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Language and Literacy
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The Routledge International Handbook of English, Language and Literacy Teaching

Edited by Dominic Wyse, Richard Andrews, James Hoffman

Edited by three authorities in the field, this Handbook presents contributions from experts across the world who report the cutting-edge of international research. It is ground-breaking in its holistic, evidence-informed account that aims to synthesize key messages for policy and practice in English, Language and Literacy Teaching.

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

The authors address many key issues including:

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

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

A powerful account that will be of interest to students, researchers and academics involved with education.

ABOUT THE EDITORS:

Dominic Wyse is Senior Lecturer in Primary and Early Years Education at the University of Cambridge, UK.

Richard Andrews is Professor of English at the Institute of Education, University of London, UK.

James V. Hoffman is Professor of Language and Literacy Studies at the University of Texas at Austin, USA.

SELECTED CONTENTS:

Introduction


Part 4: Teaching English, Language and Literacy Critical Approaches to Teaching Language, Reading and Writing Culturally Responsive Teacher Preparation: Learning in Field Experiences for Prospective Literacy Educators.


February 2010: 560pp Hb: 978-0-415-46903-6: £125.00
RESEARCH AND THEORY

NEW

Language, Learning, Context
Talking the Talk
Wolff Michael Roth, University of Victoria, British Columbia, Canada

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

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

• firstly, that language is unintentional in that what we say emerges from our mouths before we are aware of what we are going to say and that we end up contributing to and developing a topic even though we had not planned our utterances ahead of time

• secondly, that when we speak we mobilize language and linguistic resources: what we say is therefore not entirely our own because the words we produce have come to us from the culture in which we live, and what we are saying has to be intelligible to those who listen. Thus, speaking is both highly singular, contextual, and situated and highly conventionalized, intelligible, shared, and historical

• thirdly, that communication cannot be reduced to the production of words since, while talking, we also produce a variety of sign forms other than words that listeners take into account without necessarily being conscious of them, such as variations in pitch, speech intensity and rate, gestures, body orientation, and configuration.

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

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

April 2010: 234x156: 280pp
Hb: 978-0-415-55191-5: £75.00
For more information, visit: www.routledge.com/9780415551915

NEW

Handbook of Research on Children’s and Young Adult Literature
Edited by Shelby Wolf, University of Colorado at Boulder, USA, Karen Coats, Illinois State University, USA, Patricia A. Enciso, Ohio State University, USA and Christine A. Jenkins, University of Illinois at Urbana-Champaign, USA

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

December 2010: 234x156: 640pp
Hb: 978-0-415-96505-7: £130.00
Pb: 978-0-415-96506-4: £60.00
For more information, visit: www.routledge.com/9780415965064

NEW

Young Adult Literature and Adolescent Identity Across Cultures and Classrooms
Contexts for the Literary Lives of Teens
Edited by Janet Alsup, Purdue University, USA

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

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

All chapters work simultaneously on two levels: each provides both a critical resource about previously unavailable young adult literature that could be used in YA literature classes or workshops, and specific practical suggestions about what texts to use and how to teach them effectively in middle and high school classes. Theorizing, problematizing, and reflecting in new ways on the teaching and reading of young adult literature in middle and secondary school classrooms, this valuable resource for teachers and teacher educators will help them to develop classrooms where students use literature as a means of making sense of themselves, each other, and the world around them.

May 2010: 234x156: 208pp
Hb: 978-0-415-87695-6: £95.00
eBook: 978-0-203-85313-9
For more information, visit: www.routledge.com/9780415876956

NEW

Handbook of Reading Disability Research
Edited by Anne McGill-Franzen and Richard L. Allington, both at University of Tennessee, USA

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

June 2010: 177x254: 576pp
Hb: 978-0-8058-5333-9: £130.00
Pb: 978-0-8058-5334-6: £60.00
eBook: 978-0-203-85301-6
For more information, visit: www.routledge.com/9780805853346

NEW

Beyond the Grammar Wars
A Resource for Teachers and Students on Developing Language Knowledge in the English/Literacy Classroom
Edited by Terry Locke, University of Waikato, New Zealand

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

• provides an historical overview of the debates around grammar and English/literacy teaching in four settings: the US, England, Scotland and Australia

• offers an up-to-date account of what the research is telling (and not telling) us about the effectiveness of certain kinds of grammar-based pedagogies in English/literacy classrooms

• takes readers into English/literacy classrooms through a range of examples of language/grammar-based pedagogies which have proven to be successful

• addresses metalinguistic issues related to changes in textual practices in a digital and multimodal age, and explores the challenges for educators who are committed to finding a ‘usable grammar’ to contribute to teaching and learning in relation to these practices.

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

April 2010: 234x156: 320pp
Hb: 978-0-415-82064-2: £95.00
Pb: 978-0-415-82065-9: £34.99
eBook: 978-0-203-85435-8
For more information, visit: www.routledge.com/9780415820659
NEW

Handbook of Reading Research, Volume 4
Edited by Michael L. Kamil, Stanford University, USA, P. David Pearson, University of California at Berkeley, USA, Elizabeth Birr Moje, University of Michigan, USA and Peter Afflerbach, University of Maryland, USA
The Handbook of Reading Research is the research handbook for the field. Each volume has come to define the field for the period of time it covers. Volume 4 follows in this tradition. The editors extensively reviewed the reading research literature since the publication of Volume 3 in 2000, as portrayed in a wide array of research and practitioner-based journals and books, to identify the themes and topics covered. This Volume brings the field authoritatively and comprehensively up-to-date.

December 2010: 172x254: 1040pp
Hb: 978-0-8058-5342-1: £170.00
Pb: 978-0-8058-5343-8: £85.00
For more information, visit: www.routledge.com/9780805853438

NEW

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

November 2010: 246x174: 624pp
Hb: 978-0-415-49067-2: £95.00
For more information, visit: www.routledge.com/9780415490672

NEW

Language in the Real World
A Resource Book
Edited by Susan Behrens, Marymount Manhattan College, USA and Judith Parker
This resource book introduces college students to the discipline of linguistics via the way the various areas of the field are put to use in the real world. The book covers all the traditional areas of linguistics, but in an inductive, illustrative, and interactive way by telling stories about real world applications.

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

April 2010: 10 x 7: 512pp
Hb: 978-0-415-77467-3: £185.00
Pb: 978-0-415-77468-0: £24.99
For more information, visit: www.routledge.com/9780415774680

NEW

Multimodality
A Social Semiotic Approach to Contemporary Communication
Gunter Kress, Institute of Education, University of London, UK

Multimodality: A Social Semiotic Approach to Contemporary Communication represents a long-awaited and much anticipated addition to the study of multimodality from the scholar who pioneered and continues to play a decisive role in shaping the field. Written in an accessible manner and illustrated with a wealth of photos and illustrations to clearly demonstrate the points made, Multimodality deliberately sets out to locate communication in the everyday, covering topics and issues not usually discussed in books of this kind, from traffic signs to mobile phones.

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

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

November 2009: 234x156: 236pp
Hb: 978-0-415-32060-3: £75.00
Pb: 978-0-415-32061-0: £24.99
eBook: 978-0-203-97003-4
For more information, visit: www.routledge.com/9780415320610

NEW

Sociolinguistics Around the World
A Handbook
Edited by Martin J. Ball, University of Louisiana at Lafayette, USA

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

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

November 2009: 246x174: 448pp
Hb: 978-0-415-87963-7: £90.00
eBook: 978-0-203-86965-9
For more information, visit: www.routledge.com/9780415879637

NEW

Literacies, Power, and the Schooled Body
Learning in Time and Space
Kerryn Dixon, University of Witwatersrand, Johannesburg, South Africa

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

August 2010: 234x156: 216pp
Hb: 978-0-415-87962-0: £95.00
Pb: 978-0-415-87963-7: £23.99
eBook: 978-0-203-85148-7
For more information, visit: www.routledge.com/education
NEW

The International Handbook of English, Language and Literacy Teaching
Edited by Dominic Wyse, University of Cambridge, UK, Richard Andrews, Institute of Education, UK and James V. Hoffman, University of Texas at Austin, USA
Series: Routledge International Handbooks of Education
A comprehensive collection, this Handbook focuses on the three key areas of reading, writing, and language, and issues that cut across them. The international emphasis of all the chapters is extended by a final section that looks directly at different countries and continents.

The authors address many key issues including:
• why pupil motivation is so important
• the evidence for what works in teaching and learning
• the place of Information Technology in the twenty-first century
• the status of English and other languages
• globalisation and political control of education.

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

December 2009: 246x174: 552pp
Hb: 978-0-415-46903-6: £110.00
Paperback: 978-1-4094-2179-5: £55.00
For more information, visit: www.routledge.com/9780415469036

NEW

Design Literacies
Learning and Innovation in the Digital Age
Mary P. Sheridan-Rabideau, University of Wyoming, USA and Jennifer Rowsell, Rutgers University, USA
Series: Literacies
Design Literacies explores new ways of meaning making by examining the practices, stories, and products of new and digital media producers with the goal of understanding the logic of marketplace production. Based on interviews with thirty new media and digital technology producers, including designers of video games, community activists and marketers of digital technologies, Design Literacies looks at the shared patterns and common themes and offers a window into contemporary out-of-school practices, a language to describe these practices and a pedagogy that better meets students’ needs in this new media and digital age.

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

April 2010: 234x156: 444pp
Hb: 978-0-415-55962-1: £80.00
For more information, visit: www.routledge.com/9780415559645

NEW

Defying Convention, Inventing the Future in Literary Research and Practice
Edited by Patricia L. Anders, University of Arizona, USA
Ken and Yetta Goodman are renowned and revered worldwide for their pioneering, influential work in the field of reading/literacy education. In this volume major literacy scholars from around the world pay tribute to their work and offer glimpses of what the future of literacy research and practice might be.

The book is structured around several themes related to research, practice, and theories of reading and literacy processes that characterise the Goodmans’ scholarship. Each chapter reveals how the author’s scholarship connects to one or both of the Goodmans’ work and projects that could be explored in the future. What are the implications for future research, theory, practice, and/or assessment? This milestone volume marking the hugely significant work of the Goodmans will be welcomed across the field of literacy education.

December 2009: 234x156: 288pp
Hb: 978-0-8058-6341-3: £100.00
Paperback: 978-1-4094-1802-3: £30.00
For more information, visit: www.routledge.com/9780805863413

Language in Use
A Reader
Edited by Patrick Griffiths, York University, UK, Andrew Morrison and Aileen Bloomer, both at York St. John University, UK

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

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

July 2009: 246x174: 416pp
Hb: 978-0-415-44204-6: £80.00
For more information, visit: www.routledge.com/9780415442053

Contemporary Perspectives on Reading and Spelling
Edited by Clare Wood, University of Coventry, UK and Vincent Connelly, Oxford Brookes University, UK
Series: New Perspectives on Learning and Instruction

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

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

Opening up the existing debates, and incorporating psychological theory and the politics surrounding the teaching and learning of reading and spelling, this edited collection offers some challenging points for reflection about how the discipline of psychology as a whole approaches the study of written language skills. Highlighting ground-breaking new perspectives, this book forms essential reading for all researchers and practitioners with a focus on the development of reading and spelling skills.

July 2009: 234x156: 304pp
Hb: 978-0-415-49716-9: £80.00
For more information, visit: www.routledge.com/9780415497176

NEW

An Introduction to Critical Discourse Analysis in Education
Edited by Rebecca Rogers, University of Missouri, USA

Beyond providing a useful overview, it contextualizes CDA theories and methods in accounts of discourse in classroom and other settings, and identifies the ways in which these forms of language are connected to theories of learning. New in the Second Edition:
• new structure organized around three common traditions in CDA: Discourse Analysis; Critical Discourse Analysis; Multimodal Discourse Analysis
• ‘Taking Action’ feature in each chapter highlights the ways in which CDA can be put to work in K-12 educational settings
• touchstone chapter by a recognised expert in the approach/theory plus an interview with the expert in each section

September 2010: 234x156: 296pp
Hb: 978-0-415-87429-8: £77.99
For more information, visit: www.routledge.com/9780415874289
NEW

**Applied Linguistics in Action: A Reader**

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

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

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

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

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

August 2009: 246x174: 296pp


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

NEW

**Applied Linguistics Methods: A Reader**

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

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

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

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

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

August 2009: 246x174: 288pp

Hb: 978-0-415-54544-0: £75.00

For more information, visit: www.routledge.com/9780415545457


dvd

Changing Literacies for Changing Times

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

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

Offering the wisdom that only experience and expertise in the field can bring, this book takes a critical look into the present and the future of literacy as envisioned by leading reading researchers. The lead author of each chapter, and in some cases more than one of the authors, is a distinguished reading researcher elected by their peers into the Reading Hall of Fame. In this book these distinguished literacy leaders extend their role as researchers to speak directly to issues of practice and policy.

All chapters address the theme of literacy and the teaching of literacy as being in a constant state of change. The authors are theoretical as they describe literacy, literacy acquisition, and the teaching of literacy; they are practical as they examine the issues that classroom teachers and reading specialists engage with on a daily basis; and they are political as they advocate for informed policy at the local, state and national levels. A key message in this book is that literacy professionals must take an active role to shape change.

July 2009: 234x156: 336pp

Hb: 978-0-415-99502-3: £75.00
Pb: 978-0-415-99503-0: £24.99

eBook: 978-0-203-87518-6

For more information, visit: www.routledge.com/9780415995030

The Future of Language

The Routledge David Crystal Lectures

David Crystal

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

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

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

April 2009: 5-1/4 x 8-1/2: 192pp
Pack: 978-0-415-48490-9: £90.00

For more information, visit: www.routledge.com/education
Rhetorics, Literacies, and Narratives of Sustainability
Edited by Peter N. Goggin, Arizona State University, USA
Series: Routledge Studies in Rhetoric and Communication

In this volume, rhetoricians, literacy scholars, and humanists have come together to examine the complex discursive constructions of sustainability. Touching on topics including conservation efforts in specific locales; social and political constructions of rhetorical place and space; community literacy, historical and archival analysis of institutional politics, policies, and practices concerning the environment and economic growth and development; town planning and zoning issues; and rhetorics of environmental remediation and sustainability, this collection of essays provides rhetoricians and environmentalists a window into the complex and often contradictory arena of discourse on sustainability.

June 2009: 234x156: 240pp
Hb: 978-0-415-80041-9: £65.00
eBook: 978-0-203-87727-2
For more information, visit: www.routledge.com/9780415800419

Language Development Over the Lifespan
Kees de Bot, Groningen University, the Netherlands and Robert W. Schrauf, Pennsylvania State University, USA

Language Development Over the Lifespan is a reference resource for those conducting research on language development and the aging process, and a supplementary textbook for courses in applied linguistics/bilingualism programs that focus on language attrition/aging and adult literacy development in second languages. It offers an integrative approach to language development that examines changes in language over a lifetime, organized by different theoretical perspectives, which are presented by well-known international scholars.

February 2009: 234x156: 312pp
Hb: 978-0-415-99853-6: £80.00
Pb: 978-0-8058-6460-1: £36.99
eBook: 978-0-203-88093-7
For more information, visit: www.routledge.com/9780805864601

Talking Beyond the Page
Reading and Responding to Picturebooks
Edited by Janet Evans, University of Liverpool Hope, UK

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

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

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

March 2009: 234x156: 224pp
Hb: 978-0-415-47696-6: £75.00
Pb: 978-0-415-47696-6: £22.99
For more information, visit: www.routledge.com/9780415476966

Language Teaching
Integrational Linguistic Approaches
Edited by Michael Toolan, University of Birmingham, UK
Series: Routledge Advances in Communication and Linguistic Theory

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

2008: 234x156: 190pp
Hb: 978-0-415-95753-3: £85.00
eBook: 978-0-203-88226-9
For more information, visit: www.routledge.com/9780415957533

Handbook of Research on Reading Comprehension
Edited by Susan E. Israel, Author and Literacy Consultant, USA and Gerald G. Duffy, University of North Carolina, USA

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

- historical perspectives on reading comprehension
- theoretical perspectives
- changing views of text
- elements of reading comprehension
- assessing and teaching reading comprehension
- cultural impact on reading comprehension
- Where to from here?

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

2008: 177x254: 712pp
Hb: 978-0-8058-6200-3: £150.00
Pb: 978-0-8058-6201-0: £60.00
eBook: 978-1-4106-1585-5
For more information, visit: www.routledge.com/9780805862010

Relentless Progress
The Reconfiguration of Children’s Literature, Fairy Tales, and Storytelling
Jack Zipes, University of Minnesota, USA

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

2008: 234x156: 208pp
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eBook: 978-0-203-92756-4
For more information, visit: www.routledge.com/9780415990646
RESEARCH AND THEORY

2nd Edition

Critical Perspectives on Harry Potter

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

This thoroughly revised edition includes updated essays on cultural themes and literary analysis, and its new essays analyze the full scope of the seven-book series as both pop cultural phenomenon and as a set of literary texts. Critical Perspectives on Harry Potter draws on a wider range of intellectual traditions to explore the texts, including moral-theological analysis, psychoanalytic perspectives, and philosophy of technology. The Harry Potter novels engage the social, cultural, and psychological preoccupations of our times, and Critical Perspectives on Harry Potter, Second Edition examines these worlds of consciousness and culture, ultimately revealing how modern anxieties and fixations are reflected in these powerful texts.

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

2008: 234x156: 368pp
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eBook: 978-0-203-93025-0
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Postmodern Picturebooks

Play, Parody, and Self-Referentiality

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

Series: Routledge Research in Education

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

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LITERACY AND TECHNOLOGY

NEW

Multiliteracies in Motion
Current Theory and Practice
Edited by David R. Cole, University of Technology, Sydney, Australia and Darren L. Pullen, University of Tasmania, Australia

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

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

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

Multimedia and Literary Development
Improving Achievement for Young Learners
Edited by Adriana G. Bus, Leiden University, the Netherlands and Susan B. Neuman, The University of Michigan, USA

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

Emergent Computer Literacy
A Developmental Perspective
Helen Mele Robinson, CUNY/The College of Staten Island, USA

Series: Routledge Research in Education

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

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NEW

Preparing Teachers for Linguistically Diverse Classrooms

A Resource for Teacher Educators

Tamara Lucas, Monclair State University, USA

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

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

NEW

Literacy and Power

Hilary Janks, University of the Witwatersrand, South Africa

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

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

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

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

FORTHCOMING IN 2011

Language, Ethnography, and Education

Bridging New Literacy Studies and Bourdieu

Mike Grenfell

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

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

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

NEW

Cultural Validity in Assessment

A Guide for Educators

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

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

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

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

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NEW

Home-School Connections in a Multicultural Society
Learning from and with Culturally and Linguistically Diverse Families
Edited by Maria Luiza Dantas, University of California, USA and Patrick C. Manyak, University of Wyoming, USA

Educators everywhere confront critical issues related to families, schooling, and teaching in diverse settings. Directly addressing this reality, Home-School Connections in a Multicultural Society shows pre-service and practicing teachers how to recognize and build on the rich resources for enhancing school learning that exist within culturally and linguistically diverse families.

Combining engaging cases and relevant key concepts with thought-provoking pedagogical features, this valuable resource for educators at all levels:
• provides detailed portraits of diverse families that highlight their unique cultural practices related to schooling and the challenges that their children face in school settings
• introduces key sociocultural and ethnographic concepts, in ways that are both accessible and challenging, and applies these concepts as lenses through which to examine the portraits
• shows how teachers and researchers have worked with diverse families to build positive relationships and develop learning activities that incorporate children’s unique experiences and resources.

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

December 2009: 234x156: 304pp
Hb: 978-0-415-99756-0: £90.00
Pb: 978-0-415-99757-7: £27.99
eBook: 978-0-203-86843-0
For more information, visit: www.routledge.com/9780415997577

NEW

Social Justice Pedagogy Across the Curriculum
The Practice of Freedom
Edited by Thandeka K. Chapman, University of Wisconsin, USA and Nikola Hobbel, Humboldt State University, USA

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

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

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

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

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

April 2010: 234x156: 352pp
Hb: 978-0-415-80600-8: £75.00
Pb: 978-0-415-80604-6: £27.99
eBook: 978-0-203-85448-8
For more information, visit: www.routledge.com/9780415806046

NEW

Re-Framing Literacy
Teaching and Learning in English and the Language Arts
Richard Andrews, University of London, UK

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

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

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

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

May 2010: 234x156: 208pp
Hb: 978-0-415-99552-8: £75.00
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Critical Multicultural Analysis of Children’s Literature
Mirrors, Windows, and Doors
Maria José Botelho and Masha Kabakow Rudman, both at University of Massachusetts at Amherst, USA

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

Bringing a critical lens to the study of multiculturalism in children’s literature, this book prepares teachers, teacher educators, and researchers of children’s literature to analyze the ideological dimensions of reading and studying literature. Each chapter includes recommendations for classroom application, classroom research, and further reading. Helpful end-of-book appendixes include a list of children's book awards, lists of publishers, diagrams of the power continuum and the theoretical framework of critical multicultural analysis, and lists of selected children’s literature journals and online resources.

March 2009: 234x156: 376pp
Hb: 978-0-415-99666-2: £90.00
Pb: 978-0-8058-6242-1: £32.99
ebook: 978-0-203-86979-9
For more information, visit: www.routledge.com/9780805837117

Toward a Literacy of Promise
Joining the African American Struggle
Edited by Linda A. Spears-Bunton, Florida International University, USA and Rebecca Powell, Georgetown College, Kentucky, USA

Bringing together theoretical perspectives on critical theory, literacy theory, and history, and analyses of qualitative data and qualitative research data from classroom research, this book examines popular assumptions about literacy and challenges readers to question how it has been used historically both to empower and to oppress. It offers an alternative view of literacy – a ‘literacy of promise’ – that charts an emancipatory agenda for literacy instructional practices in schools.

2008: 234x156: 224pp
Hb: 978-0-415-99518-4: £95.00
For more information, visit: www.routledge.com/9780805845365

The Work of Language in Multicultural Classrooms
Talking Science, Writing Science
Edited by Katherine Richardson Bruna, Iowa State University, USA and Kimberley Gomez, University of Illinois at Chicago, USA

Exploring the ways in which language comprises the implicit or explicit curriculum of teaching and learning in multicultural science settings, this book contributes to scholarship on the role of language in developing classroom scientific communities of practice, expands that work by highlighting the challenges faced specifically by ethnic- and linguistic – ‘minority’ students and their teachers in joining those communities, and showcases exemplary teaching and research initiatives for helping to meet these challenges.

2008: 234x156: 384pp
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For more information, visit: www.routledge.com/9780805864281

Critical Literacy and Urban Youth
Pedagogies of Access, Dissent, and Liberation
Ernest Morrell, University of California at Los Angeles, USA

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

2007: 234x156: 272pp
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Intelligibility in World Englishes
Cecil L. Nelson, Indiana State University, USA
Series: ESL & Applied Linguistics Professional Series

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

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

- Who – if anyone – provides the models and norms for a given population of English users?
- Hybridity and creativity in world Englishes
- Evaluating paradigms: misinformation and disinformation
- Practicalities of dealing with the widening variety of Englishes
- Is English ‘falling apart’?

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

October 2010: 234x156: 208pp
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**NEW**

**Early Biliteracy**

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

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

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

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

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**NEW**

**Romani Writing**

Literacy, Literature and Identity Politics

Paola Toninato, University of Warwick, UK

Series: Routledge Research in Literacy

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

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**NEW**

**Ethnography and Language Policy**

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

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

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

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

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

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**NEW**

**Language as a Local Practice**

Alastair Pennycook, University of Technology, Sydney, Australia

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

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

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

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Connecting Narrative and the Arts in Antiracist Teaching

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Series: Teaching/Learning Social Justice

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

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

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Alastair Pennycook, University of Technology, Sydney, Australia

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NEW

Negotiating Language Policies in Schools
Educators as Policymakers

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

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

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

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

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

March 2010: 234x156: 296pp
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NEW

Ethnolinguistic Diversity and Education
Language, Literacy, and Culture

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

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

• provides an up-to-date review of sociolinguistic research and practice aimed at improving education for students who speak vernacular varieties of US English, English-based Creole languages, and non-English languages;

• explores the impact of dialect differences and community languages on ethnolinguistically diverse students’ academic achievement;

• challenges the dominant monolingual Standard language ideology;

• presents sociolinguistically based approaches to language and literacy education that acknowledge and build on the linguistic and cultural resources students bring into the school.

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

December 2009: 234x156: 288pp
Hb: 978-0-415-80279-6: £90.00
ebook: 978-0-203-86344-2
For more information, visit: www.routledge.com/9780415802796

NEW

Official Portraits and Unofficial Counterportraits of ‘At Risk’ Students
Writing Spaces in Hard Times

Richard J. Meyer, University of New Mexico, USA

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

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

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

November 2009: 234x156: 312pp
Hb: 978-0-415-87124-2: £100.00
Pb: 978-0-415-87124-2: £35.99
ebook: 978-0-203-86679-5
For more information, visit: www.routledge.com/9780415871242
NEW

Literacy in Times of Crisis
Practices and Perspectives
Edited by Laurie MacGillivray, University of Memphis, USA

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

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

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

The types of crises addressed are diverse, including natural disaster, cultural and community disjuncture, homelessness, family upheaval, teen pregnancy, and disability. Along with nine empirical studies, a teacher homeles

November 2009: 234x156: 216pp
Hb: 978-0-415-87163-1: £95.00
Pb: 978-0-415-87164-8: £29.99
eBook: 978-0-203-86629-0

For more information, visit: www.routledge.com/9780415871648

NEW

Language and Power
A Resource Book for Students
Paul Simpson and Andrea Mayr, both at Queen’s University, Belfast, UK

Series: Routledge English Language Introductions

Language and Power:

• 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: www.routledge.com/textbooks/reli.

September 2009: 246x174: 272pp
Hb: 978-0-415-46900-5: £65.00
eBook: 978-0-203-86770-9

For more information, visit: www.routledge.com/9780415469005

NEW

Linguistic Imperialism Continued
Robert Phillipson, Copenhagen Business School, Denmark

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

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

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

January 2010: 216x138: 416pp
Hb: 978-0-415-87201-0: £29.99
For more information, visit: www.routledge.com/9780415872010

This book is not available for sale in India, Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan.
Language and Media
A Resource Book for Students
Alan Durant, Middlesex University, UK and
Marina Lambrou, Kingston University, UK
Series: Routledge English Language Introductions

Language and Media:
• is a comprehensive introduction to how language interacts with media
• investigates the forms of language found in media discourse; how patterns in such language use contribute to recognizable media genres and styles; and broader social themes and consequences that arise from media language
• uses a wide variety of real texts from the media that include: newspapers covering events such as the Asian tsunami, speeches, blogs, emails, advertisements and interview transcripts from television talk shows including Oprah
• provides classic readings by the key names in the discipline including David Crystal, Norman Fairclough, David Graddol, Allan Bell and Theo van Leeuwen
• is accompanied by a supporting website: www.routledge.com/textbooks/reli

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

June 2009: 246x174: 288pp
Hb: 978-0-415-47573-0: £65.00
Pb: 978-0-415-47574-7: £17.99
For more information, visit: www.routledge.com/9780415475747

Just A Phrase I’m Going Through
My Life in Language
David Crystal

David Crystal is synonymous with language, both as a great populariser and linguistic pioneer, and his contribution to the expression of gender and identity of language and gender
• explores the relationship between language and our ideas about men and women
• challenges commonly expressed views on the subject of language and gender
• highlights the individuals role in the expression of gender stereotyping
• includes a range of text types as diverse as personal ads, wildlife documentary, literary fiction and classical music programmes
• includes a comprehensive glossary of terms.

2nd Edition
Language & Gender
Angela Goddard, York St. John University, UK and
Lindsey Mean, Arizona State University, USA
Series: Intertext

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

2008: 234x156: 240pp
Hb: 978-0-415-42631-2: £80.00
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For more information, visit: www.routledge.com/9780415426305

Generation 1.5 in College Composition
Teaching Academic Writing to U.S.-Educated Learners of ESL
Edited by Mark Roberge, San Francisco State University, USA, Meryl Siegal, Laney College, California, USA and Linda Harklau, The University of Georgia, USA

Building on the work that has been done over the past decade, this volume provides theoretical frameworks for understanding debates about immigrant students, studies of students’ schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. Generation 1.5 in College Composition:
• is designed to help both scholars and practitioners reconceptualise the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on postsecondary immigrant ESL students
• provides both important new theoretical work (which lays the underpinnings for serious pedagogical innovation) and important new pedagogical approaches.

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

February 2009: 234x156: 288pp
Hb: 978-0-8058-6442-7: £100.00
Pb: 978-0-8058-6443-4: £30.99
ebook: 978-0-203-88167-5
For more information, visit: www.routledge.com/9780805864434

Grassroots Literacy
Writing, Identity and Voice in Central Africa
Jan Blommaert, University of Jyvaskyla, Finland
Series: Literacies

Language & Literacy

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Affirming Students’ Right to Their Own Language
Bridging Language Policies and Pedagogical Practices
Edited by Jerrie Cobb Scott, The University of Memphis, USA, Dolores Y. Straker, University of Cincinnati, USA and Laurie Katz, The Ohio State University, USA

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

2008: 234x156: 448pp
Hb: 978-0-8058-6348-2: £95.00
ebook: 978-0-203-86698-6
For more information, visit: www.routledge.com/9780805863499

Black Literate Lives
Historical and Contemporary Perspectives
Maisha T. Fisher, Emory University, USA
Series: Critical Social Thought
Black Literate Lives offers an innovative approach to understanding the complex and multi-dimensional perspectives of Black literate lives in the United States. Maisha T. Fisher reinterprets historiographies of Black self-determination and self-reliance to powerfully interrupt stereotypes of African American literacy practices. The book expands the standard definitions of literacy practices to demonstrate the ways in which ‘minority’ groups keep their cultures and practices alive in the face of oppression, both inside and outside of schools. This important addition to critical literacy studies:
• demonstrates the relationship of an expanded definition of literacy to self-determination and empowerment
• exposes unexpected sources of Black literate traditions of popular culture and memory
• reveals how spoken word poetry, open mic events, and everyday cultural performances are vital to an understanding of Black literacy in the twenty-first century.
By centering the voices of students, activists, and community members, Black Literate Lives ultimately uncovers memory while illuminating the literate and literary contributions of Black people in America.

2008: 234x156: 200pp
Hb: 978-0-415-95865-3: £85.00
Pb: 978-0-415-95866-0: £24.99
ebook: 978-0-203-89045-5
For more information, visit: www.routledge.com/9780415958653

Global Linguistic Flows
Hip Hop Cultures, Youth Identities, and the Politics of Language
Edited by H. Samy Alim, Stanford University, USA, Awad Ibrahim, University of Ottawa, Ontario and Alastair Pennycook, University of Technology, Sydney, Australia

Located at the intersection of sociolinguistics and Hip Hop Studies, this cutting-edge book moves around the world – spanning Africa, Asia, Australia, the Americas and the European Union – to explore Hip Hop cultures, youth identities, the politics of language, and the simultaneous processes of globalization and localisation. Focusing closely on language, these scholars of sociolinguistics, linguistic anthropology, cultural studies, and critical pedagogies offer linguistic insights to the growing scholarship on Hip Hop Culture, while reorienting their respective fields by paying closer attention to processes of globalization and localisation.

2008: 234x156: 272pp
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For more information, visit: www.routledge.com/9780805862850

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.

2008: 234x156: 192pp
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ebook: 978-0-203-86700-6
For more information, visit: www.routledge.com/9780805857856

Cultures, Contexts, and World Englishes
Yamuna Kachru, University of Illinois, Urbana-Champaign, USA and Larry E. Smith, Christopher Smith and Associates, LLC
Series: ESL & Applied Linguistics Professional Series

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

2008: 234x156: 256pp
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ebook: 978-0-203-89134-6
For more information, visit: www.routledge.com/9780805847338

Language and Interaction
An Advanced Resource Book
Richard F. Young, University of Wisconsin Madison, USA
Series: Routledge Applied Linguistics
Language and Interaction: Written by an experienced teacher and researcher in the field, Language and Interaction is an essential resource for students and researchers of applied linguistics and communication studies.
The accompanying website to this book can be found at: www.routledge.com/textbooks/9780415385534.

2008: 246x174: 352pp
Hb: 978-0-415-38552-7: £75.00
For more information, visit: www.routledge.com/9780415385534

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Developing Reading and Writing in Second-Language Learners
Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth
Edited by Diane August, Center for Applied Linguistics, USA and Timothy Shanahan, University of Illinois at Chicago, USA

This book is a shorter version of the full volume Developing Literacy in Second-Language Learners reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. The Panel – a distinguished group of expert researchers in reading, language, bilingualism, research methods, and education – was appointed to identify, assess, and synthesize research on the literacy education of language-minority children and youth. In this book, chapters adapted from the original report concisely summarize what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment.

2007: 234x156: 336pp
Hb: 978-0-8058-6208-9: £95.00
ebook: 978-0-203-93760-0
For more information, visit: www.routledge.com/9780805862096

Developing Literacy in Second-Language Learners
Report of the National Literacy Panel on Language-Minority Children and Youth
Edited by Diane August, Center for Applied Linguistics, USA and Timothy Shanahan, University of Illinois at Chicago, USA

2006: 177x254: 688pp
Hb: 978-0-8058-6076-4: £180.00
Pb: 978-0-8058-6077-1: £46.99
ebook: 978-1-4106-1423-0
For more information, visit: www.routledge.com/9780805860771

Adult Literacy and Learning
NEW
Improving Literacy at Work
Alison Wolf and Karen Evans, Institute of Education, London, UK
Series: Improving Learning

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

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

April 2010: 216x138: 176pp
Hb: 978-0-415-54869-7: £75.00
For more information, visit: www.routledge.com/9780415548724

FORTHCOMING IN 2011
Understanding Advanced Second Language Reading
Elisabeth Bernhardt, Stanford University, USA

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

October 2011: 234x156: 216pp
Hb: 978-0-415-87909-5: £95.00
Pb: 978-0-415-87908-8: £32.99
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Handbook of Research on Adult Learning and Development
Edited by M. Cecil Smith with Nancy DeFrates-Densch, both at Northern Illinois University, USA

The time is right for this comprehensive, state-of-the-art Handbook that analyzes, integrates, and summarizes theoretical advances and research findings on adult development and learning – a rapidly growing field reflecting demographic shifts toward an aging population in Western societies. Featuring contributions from prominent scholars across diverse disciplinary fields (education, developmental psychology, public policy, gerontology, neurology, public health, sociology, family studies, and adult education), the volume is organized around six themes:
• theoretical perspectives on adult development and learning
• research methods in adult development
• research on adult development
• research on adult learning
• aging and gerontological research
• policy perspectives on aging.

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

2008: 177x254: 832pp
Hb: 978-0-8058-5820-4: £180.00
Pb: 978-0-8058-5820-4: £65.00
ebook: 978-0-203-88888-2
For more information, visit: www.routledge.com/9780805858204

Tracking Adult Literacy and Numeracy Skills
Findings from Longitudinal Research
Edited by Stephen Reder, Portland State University, USA and John Bynner, City University London, UK
Series: Routledge Research in Education

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

2008: 234x156: 412pp
Hb: 978-0-415-95858-5: £65.00
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For more information, visit: www.routledge.com/9780415958585
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