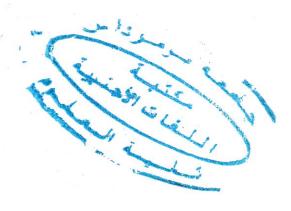


Literacy and Language Teaching

Richard Kern

OXFORD

2 EX



Literacy and Language Teaching

Richard Kern

جامعة بومحرداس كية العلوم مكتبة

جامعة بومرداس كلية الآداب و اللغات مكتبة الكلية رقم الجرد.....6.6

SI A 37/BER Similar



Contents



Acknowledgments	vii
Preface	
Introduction Shifting perspectives on literacy Literacy and issues in language education: major themes Overview of the book	1 3 7 8
PART ONE	
1 Notions of literacy Principles of a sociocognitive view of literacy Shifting paradigms in language teaching Multiple perspectives on literacy Conclusion	13 16 18 23 39
2 Communication, literacy, and language learning Conduits, containers, and communication An alternative metaphor: design of meaning Available Designs: resources for making meaning Conclusion	43 46 52 62 64
3 Available Designs in literacy Linguistic resources Schematic resources Conclusion	67 68 82 102
PART TWO	
4 Reading as design Reading as a dynamic rhetorical process Reading as a social and individual process Design and reading Reading in a non-native language Reading and teaching reading across cultural contexts Conclusion	107 107 110 116 117 122 125

5	Teaching reading as design Four curricular components Situated practice (immersion) Overt instruction Critical framing Transformed practice Putting it all together: an outline of an integrative lesson Conclusion	129 133 134 144 156 158 160 167
6	Writing as design Writing in a non-native language Three orientations to teaching writing Conclusion	171 177 180 186
7	Teaching writing as design Situated practice (immersion) Overt instruction Critical framing Transformed practice A sample teaching sequence Conclusion	191 192 197 204 208 213 218
PA	RT THREE	
8	Computers, language, and literacy Reading and writing with computers Social interaction via computers Conclusion	223 224 237 259
9	Evaluating learners' performance The interpretive nature of assessment and evaluation Three desiderata for literacy-based assessment and evaluation Rethinking the assessment and evaluation of reading and writing Conclusion	267 268 270 274 298
10	Rethinking language and literacy teaching Goals of a literacy-based curriculum Roles of teachers and learners Potential obstacles to implementing a literacy-based curriculum Implications for teacher education Implications for research Conclusion	303 303 306 312 316 317 319
Bil	bliography	321
Inc		348