

Procedural Recount Text Example

Exploring Nonfiction with Young Learners explores the four basic nonfiction structures that the youngest learners are most likely to encounter: descriptive, recount/collection, procedural, and explanatory texts. This book also includes information to help teach four, more complex structures that younger readers sometimes encounter during read-alouds: comparison, response, causation/cause and effect, and persuasive genres. This book is organized to help plan lessons using each type of nonfiction structure. Strategies and suggestions for activities to use before, during and after reading are included. Templates and graphic organizers are also provided in order to facilitate planning, and offer additional resources. Detailed information about each text structure as well as mentor texts to illustrate each type is included. Text structures, as well as text access features, are defined and located in easy reference charts. Whole class and small group planning ideas are included throughout the book in order to allow for differentiation. Additionally, assessment ideas, sample think-alouds, lesson planning templates, and sample lessons with completed graphic organizers are included for each text structure.

The book contains: coverage of five major topic areas in the NSW School Certificate test Ideas, Force and Motion Atoms, Elements and Compounds Structure and Function of Living Things Earth and Space Ecosystems, Resources and Technology a chapter on Investigations and Problem Solving in Science to help with practical skills revision questions and chapter tests to help you remember important information a glossary and summary in each section of the book diagrams and illustrations to help your understanding a section to help you prepare for the School Certificate test a sample School Certificate test paper with answers to all questions

In an era of accountability and increased demand of literacy competency, this book provides examples of how teacher educators and teachers have come together to learn from each other and from English learners. The chapters in this book follow a teacher learning framework that highlights joint work, features inquiry into practice and integrates disciplinary content knowledge with culturally and linguistically responsive teaching. While the chapters feature different venues for teacher learning, they all depict the process of teachers and teacher educators striving to integrate English learner instruction into mainstream teacher education. This book will be a resource for faculty in teacher education programs and for administrative personnel in school districts to illustrate the process of building authentic collaborations that can improve teacher learning and understanding about English learner instruction. Now in its third edition and reflecting changes in the Primary National Strategy, this best-selling textbook introduces primary teachers to key issues in the teaching of writing. Strongly rooted in classroom practice, the book includes: the history, theory and practice of teaching writing children writing in and out of school EAL and gender issues in writing the development of writing across the years of the primary school planning classroom routines and organising resources balancing the composition and transcription elements in writing monitoring and assessing writing meeting individual needs managing specific learning difficulties in writing, such as dyslexia With its companion Reading under Control (also in its third edition), this book provides undergraduate and postgraduate teachers with comprehensive guidance for the teaching of literacy.

The Language of Schooling

Teaching and Researching Writing

Major Themes in Education

Understanding, Evaluating, and Conducting Second Language Writing Research

Handbook of Research in Second Language Teaching and Learning

Discourse Studies Reader

This book provides an authoritative, readable and up-to-date guide to the major themes and developments in current writing theory, research and teaching. Written in a clear, accessible style, it covers theoretical and conceptual issues, addresses current questions and shows how research has fed into state-of-the-art teaching methods, practices, materials and software applications. Thoroughly updated and revised, this second edition also contains a new chapter on important issues in writing such as genre, context and identity. The book includes: Suggestions for teaching approaches and small-scale, do-able research projects, illustrated with case studies Clearly laid out discussions of key topics using bullet points, screen shots, sidebars and quote boxes An extensive compendium of resources including lists of major journals, websites, professional associations, conferences and on-line databases A recommended reading section and glossary of key terms The combination of teaching and research analysis with practical information makes this an invaluable resource for teachers, supervisors, students, materials writers, trainers and professionals engaged in language study and teaching.

This unique collection shows what happens when one university takes on the challenge of developing the scholarship of teaching and learning with a view to enhancing students' learning experiences. Authors from the sciences, engineering, humanities and social sciences, and from the health sciences, demonstrate the research they have done to investigate their students' learning. The editors, Angela Brew and Judyth Sachs, have captured the intricacies of teaching and learning in different academic domains in this rich and varied collection. The book explores students' responses to contemporary art, to multicultural music and to architecture for the poor and dispossessed. It explores students' ability to transfer mathematical knowledge from one subject to another; how students learn to talk like a pharmacist, or understand basic concepts in physics; how students are prepared for university study in first year classes or in the operating theatre; how they learn to write like a scientist; how they learn in online discussions and how they understand group work and group assessment. Each chapter is grounded in rigorous research and scholarship and indicates actions that have been taken to improve teaching and students' learning. This book is a remarkable demonstration of scholarly teaching practice from a single institution. It should be read by all teachers and managers in higher and tertiary education institutions interested in developing teaching and learning.

This book is intended as a textbook for teacher education in the primary years. Drawing on much recent research into language and literacy, especially Systemic Functional Linguistic theory, it provides basic principles for understanding the teaching of the English language.

Since it was first established in the 1970's the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education. Drawing extensively on empirical research and theoretical work in linguistics, sociology, psychology and education, the series explores key issues in language acquisition and language use. English as a Second Language learners are now a considerable and increasing part of the mainstream of urban schools in English-speaking countries. Beyond the learning of English, this development raises broader questions of language as a medium of education in a multilingual, multicultural environment. Drawing on their experience as researchers and educators in Australia, Canada and England, the authors of English as a Second Language in the Mainstream present an up-to-date account of advances in theory and practice. Their analysis of system-wide provision however, suggests that a truly responsive educational vision is lacking: government policy is inadequate, educational practices for ESL students are either underdeveloped or poorly coordinated with practices for other students, and the rhetoric of reform fails to engage significantly with issues of teaching and resources. The authors argue towards a more comprehensive vision which can acknowledge the relation between issues concerning ESL students and issues concerning the educational system as a whole, which can coordinate reforms in ESL education with general reforms, which can explicitly and systematically integrate language learning and content learning, and which can build more positively on the multilingual and multicultural nature of modern education for all students.

Writing Under Control

Exploring Nonfiction with Young Learners

The Routledge Handbook of English for Academic Purposes

Excel Science Study Guide, Years 7-8

Folia Linguistica

A Functional Linguistics Perspective

This book is intended to offer an introduction to some major themes in literacy education. Literacy has become an important issue both in the UK and internationally, and this book aims to inform discussions while assisting teachers to reflect on their work as literacy teachers. Literacy is important from the earliest years through all the years of formal education, and so this book covers work with students in the full range of schooling, and in a number of different subject areas. Topics covered include: 'the nature and use of texts' 'the reading positions that are constructed in texts and their ideological implications' 'the ways in which written texts change as students grow older' 'moving from the early years through to secondary education' 'the implications of Information Technology for literacy teaching Frances Christie is Foundation Professor of Language and Literacy Education at the University of Melbourne. Ray Misson is Senior Lecturer in Language and Literacy Education at the University of Melbourne.

This volume explores a highly topical issue in second and foreign language education: the spreading practice in mainstream education to teach content subjects through a foreign language. CLIL has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials. The editors introductory and concluding chapters offer a synthesis of current CLIL research as well as a critical discussion of unresolved issues relating both to theoretical concerns and research practice. The individual contributions by authors from a range of European contexts report on current empirical research in this dynamic field. The focus of these chapters ranges from theoretical to empirical, from learning outcomes to classroom talk, examining both the written and spoken mode across secondary and tertiary educational contexts. This volume is a valuable resource not only for researchers and teachers but also for policy makers."

An examination of how language functions in CLIL, based on a corpus of classroom interactions. Drawing on their wide experience as CLIL educators and researchers, the authors explore data collected in real CLIL classrooms from two interrelated perspectives: the CLIL classroom as an interactional context for developing language and content, and the genres and registers through which the meanings of the different academic subjects are enacted. From the analysis of this corpus of data, the authors provide a rich description of how CLIL students' language works and may be expected to develop. Also available separately as a paperback.

Scientific literacy is part of national science education curricula worldwide. In this volume, an international group of distinguished scholars offer new ways to look at the key ideas and practices associated with promoting scientific literacy in schools and higher education. The goal is to open up the debate on scientific literacy, particularly around the tension between theoretical and practical issues related to teaching and learning science. Uniquely drawing together and examining a rich, diverse set of approaches and policy and practice exemplars, the book takes a pragmatic and inclusive perspective on curriculum reform and learning, and presents a future vision for science education research and practice by articulating a more expansive notion of scientific literacy.

The Routledge Handbook of Language Education Curriculum Design

World Yearbook of Education 2003

Japanese texts in context

Learning to Write Across the Years of Schooling

Academic Language Mastery: Grammar and Syntax in Context

Supporting Education

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

The new edition of Supporting Education is the perfect handbook for anyone who works with qualified teachers in a role supporting the education and development of school children. Supporting Education, 3e is written to support the Certificate III in Education Support qualification, from the streamlined CHC Community Services Training Package. It provides Education Support Workers with an overview of child development and how children learn, as well an introduction to the key learning areas. The text also links to new online support resources and information to help with teaching and class prep time. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools

engage.com.au/learning-sections

"This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment. It maintains the same high level of standards with respect to (1) historical perspectives useful for laying the foundation of study on reading comprehension; (2) theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition; (3) excellent chapters on various elements of reading comprehension, including major research studies in assessment, cultural impacts of reading comprehension, issues affecting English language learners, and consideration of international populations; and (4) identification of future research needs to help raise important questions and stimulate possible hypotheses for future research"--

By now it's a given: if we're to help our ELLs and SELs access the rigorous demands of today's content standards, we must cultivate the "code" that drives school success: academic language. Look no further for assistance than this much-anticipated series from Ivannia Soto, in which she invites field authorities Jeff Zwiers, David and Yvonne Freeman, Margarita Calderon, and Noma LeMoine to share every teacher's need-to-know strategies on the four essential components of academic language. The subject of this volume is grammar and syntax. Here, David and Yvonne Freeman shatter the myth that academic language is all about vocabulary, revealing how grammar and syntax inform our students' grasp of challenging text. With this book as your roadmap, you'll learn how to: Teach grammar in the context of students' speech and writing Use strategies such as sentence frames, passives, combining simple sentences into more complex sentences, and nominalization to create more complex noun phrases Assess academic language development through a four-step process Look inside and discover the tools you need to help students master more sophisticated and complex grammatical and syntactical structures right away. Better yet, read all four volumes in the series and put in place a start-to-finish instructional plan for closing the achievement gap.

English as a Second Language in the Mainstream

Targeting Text

Excel Science Study Guide Years 9-10

Literacy

Focus on Grammar and Meaning

Developing Approaches to Non-Fiction

The issues raised by the role of language in education are some of the most important and contentious faced by education systems across the globe. Language is embedded in the concepts of nationhood and identity, and is therefore directly linked to the very social and political fabric of a country. In a climate of increasing globalisation, development and mobility of populations, nations around the world are concerned with the tension between cultivating a sense of cultural and linguistic cohesion and making use of the linguistic diversity that exists in every country and region. This book examines the implications and impacts, the dilemmas and potential for language education in relation to education systems and wider society. Split into three key parts, it considers: "current issues in language education, including the role of language in maintaining power and inequalities, in encouraging participation and inclusion and in challenging the status quo; "different approaches to language education around the world; "the potential for language to provide opportunities for the disadvantaged, illustrated by case studies of three cities. This recent volume of the internationally respected World Yearbook of Education continues the tradition of offering a wide range of international perspectives from leading commentators on a universal concern. The material amassed here will be essential reading for teacher educators, education researchers and school leaders across the world.

One of the most problematic areas in the teaching and development of literacy appears to concern children's interactions with non-fiction books. Many surveys and reports have commented on the tendency for children to do little more than copy out sections of non-fiction texts. The Exeter Extending Literacy (EXEL) project was set up with the aim of exploring ways in which non-fiction might be used more effectively and profitably than this. In this book David Wray and Maureen Lewis outline the thinking behind the project and describe in detail the many useful teaching strategies and approaches which were developed in collaboration with primary teachers across the country. Teachers of children from five to fourteen will find this book both a stimulating account of a very influential development project and a useful source of practical teaching ideas.

The purpose of this book is to contribute to our understanding of genre and genre variation in the Japanese language in order to bring to consciousness the nature of Japanese culture and the presuppositions, norms and values found within Japanese society. This type of knowledge enables interventions and agency, as knowing how language works within a culture makes it possible to consciously accept it or to influence and shape it into the future. The various chapters seek to explore social contexts and the norms, values and practices of Japanese culture through the language choices in analysed texts in literature, education, the workplace and in print-based media. These genres collectively form part of the cultural fabric of Japan. The book represents a first step in documenting a selected set of Japanese genres from a social semiotic perspective. It will be of interest to students and scholars in a wide range of linguistic fields, such as Japanese descriptive linguistics, pragmatics, sociolinguistics, discourse analysis, systemic functional linguistics and applied linguistics. It should also appeal to teachers and learners of Japanese and to media commentators, students of literature, cultural studies and journalism. The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.

English Workbook

Essential Excerpts

The Scholarship of Teaching and Learning in Practice

Engaging Students in Academic Literacies

Best Practices in Adolescent Literacy Instruction, Second Edition

Handbook of Research on Reading Comprehension

Understanding, Evaluating, and Conducting Second Language Writing Research speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research. While other books favor either a qualitative or quantitative approach to second language acquisition (SLA) research, this text is comprehensive in scope and does not privilege one approach over the other. It will be of interest to students and scholars in a wide range of linguistic fields, such as Japanese descriptive linguistics, pragmatics, sociolinguistics, discourse analysis, systemic functional linguistics and applied linguistics. It should also appeal to teachers and learners of Japanese and to media commentators, students of literature, cultural studies and journalism.

This four-volume collection reprints key debates about exactly what it means to be literate and how literacy can best be taught. Rather than centering on the emotional reaction of mass media debates, this set focuses on research findings into processes and pedagogy. The themes covered include Literacy : its nature and its teaching, Reading - processes and teaching, Writing - processes and teaching, Focus on Grammar and Meaning explores how to teach grammar effectively to second or foreign language learners aged 5-18. It provides teachers with research insights that will help them to reflect on their classroom practice and enable them to experiment with different ways of teaching grammar. Taking a 'systemic-functional' approach, the authors emphasize the importance of linking language on grammar instruction are featured, examples from real classroom practice are examined, and activities are provided to help teachers relate the content to their own teaching context. Additional online resources at www.oup.com/elt/teacher/fogm Luciana C. de Oliveira is Associate Professor of TESOL and Applied Linguistics at Teachers College, Columbia University, New York. Mary J. Schleppegrell is of Michigan, Ann Arbor.

Over recent decades, linguists have used various theoretical frameworks to investigate the language of the workplace and public institutions, and this work continues to expand into new social contexts. This linguistic research has been used for various applied purposes, including the need to improve communication within organisations and with external clients, customers and patients, and to enhance the effectiveness of public services. The Language of Work: Museum Contexts outlines recent linguistic research in a cross-section of institutions - museums, schools, universities, defence, non-government organisations, universities, hospitals and corporations, as well as Asian-based call centres. The chapters will be of interest to students and scholars of linguistics, language and communication studies, and those working in museums, schools, universities, defence, non-government organisations, universities, hospitals and corporations, as well as Asian-based call centres.

Social Processes in the Workplace and School

Teaching, Learning and Identity

Engaging Students Across the Disciplines

Year 6

Literacy Learning Clubs in Grades 4-8

Language at Work

The Common Core State Standards require schools to include writing in a variety of genres across the disciplines. Engaging Students in Academic Literacies provides specific information to plan and carry out genre-based writing instruction in English for K-5 students within various content areas. Informed by systemic functional linguistics—a theory of language IN USE in particular ways for particular audiences and social purposes—it guides teachers in developing students' ability to construct texts using structural and linguistic features of the written language. This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and "mainstream" students, especially in the context of current reforms in the U.S. Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing, implementing, and reflecting on instruction and providing practical scaffolding for teachers to build their own knowledge of its essential elements applied to teaching, the text includes strategies for apprenticing students to writing in all genres, features of elementary students' writing, and examples of practices. Since 2006, the Common Discourse series, under the editorship of Professor Ken Hyland, has published some of the most cutting-edge work in the field of discourse analysis. This edited collection offers a showcase of the work produced by its authors and reads as fully-functional book in its own right. The work of Paul Baker, Frances Christie and Greg Myers features, amongst others. With an introduction by Professor Hyland, the chapters are organized thematically to provide a look a research methods, examine at the various types of institutional discourses covered by the series, and finally, a look to arguably the future of the field - electronic discourses in an electronic medium, for example Twitter, SMS and Blogs. This is an essential purchase for those involved in discourse analysis in any capacity.

Series contains structured teaching units for nine most commonly studied text types.

Literacy learning clubs are highly motivating small-group collaborations that can improve tweens' and teens' academic achievement, support their social-emotional development, and increase their enjoyment of reading and writing. This book explains the research basis for the author's approach and offers practical applications for teachers in English language arts, social studies, science, and mathematics classrooms. Illustrated with detailed case examples, links to the Common Core State Standards are identified, and multimodal methods and new literacies emphasized throughout. User-friendly features include end-of-chapter reflection questions and suggested activities. The Appendix provides reproducible planning forms and handouts that can be downloaded and printed in a convenient 8 1/2" x 11" size.

Genre-based Pedagogy for K-5 Classrooms

Handbook of Research on Reading Comprehension, Second Edition

Designing Pedagogical Interventions

English Learner Instruction through Collaboration and Inquiry in Teacher Education

Genre and Institutions

The Literacy Approach to Teaching Foreign Languages

An authoritative teacher resource and widely adopted text, this book provides a comprehensive overview of adolescent literacy instruction in the era of the Common Core State Standards (CCSS). Leading educators describe effective practices for motivating diverse learners in grades 5-12, building comprehension of multiple types of texts, integrating literacy and content-area instruction, and teaching English language learners and struggling readers. Case examples, lesson-planning ideas, and end-of-chapter discussion questions and activities enhance the utility of the volume. New to This Edition *Extensive CCSS content incorporated throughout the book. *Chapters on disciplinary literacy, text complexity, and differentiated instruction. *Chapters on academic language, writing instruction, history and English/language arts classrooms, and coaching.

Excel Basic Skills: English Workbook Year 6 will help you with the writing you do every day at school - in English and in other subjects. Each chapter looks at a different type of writing. Some are imaginative text types such as narratives and poems whereas others are factual text types such as reports and explanations. It is best to work through the book from chapter 1 to the end, because in this way you will build on skills from one chapter to the next. The Excel series of English Workbooks for Years 3-...6 will help primary school students with the reading and writing they do every day at school - %in English and in other subjects. Each chapter is set out as a separate unit of work covering a different type of writing (e.g. text type,) and contains exercises that relate to that particular text type.

In this book you will find eleven chapters, each set out as a unit of work covering a particular text type (such as narratives, letters, speeches and information reports), including a chapter on writing for school projects exercises and activities in each chapter which are directly linked to the text type covered practice in skills such as spelling, grammar, vocabulary, punctuation and comprehension interesting and relevant sample texts, including many written by Year 6 students, with important features highlighted answers to all questions at the back of the book

This book is about how language is used in the context of schooling. It demonstrates that the variety of English expected at school differs from the interactional language that students use for social purposes outside of school, and provides a linguistic analysis of the challenges of the school curriculum, particularly for non-native speakers of English, speakers of non-standard dialects, and students who have little exposure to academic language outside of schools. The Language of Schooling: A Functional Linguistics Perspective builds on current sociolinguistic and discourse-analytic studies of language in school, but adds a new dimension--the framework of functional linguistic analysis. This framework focuses not just on the structure of words and sentences, but on how texts are constructed--how particular grammatical choices create meanings in the different kinds of texts students are asked to read and write at school. The Language of Schooling: A Functional Linguistics Perspective "provides a functional description of the kinds of texts students are expected to read and write at school; "relates research from other sociolinguistic and language development perspectives to research from the systemic functional linguistics perspective; "focuses on the increasing linguistic demands of contexts of advanced literacy (middle school through college); "analyzes the genres typically encountered at school, with extensive description of the grammatical features of the expository essay, a gatekeeping genre for secondary school graduates; "reviews the grammatical features of disciplinary genres in science and history; and "argues for more explicit attention to language in teaching all subjects, with a particular focus on what is needed for the development of critical literacy. This book will enable researchers and students of language in education to recognize how the grammatical and discourse features of the language of schooling construct the content areas, role relationships, and purposes and expectations of schools. It also will enable them to better understand the nature of language itself and how it emerges from and helps to maintain social structures and institutions, and to apply these understandings to creating classroom environments that build on the strengths students bring to school.

This book examines genres as instances of social processes, enacting a range of important institutional practices, hence also shaping people's subjectivities. Genres represent purposive and staged ways of building means in a culture. The book's particular claim to originality is that, using systemic functional grammar, it demonstrates how given genres build or enact social practice, how educationally setting provide contexts in which some apprenticeship into such genres occurs, and how theorizing about such matters helps build a theory of social action, revealing how powerful is the systemic functional analysis in addressing questions concerning the social construction of reality. The discussion is built around extensive analysis of instances of texts collected in a number of worksites and school settings. While most are instances of written genres, some are spoken, most notably the chapter that is devoted to the discussion of the spoken classroom texts in which the teaching and learning of the written genres take place.

Language Education in the Primary Years

Transforming a University

The Roles of Language in CLIL

Teaching Grammatical Metaphor

Literacy and Schooling

Mapping Genres, Mapping Culture

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.

This book recounts the ways in which grammatical metaphor (GM) has evolved in SFL theory, discusses the research studies that explored the development of GM in language development and language education contexts, and presents various ways of providing written feedback to English as an additional language (EAL) students drawing on the Sydney School's genre pedagogy and Vygotksy's notion of zone of proximal development (ZPD). As such, it is a valuable resource for linguists, educational linguists, lecturers, researchers and higher degree research students, and will be constructive for language programmers, unit/course designers, teacher educators, language teachers and pre-service teachers.

Writing development has been a key area of research in applied linguistics for some time but most work has focused on children's writing at particular ages, for example, at the early primary, late primary or secondary stage. Christie and Derewianka draw on extensive research in both primary and secondary years to trace the developmental trajectory from age 5 or 6 through to 18. Using a systemic functional grammar, they outline developmental changes in writing in three major areas of the school curriculum - English, history, and science - as children move from early childhood to late childhood and on to adolescence and adulthood. The book considers the nature of the curriculum at various stages, discussing the interplay of curriculum goals, pedagogy and developmental changes as children grow older. It also explores how emergent content of the different subjects requires control of the different subjects requires control of various subject specific literacies and considers the pedagogical implications of their findings. It will be of interest to anyone involved in the writing performance of children in schools, particularly applied and educational linguists.

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.

Extending Literacy

Analysing Language Use in Work, Education, Medical and Museum Contexts

Language Education

Exploring the Landscape of Scientific Literacy

School Discourse

Language Use and Language Learning in CLIL Classrooms