

Teaching Of Literature Longman Handbooks For Language Teachers

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

Teaching Literature Addison-Wesley Longman Limited

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Teaching English through English

Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals

The Educational Technology Handbook

Journal of Education

Teaching Listening

From A.D. 673 to the Present Time

A state of the art critical review of research into literature in language education, of interest to teachers of English and modern foreign languages. Includes prompts and principles for those who wish to improve their own practice or to engage in projects or research in this area.

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.

The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, a comprehensive overview of research on this topic, extends conceptualizations of literacy to include all of the communicative arts (reading, writing, speaking, listening, viewing) and the visual arts of drama, dance, film, art, video, and computer technology.

The Teaching of Literature with Special Reference to Developing Countries

Teaching Oral English

Handbook of Research on Teaching the English Language Arts

Collaborative Research on Africa

Sponsored by the International Reading Association

The Teaching of Literature

'The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education, from the experiences of K-12 schools around the world to the field of teacher education. This book raises important questions and should be read by a broad audience' - Kenneth Cushner, Executive Director of International Affairs and Professor of Education, Kent State University 'The editors of this admirable handbook have set out to produce a report on international education. Their consummate success in doing so gives those of us working in the field a new and invaluable resource. The editors may be academics but this is a book largely written by, about and for those whose job it is to teach 'internationally'. No-one working in international education will fail to be provoked, challenged or inspired by the compelling arguments advanced within this authoritative volume' - Peter MacKenzie, Principal, Hiroshima International School 'The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool. An indispensable work highly recommended for education reference collections and the libraries of individual researchers' - J.B.Thomas, Emeritus Professor of Educational Studies, Loughborough University Interest in the field of international education has never been more intense than at present. There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who, through their own professional activities, wish to have their sons and

daughters educated in schools that offer programmes based on international values. Such schools have embraced the promotion of international education as one of their major goals and, consequently, an increasing number of organisations currently offer curricula that claim to be international in nature. Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world. This has resulted in wider forms of collaboration between schools in the public and private sectors, nationally and internationally, generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed. This book analyses the origins, contributions and interpretations of international education. The authors identify approaches to research that will progress our knowledge and understanding of the field, and extend and even redraw it, on the basis of the research evidence presented. Content includes: - A historical overview of the ways in which the term "international education" has been interpreted - The theoretical interpretation of international education in its current context - International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions - Conceptual challenges for international education in the future This handbook is an essential resource for those who are involved in the practice and academic study of international education. It will be of particular interest to researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools. 'This volume is another valuable SAGE contribution to the expanding literature on international education. Not all handbooks are described as essential reading but this one will be, and will become an indispensable work of reference highly recommended for education libraries (both academic and governmental) and for the bookshelves of individual researchers and all involved in international education...the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues, practices and future questions presented by international research and practice in international education' - *Journal of Research in International Education*

This study recognizes the importance of developing the listening skills, and aims to guide teachers both at a theoretical and a practical level in how to develop these skills in the classroom.

This book presents a vivid overview of linguistic, literary and educational issues in a multicultural context from various perspectives. These range from large-scale surveys to specific analyses on aspects of language, literature and education. Contributions are very original and based on a common denominator: Multiculturalism. Despite the numerical dominance of contributions from Cameroon (one of the most multilingual countries in the world), this book brings together views from specialists in the different domains from several parts of the world (Africa, Europe and the United States of America). These contributions exhibit not theoretical issues that underpin current academic debates in linguistic and literary research, but also empirical and interesting data that can further be exploited to other ends. Critical views on literature and postcolonialism, the fears of language death with the advent of globalisation and the spread of English language, the educational significance or influence of the internet, the wealth of Cameroon/African literature and the education of the Cameroonian/African child, and theoretical issues in language and literary education are themes handled here in an accessible manner to readers without previous knowledge of language science, literature and education.

Essential Teacher Knowledge

The Routledge Handbook of English Language Teaching

The Handbook of Applied Linguistics

A Guide for Graduate Instructors of Writing and Literature

Longman handbooks for language teachers

Longman's Handbook of English Literature

This book offers a unique perspective on creativity in an educational environment where there is a relative dearth of literature on this subject. The authors link practice and principle to provide a practical and valuable guide for more creative language learning and teaching, using not only theoretical ideas but useful practical advice and recommendations on how better to introduce creativity into teaching and daily life. This innovative volume is sure to become a crucial reference point for teachers and practitioners of language teaching, and anyone interested in the ways in which creativity can be channelled into the teaching and learning process.

The #1 New York Times bestselling author of *Airport* reveals the inner workings of a New Orleans hotel and the human drama unfolding behind its closed doors. During five sultry days, the lives of the guests, the management, and the workers at New Orleans' largest and most elite hotel converge. The owner has four days to raise the money to save his financially ailing property. The general manager, once blacklisted from the hospitality business, struggles with one crisis after another. A rebellious heiress will do anything to attain her secret desires. The duke and the duchess in the lavish presidential suite are covering up a crime. And within one of the many guest rooms hides a professional thief. Filled with memorable characters and authentic detail about the inner machinery and secrets of a five-star hotel, this gripping New York Times bestseller sold millions of copies and was adapted for both film and TV. Set in a time when travel was still glamorous and grand independent hotels set the standard for luxury, it's a read like a vacation in itself, from the author of such behind-the-scenes blockbusters as *The Moneychangers* and *Wheels*.

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Examples and Reflections From the Teaching Lives of Literacy Scholars

The SAGE Handbook of Research in International Education

Handbook of Instructional Practices for Literacy Teacher-educators

Drama in Language Teaching

Co-Sponsored by the International Reading Association and the National Council of Teachers of English

Teaching Writing Skills

With stress 256 (3) Working with intonation 259 (3) Sounds and spelling 262 (1) Connected speech and fluency 263 (2)
PART 7: LANGUAGE SKILLS Teaching Language Skills Skills together 265 (5) Input and output 266 (1) Integrating skills
266 (1) Language skills, language construction 267 (1) Integrating skill and language work 268 (2) Top-down and bottom-
up 270 (1) Receptive skills 270 (5) A basic methodological model for teaching receptive skills 270 (2) The language issue
272 (2) Comprehension tasks 274 (1) Productive skills 275 (3) A basic methodological model for teaching productive
skills 275 (1) Structuring discourse 276 (1) Interacting with an audience 277 (1) Dealing with difficulty 277 (1) The
language issue 278 (1) Projects 278 (5) Managing projects 279 (1) A webquest project 280 (3) Reading Extensive and
intensive reading 283 (5) Extensive reading 283 (3) Intensive reading: the roles of the teacher 286 (1) Intensive reading:
the vocabulary question 286 (1) Intensive reading: letting the students in 287 (1) Reading lesson sequences 288 (15)
Examples of reading sequences 288 (15) Listening Extensive and intensive listening 303 (5) Extensive listening 303 (1)
Intensive listening: using audio material 304 (2) Who controls the recorded material? 306 (1) Intensive listening: live '
listening 306 (1) Intensive listening: the roles of the teacher 307 (1) Film and video 308 (2) Viewing techniques 308 (1)
Listening (and mixed) techniques 309 (1) Listening (and film) lesson sequences 310 (9) Examples of listening sequences
310 (9) The sound of music 319 (4) Writing Literacy 323 (2) Handwriting 323 (1) Spelling 324 (1) Layout and punctuation
325 (1) Approaches to student writing 325 (6) Process and product 325 (2) Genre 327 (1) Creative writing 328 (1) Writing
as a cooperative activity 328 (1) Building the writing habit 329 (1) Writing-for-learning and writing-for-writing 330 (1) The
roles of the teacher 330 (1) Writing lesson sequences 331 (9) Portfolios, journals, letters 340 (3) Speaking Elements of
speaking 343 (2) Different speaking events 343 (1) Conversational strategies 343 (2) Functional language, adjacency
pairs and fixed phrases 345 (1) Students and speaking 345 (3) Reluctant students 345 (2) The roles of the teacher 347
(1) Classroom speaking activities 348 (5) Acting from a script 348 (1) Communication games 349 (1) Discussion 350 (1)
Prepared talks 351 (1) Questionnaires 352 (1) Simulation and role-play 352 (1) Speaking lesson sequences 353 (8)
Making recordings 361 (3) Getting everyone involved 362 (2) PART 8: PLANNING AND SYLLABUSES Planning
Lessons The planning paradox 364 (3) The planning continuum 365 (1) Using plans in class 365 (2) Pre-planning and
planning 367 (8) Student needs 367 (1) Making the plan 368 (3) Making the plan formal: background elements 371 (3)
Making the plan formal: describing procedure and materials 374 (1) Planning a sequence of lessons 375 (4) Projects and
threads 377 (2) PART 9: EVALUATION Testing and Evaluation Testing and assessment 379 (2) Different types of testing
379 (2) Characteristics of a good test 381 (1) Types of test item 381 (5) Direct and indirect test items 381 (1) Indirect test
item types 382 (2) Direct test item types 384 (2) Writing and marking tests 386 (3) Writing tests 386 (1) Marking tests 387
(2) Teaching for tests 389 (6) PART 10: LEARNER AUTONOMY AND TEACHER DEVELOPMENT Learner Autonomy:
Learning to Learn Promoting autonomy 395 (1) Students and teachers 395 (1) Learner training, learner autonomy 396 (7)
Thinking about learning 397 (2) Taking over 399 (1) Learning journals 400 (3) Forcing agency? 403 (1) The self-access
centre (SAC) 403 (4) Characteristics of a good self-access centre 404 (2) Evaluating self-access resources 406 (1) After
(and outside) the course 407 (3) Training students to continue learning 407 (3) What Teachers Do Next Reflection paths
410 (4) Keeping journals 411 (1) Negative and positive 411 (1) Recording ourselves 412 (1) Professional literature 413
(1) Action research 414 (4) Action research cycles 414 (1) Gathering data 415 (3) Developing with others 418 (4)
Cooperative/collaborative development 418 (1) Peer teaching, peer observation 419 (2) Teachers' groups 421 (1)
Teachers' associations 421 (1) The virtual community 422 (1) Moving outwards and sideways 422 (3) Learning by
learning 423 (1) Supplementing teaching 423 (2) More training? 425 (1) Being well 425 (4) Bibliography 429 (9) DVD
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Now in its third edition, the Handbook of Research on Teaching the English Language Arts—sponsored by the
International Reading Association and the National Council of Teachers of English—offers an integrated perspective on
the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars,
researchers, and professional leaders provide historical and theoretical perspectives about teaching the language arts
focus on bodies of research that influence decision making within the teaching of the language arts explore the
environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent
developments in the field, the Third Edition is restructured, updated, and includes many new contributors. More emphasis
is given in this edition to the learner, multiple texts, learning, and sharing one's knowledge. A Companion Website, new
for this edition, provides PowerPoint® slides highlighting the main points of each chapter.

This book is intended for those who have only limited training or experience in teaching English as a foreign language
and who want a general but practical introduction to the whole subject. Those who wish to do further reading on any
aspect will find bibliographies giving details of more specialised books after each chapter. The book is based on material
which has been used successfully on teacher training courses at International House in London. -- Back cover.

Teaching Literature

Hotel

The Pupil Teacher's and Student's Handbook of Scripture: Containing Everything Requisite for Examination, Etc

The Practice of English Language Teaching

The Routledge Handbook of Language Education Curriculum Design

A Teacher's Guide to Success

First published in 1972, Handbook for History Teachers is intended to be a general and comprehensive

work of reference for teachers of history in primary and secondary schools of all kinds. The book covers all aspects of teaching history: among them are the use of sources, world history, art and history; principles of constructing a syllabus and the psychological aspects of history teaching. The bibliographical sections are arranged on three parts: school textbooks, a section on audio-visual-aids and, finally, books for the teacher and possibly for the sixth form. It thoroughly investigates and critiques the various methods employed in teaching history within classrooms and suggests alternatives wherever applicable. Diligently curated by the Standing Sub-Committee in History, University of London Institute of Education, the book still holds immense value in the understanding of pedagogy.

The Routledge Handbook of Stylistics provides a comprehensive introduction and reference point to key areas in the field of stylistics. The four sections of the volume encompass a wide range of approaches from classical rhetoric to cognitive neuroscience and cover core issues that include: historical perspectives centring on rhetoric, formalism and functionalism the elements of stylistic analysis that include the linguistic levels of foregrounding, relevance theory, conversation analysis, narrative, metaphor, speech acts, speech and thought presentation and point of view current areas of 'hot topic' research, such as cognitive poetics, corpus stylistics and feminist/critical stylistics emerging and future trends including the stylistics of multimodality, creative writing, hypertext fiction and neuroscience Each of the thirty-two chapters provides: an introduction to the subject; an overview of the history of the topic; an analysis of the main current and critical issues; a section with recommendations for practice, and a discussion of possible future trajectory of the subject. This handbook includes chapters written by some of the leading stylistics scholars in the world today, including Jean Boase-Beier, Joe Bray, Michael Burke, Beatrix Busse, Ronald Carter, Billy Clark, Barbara Dancygier, Catherine Emmott, Charles Forceville, Margaret Freeman, Christiana Gregoriou, Geoff Hall, Patrick Colm Hogan, Lesley Jeffries, Marina Lambrou, Michaela Mahlberg, Rocío Montoro, Nina Nørgaard, Dan Shen, Michael Toolan and Sonia Zyngier. The Routledge Handbook of Stylistics is essential reading for researchers, postgraduates and undergraduate students working in this area.

The Routledge Handbook of Language and Creativity provides an introduction to and survey of a wide range of perspectives on the relationship between language and creativity. Defining this complex and multifaceted field, this book introduces a conceptual framework through which the various definitions of language and creativity can be explored. Divided into four parts, it covers: different aspects of language and creativity, including dialogue, metaphor and humour literary creativity, including narrative and poetry multimodal and multimedia creativity, in areas such as music, graffiti and the internet creativity in language teaching and learning. With over 30 chapters written by a group of leading academics from around the world, The Routledge Handbook of Language and Creativity will serve as an important reference for students and scholars in the fields of English language studies, applied linguistics, education, and communication studies.

An Introduction to English Language Teaching

Language, Literature and Education in Multicultural Societies

Handbook for History Teachers

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

a course in classroom language and techniques

Creativity and English Language Teaching

Examines the place of literature in the EFL classroom and contains suggestions for activities designed to stimulate an interest in literature among the students. Both beginners and advanced classes are catered for, and there is a section on the place of literature in the curriculum.

Perspectives and identity are typically reinforced at a young age, giving teachers the responsibility of selecting reading material that could potentially change how the child sees the world. This is the importance of sharing diverse literature with today's children and young adults, which introduces them to texts that deal with religion, gender identities, racial identities, socioeconomic conditions, etc. Teachers and librarians play significant roles in placing diverse books in the hands of young readers. However, to achieve the goal of increasing young people's access to diverse books, educators and librarians must receive quality instruction on this topic within their university preparation programs. The Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals is a comprehensive reference source that curates promising practices that teachers and librarians are currently applying to prepare aspiring teachers and librarians for sharing and teaching diverse youth literature. Given the importance of sharing diverse books with today's young people, university educators must be aware of engaging and effective methods for teaching diverse literature to pre-service teachers and librarians. Covering topics such as syllabus development, diversity, social justice, and activity planning, this text is essential for university-level teacher educators, library educators who prepare pre-service teachers and librarians, university educators, faculty, adjunct instructors, researchers, and students.

This book provides essential support and advice on using literature in the A level modern languages classroom, addressing key concerns such as ways to approach this task and how to maximise the benefit to students. There are strategies for understanding works of different genres as well as ways to analyse plot, characterisation, themes and style, all presented in a logical way that allows existing teaching methods to be built upon. Including a step-by-step approach to all aspects of planning, resourcing and teaching literature in modern languages at advanced levels, this book covers essential topics such as: Why teaching and studying literature is important How to choose the text Preparing and introducing the literary text Understanding the characters, themes, style and structure Writing examination essays Ways to spark creative language use before and beyond the set text Based on the latest A level modern languages syllabus, this practical book will help both new and experienced teachers approach teaching literature with more confidence, which will enrich their students' language learning and inspire their creativity beyond examination requirements.

Literature in Language Education

The Routledge Handbook of Applied Linguistics

The Routledge Handbook of Stylistics

Volume 2

The Bookseller. A Handbook of British and Foreign Literature

The Routledge Handbook of Language and Creativity

Curriculum design options cover a continuum from regional and school-based programs to national and international frameworks. How does policy speak to practice? What have teacher-researchers discovered through in-classroom studies? Where do you begin to describe or measure 'effective' language education curriculum design? The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers. Informed by experienced scholarship and fresh studies, this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions. The handbook addresses language education curriculum design across five sections: Language curriculum

design: perspectives, policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources, evaluation and assessment Teacher education, research and future projects With contributions from Australia, Brazil, Indonesia, Switzerland, Timor-Leste and more, the handbook represents the breadth of research into and the global implications for sound language education curriculum design. It considers equally the needs of students and policy makers from urban metropolises and remote communities. It is designed to reinvigorate discussions about education policy, curriculum management and the role of teacher-researchers.

Longman Professional Development Series for Composition The Longman Professional Development Series for Composition grows out of Longman's deep commitment to the discipline and to the people who teach it. For many years, Longman has been a leader in publishing for the first-year composition classroom. We are proud to offer this series of useful resources for composition instructors, in addition to our distinguished list of handbooks, rhetorics, readers, and other textbooks. Covering a wide range of topics, the Longman Professional Development Series in Composition offers support for everyone from a seasoned writing program administrator to a brand-new teaching assistant, or even an undergraduate peer tutor. Visit our online community for composition professional development:

www.ablongman.com/comppro

Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

The Longman Teaching Assistant's Handbook

Longman's Handbook of English Literature: From Chaucer to Shakespeare

Teaching Literature in the A Level Modern Languages Classroom

In Developing Countries

From Inspiration to Implementation

The Routledge Handbook of Second Language Acquisition and Language Testing

Essential Teacher Knowledge - a unique foundation-level methodology book with over 2 hours of video footage. Essential Teacher Knowledge is the core foundation-level guide for teachers of general English, young learners and CLIL. Units on essential theory, practical teaching advice and classroom ideas are presented across two pages, in full colour. Written in accessible English, Essential Teacher Knowledge is ideal preparation for TKT and other entry-level teacher qualifications, or as a handbook for any ELT teacher. Two hours of video footage includes demonstrations of key teaching techniques, such as giving instructions and correction, so new teachers can see the theory put into practice and global "Teachers' Voices" – teachers from around the world sharing opinions and ideas about key issues for the global English teaching community. PIN-coded access to extra online material: audio to accompany the Pronunciation units (23 – 29), downloadable activities (Revise, Research, Reflect) to accompany every unit, more teachers' voices videos and other resources for teachers, including an up-to-date bibliography .

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

This volume offers a unique glimpse into the teaching approaches and thinking of a wide range of well-known literacy researchers, and the lessons they have learned from their own teaching lives. The contributors teach in a variety of universities, programs, and settings. Each shares an approach he or she has used in a course, and introduces the syllabus for this course through personal reflections that give the reader a sense of the theories, prior experiences, and influential authors that have shaped their own thoughts and approaches. In addition to describing the nature of their students and the program in which the course is taught, many authors also share key issues with which they have grappled over the years while teaching their course; others discuss considerations that were relevant during the preparation of this particular syllabus or describe how it evolved in light of student input. The book is organized by areas within literacy education: reading; English/language arts; literature; emergent literacy; content-area literacy; literacy assessment and instruction; literacy and technology; and inquiries into literacy, theory, and classroom practice. It is accompanied by an interactive Web site: <http://msit.gsu.edu/handbook>. This online resource provides additional information about the authors' courses including complete syllabi, recommended readings, grading rubrics, and sample assignments. Readers are invited to respond and contribute their own syllabi and teaching experiences to the discourse generated by the volume.

Core Concepts in English Language Teaching

A Comprehensive Guide : Process and Products for Learning

Handbook of Research in Second Language Teaching and Learning
Longman's Handbook of English Literature: From the earliest times to Chaucer