>
</tr>
<tr>
<td>What English Language Teachers Need to Know 1 ................................ 2</td>
</tr>
<tr>
<td>What English Language Teachers Need to Know II ......................... 2</td>
</tr>
<tr>
<td>Wigglesworth, Gillian ........................ 19</td>
</tr>
<tr>
<td>Wolfram, Walt ............................... 18</td>
</tr>
<tr>
<td>Wong, Jean ..................................... 3</td>
</tr>
<tr>
<td>Wong, Mary Shepard ......................... 9</td>
</tr>
<tr>
<td>Work of Language in Multicultural Classrooms, The .......................... 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young, Richard F ............................. 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zehler, Annette M ....................... 11</td>
</tr>
</tbody>
</table>
**INDIVIDUALS:**
Available through your bookseller or from Routledge.

**INSTITUTIONS:**
Please attach your institutional purchase order to this form.

**BOOKSTORES:**

**Latin America**
Wholesalers, bookstores, and libraries contact:
Taylor & Francis
6000 Broken Sound Pkwy NW, Ste. 300
Boca Raton, FL 33487
Call international: (561) 361-6000, ext 6418
Fax international: (561) 361-6075
International email: orders@taylorandfrancis.com

**US**
Contact your usual supplier.

**Distributor of choice in Canada**
Login Canada, 300 Saulteaux Cr.,
Winnipeg, MB R3J 3T2
Call toll free: 800-665-1148
Fax toll Free: 800-665-0103
Fax number: 204-837-2987
Email: sales@lb.ca

**SHIPPING AND HANDLING:**

**US**
• $5.99 first book; $1.99 each additional book

**Canada**

**Latin America**
• Airmail: $44.00 first book; $7.00 each additional book. Surface: $17.00 first book; $2.99 each additional book.

**SALES TAX/GST:**
Residents of AZ, CA, CO, CT, FL, GA, IL, IN, KY, MA, MD, ME, MO, NJ, NY, PA, TN, TX, UT, VA, CANADA please add local sales tax. Canadian residents please add 5% GST.

Prices subject to change without notice. Offer good in the US, Canada, and Latin America only.

---

**To order in the US, Canada & Latin America, contact:**
Routledge
7625 Empire Drive
Florence, KY 41042
Call toll-free: 1-800-634-7064, M-F, 8am–5:30pm, EST
Call international: (561) 361-6000, extension 6418
Fax toll-free: 1-800-248-4724, anytime
Fax international: (561) 361-6075
Email: orders@taylorandfrancis.com

---

**US**
• $5.99 first book; $1.99 each additional book

**Canada**

**Latin America**
• Airmail: $44.00 first book; $7.00 each additional book. Surface: $17.00 first book; $2.99 each additional book.

**SALES TAX/GST:**
Residents of AZ, CA, CO, CT, FL, GA, IL, IN, KY, MA, MD, ME, MO, NJ, NY, PA, TN, TX, UT, VA, CANADA please add local sales tax. Canadian residents please add 5% GST.

Prices subject to change without notice. Offer good in the US, Canada, and Latin America only.

---

**INDIVIDUALS:**
Available through your bookseller or from Routledge.

**INSTITUTIONS:**
Please attach your institutional purchase order to this form.

**BOOKSTORES:**

**Latin America**
Wholesalers, bookstores, and libraries contact:
Taylor & Francis
6000 Broken Sound Pkwy NW, Ste. 300
Boca Raton, FL 33487
Call international: (561) 361-6000, ext 6418
Fax international: (561) 361-6075
International email: orders@taylorandfrancis.com

**US**
Contact your usual supplier.

**Distributor of choice in Canada**
Login Canada, 300 Saulteaux Cr.,
Winnipeg, MB R3J 3T2
Call toll free: 800-665-1148
Fax toll Free: 800-665-0103
Fax number: 204-837-2987
Email: sales@lb.ca

**SHIPPING AND HANDLING:**

**US**
• $5.99 first book; $1.99 each additional book

**Canada**

**Latin America**
• Airmail: $44.00 first book; $7.00 each additional book. Surface: $17.00 first book; $2.99 each additional book.

**SALES TAX/GST:**
Residents of AZ, CA, CO, CT, FL, GA, IL, IN, KY, MA, MD, ME, MO, NJ, NY, PA, TN, TX, UT, VA, CANADA please add local sales tax. Canadian residents please add 5% GST.

Prices subject to change without notice. Offer good in the US, Canada, and Latin America only.

---

**WEB ORDERS OVER $35 RECEIVE FREE SHIPPING IN US AND CANADA**