**LITERACY AND LANGUAGE LEARNING: SELECTED REFERENCES**

**(Last updated 1 June2021)**

Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Albright, J., & Luke, A. (Eds.). (2007). *Pierre Bourdieu and literacy education.* London: Routledge.

Alexander, P. A., Schallert, D. L., & Hare, V. C. (1991). Coming to terms: How researchers in learning and literacy talk about knowledge. *Review of Educational Research, 61*, 315-343.

Allen, J. (2010). *Literacy in the welcoming classroom: Creating family-school partnerships that support student learning.* New York, NY: Teachers College Press.

Alverman, D. E., Hinchman, K. A., Moore, D. W., Phelps, S. F., & Waff, D. R. (Eds.). (2006). *Reconceptualizing the literacies in adolescents’ lives.* London, UK: Routledge.

Amsel, E., & Byrnes, J. P. (Eds.). (2002). *Language, literacy, and cognitive development: The development and consequences of symbolic communication.* Mahwah, NJ: Erlbaum.

Anders, P. L. (Ed.). (2008). *Defying convention, inventing the future in literary research and practice.* London, UK: Routledge.

Ardasheva, Y., Norton-Meier, L. A., Tretter, T. R., & Brown, S. L. (2015). Integrating science and literacy for young English learners: A pilot study. *NYS TESOL Journal, 2*(1), 3-16.

Arteagoitia, I., & Yen, S. J. (2020). Equity in representing literacy growth in dual language bilingual education for emerging bilingual students. *TESOL Quarterly*, *54*(3), 719–742. https://doi.org/10.1002/tesq.588

Au, K. H. (2011). *Literacy achievement and diversity: Keys to success for students, teachers, and schools.* New York, NY: Teachers College Press.

Auerbach, E. (1990). *Making meaning, making change: A guide to participatory curriculum development for adult ESL and family literacy*. Boston, MA: University of Massachusetts.

Auerbach, E. (1992) *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. McHenry, Ill: Delta Systems.

Auerbach, E. (1996). *From the community, to the community: A guidebook for participatory literacy training.* Mahwah, NJ: Lawrence Erlbaum.

Auerbach, E., & Wallerstein, N. (2005). Problem-posing at work: English for action. Edmonton, AB, Canada: Grass Roots.

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.* Mahwah, NJ: Lawrence Erlbaum.

Baines, J., Bennett, J., & Houston, S. (Eds.). (2008). *The disappearance of writing systems: Perspectives on literacy and communication.* London, UK: Equinox.

Ball, A., & Freedman, S. W. (Eds.), (2004). *Bakhtinian perspectives on language, literacy and learning*. New York: Cambridge University Press.

Baker, E. A. (Ed.). (2010). *The new literacies: Multiple perspectives on research and practice.* New York, NY: Guilford.

Bamberg, M. (2002). Literacy and development as discourse, cognition or both? *Journal of Child Language*, *29*, 449-453.

Barrette, C. M., & Paesani, K. (2018). Conceptualizing cultural literacy through student learning outcomes assessment. *Foreign Language Annals, 52*(2), 331-343.

Bartlett, L. (2007). Bilingual literacies, social identification, and educational trajectories. *Linguistics and Education*, *18*(3-4), 215–231.

Barton, D., & Hamilton, M. (1998). *Local literacies: Reading and writing in one community.* London, UK: Routledge.

Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanic,  
(Eds.), *Situated literacies* (pp. 7-15). London: Routledge.

Barton, D., Hamilton, M., & Ivanic, R. (Eds.). (2000). *Situated literacies: Reading and writing in context.* London, UK: Routledge.

Barton, D., Ivanic, R., Appleby, Y., Hodge, R., & Tusting, K. (2007). *Literacy, lives, and learning.* London, UK: Routledge.

Barton, D., Ivanic, R., & Hamilton, M. (1999). *Situated literacies: Theorising reading and writing in context.* London, UK: Routledge.

Bautista, M. L. S., & K. Bolton (Eds.). (2008). *Philippines English: Linguistic and literary perspectives*. Hong Kong: Hong Kong University Press.

Baynham, M. (1995). *Literacy practices: Investigating literacy in social contexts*. London, UK: Longman.

Baynham, M., & Prinsloo, M. (2010). (Eds.), *The future of literacy studies.* London, UK: Palgrave Macmillan.

Beach, R., Campano, G., Edmiston, B., & Borgmann, M. (2010). *Literacy tools in the classroom: Teaching through critical inquiry, grades 5-12.* New York, NY: Teachers College Press.

Beck, S. W., & Oláh, L. N. (Eds.). (2001). *Perspectives on language and literacy: Beyond the here and now.* Cambridge, MA: Harvard Education Publishing Group.

Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia, PA: Caslon.

Belcher, D., & Hirvela, A. (Eds.). (2001). *Linking literacies: Perspectives on L2 reading-writing connections.* Ann Arbor, MI: University of Michigan Press.

Belcher, D., & Hirvela, A. (Eds.). (2008). *The oral-literate connection: Perspectives on L2 speaking, writing, and other media interactions.* Ann Arbor, MI: University of Michigan Press.

Bell, J. S. (1995). The relationship between L1 and L2 literacy: Some complicating factors. *TESOL Quarterly, 29,* 687-704.

Benson, C. (2001). *Final report on bilingual education. Results of the external evaluation of the Experiment in Bilingual Schooling in Mozambique (PEBIMO) and some results from bilingual adult literacy experimentation.* Education Division Documents No. 8. Stockholm, Sweden: Sida.

Bernhardt, E. (2003). Challenges to reading research from a multilingual world. *Reading Research Quarterly, 38*(1), 112-117.

Bialystok, E. (2006). Bilingualism at school: Effect on the acquisition of literacy. In P. McCardle & E. Hoff (Eds.), *Childhood bilingualism: Research on infancy through school age* (pp. 107-124). Clevedon, UK: Multilingual Matters.

Bigelow, M., DelMas, B., Hansen, K., & Tarone, E. (2006). Literacy and the processing of oral recasts in SLA. TESOL Quarterly, 40, 1-25.

Bigelow, M., & Tarone, E. (2004). The role of literacy level in SLA: Doesn’t who we study determine what we know? TESOL Quarterly, 38(4), 689-700.

Bigelow, M., & Watson, J. (2012). The role of educational level, literacy, and orality in L2 learning. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 461-475). Abingdon: Routledge.

Block, C. C., & Mangieri, J. N. (2009). *Exemplary literacy teachers: What schools can do to promote success for all students* (2nd ed.). New York, NY: Guilford.

Bloome, D., Carter, S.P. Christian, B.M., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective*. Mahwah, NJ: Erlbaum.

Brandt, D., & Clinton, K. (2002). Limits of the local: Expanding perspectives on literacy as a social practice. *Journal of Literacy Research, 34,* 337-356. doi:10.1207/s15548430jlr3403\_4

Brice Heath, S. (1985).   Literacy or literate skills?  Consideration for ESL/EFL learners.  In P. Larson (Ed.), On TESOL `84. (pp. 14-28). Washington, DC: TESOL.

Brice Heath, S. (1986).   Critical factors in literacy development.  In K. Egan, S. de Castell, & A. Luke (Eds.), Literacy, society, and schooling (pp. 209-229). Cambridge, UK:  Cambridge University Press.

Brice Heath, S. (1992).   History of literacy.  In W. Bright (Ed.), Oxford international encyclopedia of linguistics (pp. 1,331-1,336). New York, NY:  Oxford University Press.

Brice Heath, S. (1994).  The literate and the literary: African American writers as readers--1830-1940. Written Communication*, 11*(4), 419-444.

Brice Heath, S. (1999).  Literacy and social practice.  In D. A. Wagner, R. L. Venezky, & B. V. Street (Eds.), Literacy: An international handbook (pp. 102-106). Boulder, CO: Westview Press.

Brice Heath, S. (2010).  Family literacy or community learning?  Some critical questions on perspective.  In K. Dunsmore & D. Fisher (Eds.), *Bringing literacy home* (pp. 15-41). Newark, DE: International Reading Association.

Brice Heath, S., & Kramsch, C. (2007). Individuals, institutions and the uses of literacy: Shirley Brice Heath and Claire Kramsch in conversation. *Journal of Applied Linguistics*, *1*(1), 75-91.

Bridges, E. (2009). Bridging the gap: A literacy‐oriented approach to teaching the graphic novel Der erste Frühling. *Die Unterrichtspraxis/Teaching German*, *42*(2), 152-161.

Brisk, M. E., & Harrington, M. M. (2006). *Literacy and bilingualism: A handbook for ALL teachers* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Brock, C., Lapp, D., Salas, R., & Townsend, D. (2009). *Academic literacy for English learners: High-quality instruction across content areas.* New York, NY: Teachers College Press.

Brown, B. A., Reveles, J. M., & Kelly, G. J. (2005). Scientific literacy and discursive identity: A theoretical framework for understanding science learning. *Science Education, 89*(5), 779-802.

Buly, M. R. B., & Coskie, T. (2013). Preparing teacher candidates to work with language learners: Innovations in a literacy methods course. *Washington State Kappan*, *6*(2), 1-20.

Bunch, G., Kibler, A., & Pimentel, S. (2013). *Realizing opportunities for English learners in the common core English language arts and disciplinary literacy standards*. Stanford, CA: Understanding Language Initiative.

Burnett, C. (2010). Technology and literacy in early childhood educational settings: A review of research. *Journal of Early Childhood Literacy, 10,* 247-270.

Bus, A. G., & Neuman, S. B. (Eds.). (2008). *Multimedia and literacy development: Improving achievement for young learners.* London, UK: Routledge.

Byrnes, H. & Kord, S. (2001). Developing literacy and literary competence: Challenges for foreign language departments. In V. Scott & H. Tucker (Eds.), *SLA and the literature classroom: Fostering dialogues* (pp. 31-69). Boston, MA: Heinle & Heinle.

Byrnes, J. P., & Wasik, B. A. (2009). *Language and literacy development: What educators need to know.* New York, NY: Guilford.

Callahan, R.M. & Gándara, P.C. (2014). *The bilingual advantage: Language, literacy and the US labor market*. Bristol, UK: Multilingual Matters.

Callow, J. (2005). Literacy and the visual: Broadening our vision. *English Teaching: Practice and Critique*, *4*(1), 6-19.

Cammarata, L. (Ed.), (2016). *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills*. New York: Routledge.

Canagarajah, A.S. (1997). Challenges in English literacy for African-American and Lankan Tamil learners, *Language and Education, 11*(1), 15-37.

Cartwright, K. B. (Ed.). (2008). *Literacy processes: Cognitive flexibility in learning and teaching.* New York, NY: Guilford.

Castleton, G., & McDonald, M. (2002). *A decade of literacy: Policy, programs, an perspectives.* Melbourne, Australia: Language Australia.

Cazden, C. B. (1992). *Whole language plus: Essays on literacy in the United States and New Zealand.* New York, NY: Teachers College Press.

Celic, C. (2009). *English language learners, day by day: A complete guide to literacy, content-area, and language instruction*. Portsmouth, NH: Heinemann

Cheng, L., Klinger, D., & Zheng, Y. (2007). The challenges of the Ontario Secondary School Literacy Test for second language students. *Language Testing, 24*(2), 185-208.

Chiseri-Strater, E. (1991). *Academic literacies: The public and private discourse of university students.* Portsmouth, NH: BoyntonCook/ Heinemann.

Christenbury, L., Bomer, R., & Smagorinsky, P. (Eds.). (2010). *Handbook of adolescent literacy research.* New York, NY: Guilford.

Clay, M. M. (1991). *Becoming literate: The construction of inner control.* Portsmouth, NH: Heinemann.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. Heinemann.

Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy instruction for English language learners: A teacher’s guide to research-based practices.* Portsmouth, NH: Heinemann.

Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (Eds.). (2007). *Handbook of research on new literacies.* London, UK: Routledge.

Comber, B., & Simpson, A. (Eds.). (2001). *Negotiating critical literacies in classrooms.* Mahwah, NJ: Lawrence Erlbaum.

Compton-Lilly, C. (2012). *Reading time:* *The literate lives of urban secondary students and their families*. New York, NY: Teachers College Press.

Compton-Lilly, C., & Greene, S. (Eds.). (2011). Bedtime stories and book reports: Connecting parent involvement and family literacy. New York, NY:  Teachers College Press.

Condelli, L. (2004). Effective instruction for adult ESL literacy students: Findings from the ‘What Works’ study. In *What counts as evidence for what purposes in research in adult literacy, numeracy and ESOL: papers from the first NRDC International Conference* (pp.19-46). Nottingham, UK: Research and Development Centre for Adult Literacy and Numeracy, University of Nottingham.

Condelli, L., Cronen, S., Bos, J., Tseng, F., & Altuna, J. (2010). *The impact of a reading intervention for low-literate adult ESL learners* (NCEE 2011-4003). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Condelli, L., Wrigley, H. S., & Yoon, K. S. (2008). The ‘What Works’ study: Instruction, literacy and language learning for adult ESL literacy students. In S. Reder & J. Bynner (Eds.), *Tracking adult literacy and numeracy skills: Findings from longitudinal research* (pp. 132–159). New York, NY: Routledge.

Connor, C. M., Morrison, F. J., Fishman, B. J., Ponitz, C. C., Glasney, S., Underwood, P. S., ... & Schatschneider, C. (2009). The ISI classroom observation system: Examining the literacy instruction provided to individual students. *Educational Researcher*, *38*(2), 85-99.

Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal*, *4*(3), 164-195.

Cook-Gumperz, J. (Ed.). (2006). *The social construction of literacy.* Cambridge, UK: Cambridge University Press.

Cooper, J. D., & Kiger, N. D. (2003). *Literacy: Helping children construct meaning* (5th ed.). St. Charles, IL: Houghton Mifflin.

Cope, B., & Kalantzis, M. (2012). *Literacies*. Cambridge, UK: Cambridge University Press.

Crandall, J., & Kreeft Peyton, J. (Eds.). (1993). Approaches to adult ESL literacy instruction. Washington, DC: Center for Applied Linguistics.

**Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. García, T. Skutnabb-Kangas, & E. Torres-Guzmán, M. (Eds.), *Imagining multilingual schools: Language in education and globalization* (pp. 51-68)*.* Clevedon, UK: Multilingual Matters.**

Cushman, E., Kintgen, E. R., Kroll, B. M., & Rose, M. (Eds.). (1999). *Literacy: A critical sourcebook.* Boston, MA: Bedford/St. Martin's.

Darvin, R. (2017).  Language, power, and critical digital literacy.  In. S. Thorne & S. May (eds.) *Language Education and Technology, Encyclopedia of Language and Education, vol. 9* (p 17 -30)*.*

Datta, M. (Ed.). (2000). *Bilinguality and literacy: Principles and practice.* London, UK: Continuum.

Davin, K. J., & Heineke, A. J. (2017). The seal of biliteracy: Variations in policy and outcomes. *Foreign Language Annals, 50*(3), 486-499.

de Berkeley-Wykes, J. (1993). Jigsaw reading. In J. W. Oller, (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.) (pp. 363-367). Boston, MA: Heinle.

de la Luz Reyes, M. (Ed.). (2011). *Words were all we had: Becoming biliterate against the odds.* New York, NY: Teachers College Press.

Dezuanni, M. (2010). Digital media literacy: Connecting young people's identities, creative production and learning about video games. In D. E. Alvermann (Ed.), *Adolescents' online literacies: Connecting classrooms, digital media, and popular culture* (pp. 125-43). New York, NY: Peter Lang.

Donato, R., & Brooks, F. (2004). Literacy discussions and advanced speaking functions: Researching the (dis)connection. *Foreign Language Annals, 37*(2), 183-199.

Draper, R. J., Broomhead, P., Jensen, A. P., Nokes, J. D., & Siebert, D. (Eds.). (2010). *(Re)imagining content-area literacy instruction.* New York, NY: Teachers College Press.

Dubowsky Ma’ayan, H. (2012). *Reading girls: The lives and literacies of adolescents.* New York, NY: Teachers College Press.

Duff, P. (2001). Language, literacy, content and (pop) culture: Challenges for ESL students in mainstream courses. *Canadian Modern Language Review, 58,* 103-132*.*

Durgunoglu, A. & Goldenberg, C. (2010). *Language and literacy development in bilingual settings.* New York, NY: Guilford.

Dutro, S., & Moran, C. (2003). Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 227-258). Newark, DE: International Reading Association.

Dyson, A. H. (2002). *The brothers and the sisters learn to write: Popular literacies in childhood and school cultures*. New York: Teachers College Press.

Dyson, A. H., & Genishi, C. (2005). *On the case: Approaches to language and literacy research*. New York: Teachers College Press.

Ediger, A. (2014). Teaching children literacy skills in a second language. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.) (pp. 153-169). Boston, MA: Heinle Cengage Learning.

Edwards, P. A., Thompson McMillon, G., & Turner, J. D. (2010). *Change is gonna come: Transforming literacy education for African American students.* New York, NY: Teachers College Press.

Edwards, V. (2009). *Learning to be literate: Multilingual perspectives.* Clevedon, UK: Multilingual Matters.

Engelbrecht, G., & Ortiz, L. (1983). Guarani literacy in Paraguay. *International Journal of the* *Sociology of Language, 42*, 53-68.

Escamilla, K., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action.* Philadelphia, PA: Caslon.

Ewald, W., Hyde, K., & Lord, L. (2011). *Literacy and justice through photography: A classroom guide.* New York, NY: Teachers College Press.

Falihi, A., & Wason-Ellam, L. (2009). Critical visuality: On the development of critical visual literacy for learners’ empowerment. *International Journal of Learning, 16*(3), 409-417.

Fels, D., & Wells, J. (Eds.). (2011). *The successful high school writing center: Building the best program with your students.* New York, NY: Teachers College Press.

Ferrer, E., & Staley, K. (2016). Designing an EFL reading program to promote literacy skills, critical thinking, and creativity. *The CATESOL Journal, 28*(2), 79-104.

Fingeret, H. A., & Drennon, C. (1997). *Literacy for life: Adult learners, new practices.* New York, NY: Teachers College Press.

Flood, J., Brice-Heath, S., & D. Lapp (Eds.). (1997). Handbook for literacy educators:  Research in the visual and communicative Arts.  New York:  Macmillan Co.

Flood, J., Heath, S. B., & Lapp, D. (Eds.). (2007). *Handbook of research on teaching literacy through the communicative and visual arts, Vol. II.* London, UK: Routledge.

Flower, L., Long, E., & Higgins, L. (2000). *Learning to rival: A literate practice for intercultural inquiry.* Mahwah, NJ: Lawrence Erlbaum.

Fox, J., & Cheng, L. (2007). Did we take the same test? Differing accounts of the Ontario Secondary School Literacy Test by first and second language test-takers. *Assessment in Education: Principles, Policy and Practice, 14*(1)*,* 9-26.

Francis, N. (1999). Bilingualism, writing, and metalinguistic awareness: Oral–literate interactions between first and second languages. *Applied Psycholinguistics, 20*(4), 533-561.

Freebody, P., & Freiberg, J. (2008). Globalised literacy education: Intercultural trade in textual and cultural practice. In M. Prinsloo & M. Baynham (Eds.), *Literacies: Global and local* (pp. 17-34). Amsterdam, the Netherlands: John Benjamins.

Freebody, P., & Luke, A. (1990). Literacies programs: Debates and demands in cultural context. *Prospect, 5*(3), 85-94.

Freire, P., & Macedo, D. (1987). Literacy: Reading the word and the world. South Hadley, MA: Bergin & Garvey.

Frey, N., Fisher, D., & Gonzalez, A. (2010). *Literacy 2.0: Reading and writing in 21st century classrooms.* Bloomington, IN: Solution Tree.

Gadsden, V., & Wagner, D (Eds.) (1995). *Literacy among African American youth: Issues in learning, teaching and* schooling. Cresskill, NJ: Hampton Press.

Garcia, O. (Ed.), (2003). *English learners: Reaching the highest level of English literacy*. Newark, DE: International Reading Association.

García, O., Bartlett, L., & Kleifgen, J. (2007). From biliteracy to pluriliteracies. In P. Auer & L. Wei (Eds.), *Handbook of multilingualism and multilingual communication* (pp. 207-228). Berlin, Germany: Walter de Gruyter.

Garcia, S. S., & Garcia, C. F. (2016). Transformative professional development and the promotion of literacy through culturally responsive pedagogy. *The CATESOL Journal*, *28*(1), 175-194.

Gardener, S., Polyzoi, E., & Rampaul, Y. (1996). Individual variables, literacy history, and ESL progress among Kurdish and Bosnian immigrants. *TESL Canada Journal, 14*(1), 1-20.

Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.). London:  
 Taylor & Francis.

Gee, J. P. (1996). Discourses and literacies. *Social Linguistics and Literacies: Ideology in Discourses, 2*, 122-148.

Gee, J. P. (1998). What is literacy? In V. Zamel & R. Spack (Eds.), *Negotiating academic literacies: Teaching and learning across languages and cultures* (pp. 51-59). London, UK: Routledge.

Gee, J. P. (2000). The new literacy studies: From "socially situated" to the work of the social. In D. Barton, M. Hamilton, & R. Ivanic, R. (Eds)., *Situated literacies: Reading and writing in context* (pp. 180-196). London, UK: Routledge.

Gee, J. P. (2006). What is literacy? In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.257-263). Mahwah, NJ: Lawrence Erlbaum Associates.

Gee, J. P. (2007). *Social linguistics and literacies: Ideology in discourses* (3rd ed.). New York, NY: Taylor & Francis.

Gee, J. P. (2008). *Social linguistics and literacies: Ideology in discourse*. New York, NY: Routledge.

Gee, J. P. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies, 4*(2), 196-204.

Geisler, C. (1994). *Academic literacy and the nature of expertise: Reading, writing, and knowing in academic philosophy.* Hillsdale, NJ: Erlbaum.

Genishi, C., & Dyson, A. H. (2009). *Children, language, and literacy: Diverse learners in diverse times.* New York, NY: Teachers College Press.

Genishi, C., & Haas Dyson, A. (2009). *Children, language, and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press.

Ghose, M. (2006). Women empowerment through literacy. In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.359-374). Mahwah, NJ: Lawrence Erlbaum Associates.

Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.

Gillespie, M. (1993). Profiles of adult learners: Revealing the multiple faces of literacy. *TESOL Quarterly, 27*(3), 529-533.

Giroux, H. (1987). Critical literacy and student experience: Donald Graves’ approach to literacy. Language Arts*, 64,* 175-181.

Goldman, S. R., & Trueba, H. T. (Eds.). (1987). *Becoming literate in English as a second language.* Norwood, NJ: Ablex.

Goldstein, T. (2008). The capital of “attentive silence” and its impact on English language and literacy education. In J. Albright & A. Luke (Eds.), *Pierre Bourdieu and literacy education* (pp. 187-208). New York, NY: Routledge.

Gonzalez, N., Moll, L. C., Floyd-Tenery, M., Rivera, A., Rendón, P., Gonzalez, R., & Amanti, C. (1994). Teacher research on funds of knowledge: Learning from households. Washington, DC: Center for Applied Linguistics.

Goodman, Y. M., & Martens, P. (Eds.). (2007). *Critical issues in early literacy: Research and pedagogy.* London, UK: Routledge.

Goulah, J. (2017). Climate change and TESOL: Language, literacies, and the creation of eco-ethical consciousness. *TESOL Quarterly, 51*(1), 90-114.

Graff, H. J. (2011). Literacy myths, legacies, & lessons:  New studies on literacy. New Brunswick, NJ:  Transaction Press.

Grant, E. A., & Wong, S. D. (2003). Barriers to literacy for language minority learners: An argument for change in the literacy education profession. *Journal of Adolescent and Adult Literacy, 46*, 386-394.

Graves, D. H. (1999). *Bring life into learning: Create a lasting literacy.* Portsmouth, NH: Heinemann.

Griffin, T. M., Hemphill, L., Camp, L., & Wolf, D. P. (2004). Oral discourse in the preschool years and later literacy skills. *First Language, 24*(2), 123-147.

Gunderson, L. (2009). *ESL (ELL) literacy instruction: A guidebook of theory and practice.* New York, NY: Routledge.

Gunderson, L., Odo, D.M. & D’Silva, R. (2011). Second language literacy. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 472-487), New York, NY: Routledge.

Gunning, T. G. (2003). *Building literacy in the content areas.* Boston, MA: Pearson Education.

Guth, S. & Helm, F. (Eds.) (2010). *Telecollaboration 2.0: Language, literacies and intercultural learning in the 21st century*. Bern, Switzerland: Peter Lang.

Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. *Reading Research Quarterly*, *43*(2), 148–164.

Haddad, C. (Ed.) (2008). *Improving the quality of mother tongue-based literacy and learning: Case studies from Asia, and South America*. Bangkok, Thailand: UNESCO.

Hagood, M. C., Alvermann, D. E., & Heron-Hruby, A. (2010). *Bring it to class: Unpacking pop culture in literacy learning.* New York, NY: Teachers College Press.

Hanauer, D. (2012). Meaningful literacy: Writing poetry in the language classroom. *Language Teaching, 45*(1), 105-115.

Harris, R. (2009). *Rationality and the literate mind.* London, UK: Routledge.

Hasan, R., & Williams, G. (Eds.). (1996). Literacy in society. London, UK: Longman.

Hawkins, M. R. (2004). Researching English language and literacy development in schools. *Educational Researcher* 33(3), 14–25.

Hawkins, M. R. (2005). Becoming a student: Identity work and academic literacies in early schooling. *TESOL Quarterly*, *39*(1), 59–82.

He, A. W. (2015). Literacy, creativity, and continuity: A language socialization perspective on heritage language classroom interaction. *Handbook of Classroom Interaction*, 304-318.

Heath, S. B., & Street, B. V. (2008). *On ethnography: Approaches to language and literacy research*. New York, NY: Teachers College.

Helman, L. (Ed.). (2009). *Literacy development with English language learners.* New York, NY: Guilford.

Helman, L. (2012). *Literacy instruction in multilingual classrooms: Engaging English language learners in elementary school.* New York, NY: Teachers College Press.

Hinchman, K. A., & Sheridan-Thomas, H. K. (Eds.). (2009). *Best practices in adolescent literacy instruction.* New York, NY: Guilford.

Hino, N. (1992). The Yakudoku tradition of foreign language literacy in Japan. In F. Dublin & N. A. Kuhlman (Eds.), *Cross-cultural literacy: Global perspectives on reading and writing* (pp. 99-111). Englewood Cliffs, NJ: Regents/Prentice Hall.

Hoffman, J. V. (2009). *Changing literacies for changing times: An historical perspective on the future of reading research, public policy, and classroom practices*. Taylor & Francis.

Hoffman, J. V., & Goodman, Y. M. (Eds.). (2009). *Changing literacies for changing times: An historical perspective on the future of reading research, public policy, and classroom practices.* New York, NY: Routledge.

Horiba, Y. (1993). Narrative comprehension processes: A study of native and non-native readers of Japanese. In J. W. Oller, (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.) (pp. 230-246). Boston, MA: Heinle.

Hornberger, N. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy, 1*(1), 27-51.

Hornberger, N. H. (Ed.) (2003). *Continua of biliteracy: An ecological framework for educational policy, research, and practice.* Clevedon, UK: Multilingual Matters.

Hornberger, N. H. (2012). Translanguaging in today’s classrooms: A biliteracy lens. *Theory into Practice, 51*(4), 239–247.

Hornberger, N., & Link., H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism, 15*, 261–278. doi: 10.1080/13670050.2012.658016

Hornberger, N. H., & Skilton-Sylvester, E. (2000). Revisiting the continua of biliteracy: International and critical perspectives. *Language and Education, 14*(2), 96-122.

Huang, B. H., & Bailey, A. (2016). The long-term English language and literacy outcomes of first-generation former child immigrants in the United States. *Teachers College Record, 118*(11), 1-42.

Hull, G., & Schultz, K. (Eds.). (2002). School’s out!  Literacy and learning outside of school. New York, NY: Teachers College Press.

Hull, G., & Schultz, K. (2006). Literacy and learning out of school: A review of theory and research. In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.275-304). Mahwah, NJ: Lawrence Erlbaum Associates.

Huster, K. (2012). Biliterate voices of Hmong generation 1.5 college women: Suspended between languages in the US educational experience. *CATESOL Journal, 24*(1), 34-58.

Israel, S. E., Block, C. C., Bauserman, K. L., & Kinnucan-Welsch, K. (Eds.). (2005). *Metacognition in literacy learning: Theory, assessment, instruction, and professional development.* Mahwah, NJ: Erlbaum.

Israel, S. E., Kinnucan-Welsch, K., Block, C. C., & Bauserman, K. L. (Eds.). (2005). *Metacognition in literacy learning: Theory, assessment, and professional development.* London, UK: Routledge.

Jacobson, E., Degener, S., & Purcell-Gates, V. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners*. Boston, MA: National Center for the Study of Adult Learning and Literacy.

Janks, H. (2009). *Literacy and power.* New York, NY: Routledge.

Jewitt, C. (2005). *Knowledge, literacy, and learning: Multimodality and new technology.* London, UK: Routledge.

Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education, 32*, 241-267.

Johns, A. (1998). *Text, role, and context: Developing academic literacies.* New York, NY: Cambridge University Press.

Joiner, M. (1996). Just girls: Literacy and allegiance in junior high school. *Written Communication, 13*(1), 93-129.

Joshi, R. M., & Aaron, P. G. (Eds.). (2005). *Handbook of orthography and literacy.* Mahwah, NJ: Erlbaum.

Kang, H.-W., Kuehn, P., & Herrell, A. (1996). The Hmong literacy project: Working to preserve the past and ensure the future. The Journal of Educational Issues of Language Minority Students, *16*(Special Issue on Parent Involvement),17-32.

Katunich, J. (2019). Promoting sustainability literacy through immersion abroad experiences for teachers. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 235–257). London, UK: Palgrave Macmillan.

Kazemek, F., & Rigg, P. (1995). Enriching our lives: Poetry lessons for adult literacy teachers and tutors. Newark, DE: International Reading Association.

Kendrick, M., Early, M., & Chemjor, W. (2013). Integrated literacies in a rural Kenyan girls' secondary school journalism club. *Research in the Teaching of English, 47,* 391-419.

Kern, R. (2000). *Literacy and language teaching.* Oxford, UK: Oxford University Press.

Kern, R. (2012). Literacy-based language teaching. In A. Burns & J.C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 186-194). Cambridge, UK: Cambridge University Press.

Kim, K. M., & Park, G. (2020). “It is more expressive for me”: A translingual approach to meaningful literacy instruction through Sijo poetry. *TESOL Quarterly, 54*(2), 281–309.

Kinzer, C. K., & Verhoeven, L. (Eds.). (2007). *Interactive literacy education: Facilitating literacy environments through technology.* Mahwah, NJ: Lawrence Erlbaum.

Klassen, C. (1991). Bilingual written language use by low-education Latin American newcomers. In D. Barton & R. Ivanic (Eds.), Writing in the community (pp. 38-57). London, UK: Sage.

Kluth, P. (2008). “It was always the pictures…”: Creating visual literacy supports for students with disabilities. In N. Frey & D. Fisher (Eds.), *Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills* (pp. 169-188). Thousand Oaks, CA: Corwin Press.

Koda, K. (2008). Impacts of prior literacy experience on second language learning to read. In K. Koda & A. Zehler (Eds.), *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development* (pp. 68-96). New York, NY: Routledge.

Koda, K., & Zehler, A. (Eds.). (2008). *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development*. New York: Routledge.

Kolinsky, R., Cary, L., & Morais, J. (1987). Awareness of words as phonological entities: The role of literacy. *Applied Psycholinguistics, 8,* 223–232.

Kress, G. (2003). *Literacy in the new media age*. London, UK: Routledge.

Kruidenier, J. (2002). *Research-based principles for adult reading instruction.* Jessup, MD: National Institute for Literacy.

Krulatz, A., & Neokleous, G. (2018). Fostering literacy in adolescent EFL classrooms: An overview of techniques and teaching ideas. *The European Journal of Applied Linguistics and TEFL, 7*(1), 57-71.

Kucer, S. B. (2009). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings* (3rd ed.). London, UK: Routledge.

Kucer, S. B., & Silva, C. (2006). *Teaching the dimensions of literacy.* Mahwah, NJ: Lawrence Erlbaum.

Kummerling-Meibauer, B. (Ed.). (2011). *Emergent literacy: Children’s books from 0 to 3.* Amsterdam, The Netherlands: John Benjamins.

Kurvers, J., Stockmann, W., & van de Craats, I. (2010). Predictors of success in adult L2 literacy acquisition, *LESLLA Proceedings, 2009*, 64-79.

Kurvers, J., Vallen, T., & van Hout, R. (2005). Discovering features of language: Metalinguistic awareness of adult illiterates. In I. Van de Craats, J. Kurvers, & M. Young-Scholten (Eds.), *Low-educated adult second language and literacy acquisition: Proceedings from the inaugural symposium-Tilburg* (pp. 69-88). Utrecht, The Netherlands: LOT.

Kurvers, J., & van de Craats, I. (2007). What makes the illiterate language learning genius? In M. Young-Scholten (Ed.), *Low-educated adult second language and literacy acquisition. Proceedings of the third annual forum* (pp. 49-60).

Kurvers, J., van Hout, R., & Vallen, T. (2007). Literacy and word boundaries. In N. R. Faux (Ed.), *Low-educated second language and literacy acquisition: Research, policy and practice: Proceedings of the second annual forum* (pp. 45–64). Richmond, VA: Literacy Institute at Virginia Commonwealth University.

Kutz, E. (1997). *Language and literacy: Studying discourse in communities and classrooms.* Portsmouth, NH: Boynton/Cook.

Lachance, J. R. (2017). Case studies of dual language teachers: Conceptualizations on the complexities of biliteracy for teacher preparation. *NYS TESOL Journal, 4*(2), 48-65.

Ladson-Billings, G. (1992). Liberatory consequences of literacy: a case of culturally relevant instruction for African American students. *Journal of Negro Education, 61*(3), 378-391.

Ladson-Billings, G. (1992). Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching. *Theory Into Practice*, *31*(4), 312.

Lam, W. (2000). L2 literacy and the design of the self: A case study of a teenager writing on the Internet. *TESOL Quarterly*, *34*(3), pp. 457-482.

Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post-Soeharto Indonesia. *International Journal of Bilingual Education and Bilingualism*, *11*(2), 189-205.

Langer, J. A. (2010). *Envisioning knowledge: Building literacy in the academic disciplines.* New York, NY: Teachers College Press.

Lankshear, C., & McLaren, P. L. (Eds.) (1993). *Critical literacy: Politics, praxis, and the postmodern*. New York, NY: State University of New York Press.

Lankshear, C., & Knobel, M. (2003). *New literacies: Changing knowledge and classroom learning*. Berkshire, UK: Open University Press.

Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning* (3rd ed.). Maidenhead, UK: Open University Press.

Lazar, A. M., Edwards, P. A., & Thompson McMillon, G. (2012). *Bridging literacy and equity: The essential guide to social equity teaching.* New York, NY: Teachers College Press.

Lazar, G. (1996). Exploring literary texts with the language learner. *TESOL Quarterly, 30,* 773-776.

Lea, M., & Street, B. (1999). Writing as academic literacies: Understanding practices through texts. In C. N. Candlin & K. Hyland (Eds.), *Writing: Texts, processes, and practices* (pp. 62-81). Harlow, CA: Longman.

Lee, C. D., & Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy.* New York, NY: Carnegie Corporation of New York.

Leki, I. (2007). *Undergraduates in a second language: Challenges and complexities of academic literacy development.* New York, NY: Routledge.

Lewis, C. (2001). *Literary practices as social acts: Power, status, and cultural norms in the classroom.* Mahwah, NJ: Lawrence Erlbaum.

Lewis, C., Enciso, P., & Moje, E. B. (Eds.). (2007). *Reframing sociocultural research on literacy: Identity, agency, and power.* Mahwah, NJ: Lawrence Erlbaum.

Lewis, J. (Ed.). (2009). *Essential questions in adolescent literacy: Teachers and researchers describe what works in classrooms.* New York, NY: Guilford.

Lü, C. (2017). The roles of Pinyin skill in English-Chinese biliteracy learning: Evidence from Chinese immersion learners. *Foreign Language Annals, 50*(2), 306-322.

Lucas, A. M., McEwan, P. J., Ngware, M., & Oketch, M. (2014). Improving early-grade literacy in East Africa: Experimental evidence from Kenya and Uganda. *Journal of Policy Analysis and Management*, *33*(4), 950–976. https://doi.org/10.1002/pam.21782

Luke, A. (1996). Genres of power? Literacy education and the production of capital. In R. Hasan & G. Williams (Eds.), Literacy in society (pp. 308-338). London, UK: Longman.

Luke, A. (2014). Defining critical literacy. In J. Avila & J. Z. Pandya (Eds.), *Moving critical literacies forward: A new look at praxis across contexts* (pp. 19-31). New York, NY: Routledge.

Luke, A., & Dooley, K. (2011). Critical literacy and second language learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp.856-867), New York, NY: Routledge.

Mackey, M. (2007). *Literacies across media: Playing the text* (2nd ed.). London, UK: Routledge.

Malcolm, I. (2002). Fixed and flexible framing: Literacy events across cultures. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 267-283). London, UK: Pearson Education.

Mandel Morrow, L. (1995). Family literacy: Connections in schools and communities. Newark, DE: International Reading Association.

Mantero, M. (2006). Applied literacy in second language education: Reframing discourse in literature-based classrooms. *Foreign Language Annals, 39*(1), 99-114.

Many, J. E. (Ed.). (2001). *Handbook of instructional practices for literacy teacher-educators: Examples and reflections from the teaching lives of literacy scholars.* Mahwah, NJ: Erlbaum.

Marshall, S., Hayashi, H. & Yeung, P. (2012). Negotiating the multi in multilingualism and multiliteracies: Undergraduate students in Vancouver, Canada. *Canadian Modern Language Review, 68*(1), 28–53.

Marshall, S. & Moore, D. (2013). 2B or not 2B plurilingual? Navigating languages, literacies, and plurilingual competence in postsecondary education in Canada. *TESOL Quarterly, 47*(3), 472–499.

Mawer, G. (1999). *Language and literacy in workplace education*. Harlow, UK: Longman.

McCaleb, S. P. (1995). Building communities of learners: A collaboration among students, teachers, families and community. New York, NY: Routledge.

McCutchen, D., Abbot, R. D., Green, L. B., Beretvas, S. N., Cox, S., Potter, N. S., Quinroga, T., & Gray, A. L. (2002). Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. *Journal of Learning Disabilities, 35*, 69-86.

McKay, S. (1993). *Agendas for second language literacy*. Cambridge, UK: Cambridge University Press.

McKenna, M. C., Labbo, L. D., Kieffer, R. D., & Reinking, D. (Eds.). (2006). *International handbook of literacy and technology.* Mahwah, NJ: Lawrence Erlbaum.

McKeough, A., Phillips, L. M., Lupart, J. L., & Timmons, V. (Eds.). (2005). *Understanding literacy development: A global view.* Mahwah, NJ: Lawrence Erlbaum.

McKinney, C., & Norton, B. (2008). Identity in language and literacy education. In B. Slosky & F. Hult (Eds.), *The handbook of educational linguistics* (pp. 192-205). London, UK: Blackwell.

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education*, *31*(1), 1-44.

Moje, E. B., & O’Brien, D. G. (Eds.). (2001). *Constructions of literacy: Studies of teaching and learning in and out of secondary classrooms.* Mahwah, NJ: Lawrence Erlbaum.

Moll, L. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher, 21*(2), 20-24.

Montero, K.M. (2018). Narratives of trauma and self-healing processes in a literacy program for adolescent refugee newcomers. In S. Shapiro, R. Farrelly, & M. J. Curry (Eds.), *Educating refugee-background students: Critical issues and dynamic contexts* (pp. 92-106). Bristol, UK: Multilingual Matters.

Morrow, L. M., Rueda, R., & Lapp, D. (Eds.). (2009). *Handbook of research on literacy and diversity.* New York, NY: Guilford.

Moss, B., & Lapp, D. (Eds.). (2009). *Teaching new literacies in grades 4-6: Resources for 21st-century classrooms.* New York, NY: Guilford.

Murnane, R., Sawhill, I., & Snow, C. (2012). Literacy challenges for the twenty-first century: Introducing the issue. *The Future of Children, 22*(2), 3-15. doi:10.1353/foc.2012.0013

Murray, D. E. (2005). Technologies for second language literacy. *Annual Review of Applied Linguistics, 25,* 188-201.

Nagy, W., & Anderson, R. (1999). Metalinguistic awareness and literacy acquisition in different languages. In D. Wagner, R. Venezky, & B. Street (Eds.), *Literacy: An international handbook* (pp. 155-160). New York: Garland.

Nash, A., Cason, A., Rhum, M., McGrail, L., and Gomez-Sanford, R. (1992). *Talking shop:* A curriculum sourcebook for participatory adult ESL. Washington, DC: Center for Applied Linguistics.

Nakutnyy, K., & Sterzuk, A. (2018). Sociocultural literacy practices of a Sudanese mother and son in Canada. In S. Shapiro, R. Farrelly, & M. J. Curry (Eds.), *Educating refugee-background students: Critical issues and dynamic contexts* (pp. 82-91). Bristol, UK: Multilingual Matters.

National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Retrieved from <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

Neokleous, G., Krulatz, A., & Farrelly, R. (Eds.) (2020). *Handbook of research on cultivating literacy in diverse and multilingual classrooms.* Hershey, PA: IGI Global.

Neokleous, G., Park, K., & Krulatz, A. (2020). Creating space for dynamic language use: Cultivating literacy development through translanguaging pedagogy in EAL classrooms. In G. Neokleous, A. Krulatz, & R. Farrelly (Eds.), *The handbook of research on cultivating literacy in diverse and multilingual classrooms* (pp. 596-614). Hershey, PA: IGI Global.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review, 66*(1), 60-91.

New London Group. (2000). A pedagogy of multiliteracies: Designing social futures. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). New York: Routledge.

Newkirk, T. (2009). *Holding on to good ideas in a time of bad ones: Six literacy principles worth fighting for.* Portsmouth, NH: Heinemann.

Newman, M. (2006). Definitions of literacy and their consequences. In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.243-254). Mahwah, NJ: Lawrence Erlbaum Associates.

Nieto, S. (2006). Language, literacy and culture: Intersections and implications. In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.315-331). Mahwah, NJ: Lawrence Erlbaum Associates.

Niles, J. A. (Ed.) (1985). *Issues in literacy: A research perspective. Thirty-fourth yearbook of the National Reading Conference* (pp. 375-380). Chicago, IL: National Reading Conference.

Nokes, J. D. (2010). Observing literacy practices in history classrooms. *Theory & Research in Social Education*, *38*(4), 515-544.

Nystrand, M. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom. Language and literacy series.* Williston, VT: Teachers College Press.

Oller, J. W., Jr. (Ed.) (1993). *Methods that work: Ideas for literacy and language teachers* (2nd ed.). Boston, MA: Heinle & Heinle.

Oller, J. W., Chihara, T., Chávez-Oller, M. A., Yü, G. K. H., Greenberg, L., & de Vivas, R. H. (1993). The impact of discourse constraints on processing and learning. In J. W. Oller, (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.) (pp. 206-229). Boston, MA: Heinle.

Olson, D. (2002). What writing does to the mind. In E. Amsel & J. Byrnes (Eds.), *Language, literacy, and cognitive development: The development and consequences of symbolic communication* (pp. 153-166). Mahwah, NJ: Lawrence Erlbaum.

Onderlinden, L., van de Craats, I., & Kurvers, J. (2009). Word concept of illiterates and low-literates: Words apart? In I. van de Craats & J. Kurvers (Eds.), *Low-educated adult second language and literacy acquisition. Proceedings of the 4th Symposium* (pp. 35-48)*.* Utrecht: LOT.

Ong, W. (1988). *Orality and literacy.* London, UK: Routledge.

Orellana, M. F. (1996). Aqui vivimos! Voices of Central American and Mexican participants in a family literacy project. The Journal of Educational Issues of Language Minority Students, *16*(Special Issue on Parent Involvement),115-129.

Orellana, M. F., Reynolds, J. F., Dorner, L. and Meza, M. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38, 12–34.

Padak, N. D., Rasinski, T. V., Peck, J. K., Church, B. W., Fawcett, G., Hendershot, J., Henry, J. M., Moss, B. G., Pryor, E., Roskos, K. A., Baumann, J. F., Dillon, D. R., Hopkins, C. J., Humphrey, J. W., O'Brien, D. G. (Eds.). (2000). *Distinguished educators on reading: Contributions that have shaped effective literacy instruction.* Newark, DE: International Reading Association.

Paesani, K. (2018). Researching literacies and textual thinking in collegiate foreign language programs: Reflections and recommendations. *Foreign Language Annals, 51*(1), 129-139.

Pahl, K., & Rowsell, J. (2010). *Artifactual literacies: Every object tells a story.* New York, NY: Teachers College Press.

Papen, U. (2005). *Adult literacy as social practice: More than skills.* Oxford, UK: Routledge.

Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, *36*(3), 227-232.

Park, Y., & Warschauer, M. (2016).Syntactic enhancement and second language literacy: An experimental study. *Language Learning & Technology, 20*(3), 180-199.

Parry, K. (1996). Culture, literacy, and L2 reading. *TESOL Quarterly, 30,* 665-692.

Patrikis, P. C., & March, J. P. (Eds.). (2003). *Reading between the lines: Perspectives on foreign language literacy.* New Haven, CT: Yale University Press.

Penney, C., Drover, J., Dyck, C., & Squires, A. (2006). Phoneme awareness is not a prerequisite for learning to read. *Written Language and Literacy, 9,* 115-133.

Pennycook, A. (1996). TESOL and critical literacies: Modern, post, or neo? *TESOL Quarterly, 30*, 163-171. doi:10.2307/3587613

Pérez, B. (Ed.). (2004). *Sociocultural contexts of language and literacy* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Perkens, K. (2009). *Adult literacy and numeracy: Research and future strategy.* Adelaide, Australia: NCVER.

Peterman, N. A., Ngo, L., LeBlanc, R. J., & Goldstein, S. (2014). Breaking the boundaries of texts: Video game and literacy curriculum development for English language learners. *NYS TESOL Journal, 1*(1), 51-59.

Peyton, J. K. (1993). Listening to student voices: Publishing student writing for other students to read. In J. Crandall & J. K. Peyton (Eds.), *Approaches to ESL literacy instruction* (pp. 59-73). Washington, DC: Center for Applied Linguistics.

Peyton, J., & Staton, J. (1996). Writing our lives (2nd ed.). Washington, DC: Center for Applied Linguistics.

Pitkanen-Huhta, A., Holm, L. (2012). *Literacy practices in transition: Perspectives from the Nordic countries.* Bristol, UK: Multilingual Matters.

Plaut, S. (Ed.). (2009). *The right to literacy in secondary schools: Creating a culture of thinking.* New York, NY: Teachers College Press.

Plester, B., Wood, C., & Bell, V. (2008). Txt msg n school literacy: Does texting and knowledge of text abbreviations adversely affect children's literacy attainment? *Literacy, 42*(3), 137-144.

Prasad, G. (2014). Children as co-ethnographers of their plurilingual literacy practices: An exploratory case study. *Language and Literacy, 15*(3), 4-30.

Pressley, M., Billman, A. K., Perry, K. H., Reffitt, K. E., & Reynolds, J. M. (Eds.). (2007). *Shaping literacy achievement: Research we have, research we need.* New York, NY: Guilford.

Pretorius, E. J., & Machet, M. P. (2008). The impact of storybook reading on emergent literacy: Evidence from poor rural areas in Kwazulu-Natal, South Africa. *Mousaion*, *26*(2), 261–289.

Prinsloo, M., & Baynham, M. (Eds.). (2009). *Literacies, global and local.* Amsterdam, The Netherlands: John Benjamins.

Prinsloo, M., & Sasman, F. (2015). Literacy and language teaching and learning with interactive whiteboards in early schooling. *TESOL Quarterly, 49*(3), 533-554.

Raban-Bisby, B., Brooks, G. & Wolfendale S. (Eds.) (1995). *Developing language and literacy in the English national curriculum*. Stock on Trent, UK: Trentham Books.

Raimes, A. (1998). Teaching writing. Annual Review of Applied Linguistics*, 18,* 142-167.

Rasinski, T. V., Padak, N. D., Weible Church, B., Fawcett, G., Hendershop, J., Henry, J., Moss, B. G., Peck, J. K., Pryor, E., & Roskos, K. A. (Eds.). (2000). *Teaching comprehension and exploring multiple literacies: Strategies from the reading teacher*. Newark, DE: International Reading Association.

Ravid, D., & Tolchinsky, L. (2002). Developing linguistic literacy: A comprehensive model. *Journal of Child Language, 29*, 417–447.

Reder, S., & Davila, E. (2005). Context and literacy practices. *Annual Review of Applied Linguistics, 25*, 170-187. doi:10.1017/S0267190505000097

Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). Longitudinal analysis of the antecedents of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. *American Educational Research Journal, 37*(3), 633-662.

Reis, A., & Castro-Caldas, A. (1997). Illiteracy: A cause for biased cognitive development. *Journal of the International Neuropsychological Society 3,* 444–450.

Reyes, I. (2006). Exploring connections between emergent biliteracy and bilingualism. *Journal of Early Childhood Literacy*, 6(3), 267–292.

Rhodes, L. K. (Ed.). (1993). *Literacy assessment: A handbook of instruments.* Portsmouth, NH: Heinemann.

Rhyner, P. M. (Ed.). (2009). *Emergent literacy and language development: Promoting learning in early childhood.* New York, NY: Guilford.

Rivera, K. M., & Huerta-Macías, A. (Eds.). (2007). *Adult biliteracy: Sociocultural and programmatic responses.* London, UK: Routledge.

Rothoni, A. (2018). The complex relationship between home and school literacy: A blurred boundary between formal and informal English literacy practices of Greek teenagers. *TESOL Quarterly, 52*(2), 331-359.

Routman, R. (1996). *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas.* Portsmouth, NH: Heinemann.

Rozelle, J., & Scearce, C. (2010). *Power tools for adolescent literacy: Strategies for learning.* Bloomington, IN: Solution Tree.

Ruggiano Smith, P., & Lazar, A. M. (Eds.). (2011). *Practicing what we teach: How culturally responsive literacy classrooms make a difference*. New York, NY: Teachers College Press.

Sailors, M., Hoffman, J. V., Pearson, P. D., McClung, N., Shin, J., Phiri, L. M., & Saka, T. (2014). Supporting change in literacy instruction in Malawi. *Reading Research Quarterly*, *49*(2), 209–231. <https://doi.org/10.1002/rrq.70>

Samuels, M. (2013). The national integrated literacy and numeracy strategy for South Africa. In H. McIlwraith (Ed.), *Multilingual education in Africa: Lessons from the Juba Language-in-Education Conference* (pp. 163-169). London, UK: British Council.

Savage, K. L. (1993). Literacy through a competency-based educational approach. In J. Crandall & J. K. Peyton (Eds.), *Approaches to ESL literacy instruction* (pp. 15-33). Washington, DC: Center for Applied Linguistics.

Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97-110). New York: Guilford Press.

Schaafsma, D., Vinz, R., Brock, S., Dickson, R., & Sousanis, N. (2011). *On narrative inquiry: Approaches to language and literacy research.* New York, NY: Teachers College Press.

Schieffelin, B., & Gilmore, P. (Eds.). (1986). The acquisition of literacy: Ethnographic perspectives (pp. 16-34). Norwood, NJ:  Ablex Publishing.

Schleppergrell, M. J., & Columbi, M. C. (2002). *Developing advanced literacy in first and second languages: Meaning with power.* Mahwah, NJ: Lawrence Erlbaum.

Schwarz, G. E. (2002). Graphic novels for multiple literacies. *Journal of Adolescent & Adult Literacy*, *46*(3), 262-265.

Scribner, S., & Cole, M. (1981). *The psychology of literacy.* Cambridge, MA: Harvard University Press.

Severino, C. (1998). The political implications of responses to second language writing. In T. Smoke (Ed.), Adult ESL: Politics, pedagogy, and participation in classroom and community programs (pp. 185-206). Mahwah, NJ: Lawrence Erlbaum.

Shetzer, H., & Warschauer, M. (2000). [An electronic literacy approach to network-based language teaching](http://gse.uci.edu/person/warschauer_m/docs/nblt.pdf). In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 171-185). New York: Cambridge University Press.

Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Shorten, L., & Heift, T. (2015). Sound familiar? Heritage learners, phonological awareness and literacy skills. *Electronic Journal of Foreign Language Teaching, 12*(1), 56–68.

Siegel, M. (2006). Rereading the signs: Multimodal transformations in the field of literacy education. *Language Arts,* *84*(1), 65-77. Retrieved from <http://www.jstor.org.ezproxy.library.wisc.edu/stable/41962165>

Skutnabb-Kangas, T. (1990). *Language, literacy and minorities.* London, UK: Minority Rights Group.

Smith, F. (1988). *Joining the literacy club: Essays into literacy.* Portsmouth, NH: Heinemann.

Smith, S. A. (2016). Exploring relationships between multi-word vocabulary, transparency, and literacy development. In M. A. Christison & N. Saville (Eds.), *Advancing the field of language assessment: Papers from TIRF doctoral dissertation grantees. Studies in Language Testing 46* (pp. 148-170). Cambridge, UK: Cambridge University Press.

Smoke, T. (Ed.). (1998). Adult ESL: Politics, pedagogy, and participation in classroom and community programs. Mahwah, NJ: Lawrence Erlbaum.

Snow, C. E., Porche, M. V., Tabors, P. O., & Harris, S. R. (2007). *Is literacy enough? Pathways to academic success for adolescents.* Baltimore, MD: Brookes Publishing.

Snow, M.A. (2005). A model of academic literacy for integrated language and content instruction. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 693-712). Mahwah, NJ: Lawrence Erlbaum Associates.

Spiegal, M., & Sunderland, H. (1999). Writing works: Using a genre approach for teaching writing to adults and young people in ESOL and basics education classes. London, UK: Language and Literacy Unit.

Spiegel, M., & Sunderland, H. (2006). *Teaching basic literacy to ESOL learners*. London, UK: LLU.

Spolsky, B., Engelbrecht, G., & Ortiz, L. (1983). Religious, political, and educational factors in the development of biliteracy in the Kingdom of Tonga. *Journal of Multilingual and Multicultural Development, 4*(6), 459-470.

Spolsky, B., Engelbrecht, G., & Ortiz, L. (1983). *The sociolinguistics of literacy: An historical and comparative study of five cases* (Research report). Albuquerque, NM: The University of New Mexico.

Spolsky, B., & Holm, W. (1971). *Literacy in the vernacular: The case of Navajo*. Washington, DC: United States Bureau of Indian Affairs.

Spolsky, B., & Holm, W. (1973). Literacy in the vernacular: The case of Navajo. In R.W. Ewton Jr., & J. Ornstein (Eds.), *Studies in language and linguistics, 1972-3* (pp. 239-251). El Paso, TX: University of Texas at El Paso Press.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*(4), 360-407. doi:10.1598/RRQ.21.4.1

Stegemoller, W. J. (2012). A biliteracy dialogue approach to one-on-one writing instruction with bilingual, Mexican immigrant writers. *CATESOL Journal, 24*(1), 34-58.

Stein, P. (1998). Reconfiguring the past and the present: Performing literacy histories in a Johannesburg classroom. *TESOL Quarterly, 32*, 517-528. doi:10.2307/3588122

Stevens, L. P., & Bean, T. W. (2007). *Critical literacy: Context, research, and practice in the K-12 classroom.* Thousand Oaks, CA: Sage.

Stout, R. (2009). Putting literacy centers to work: A novice teacher utilizes literacy centers to improve reading instruction. *Networks: An On-Line Journal for Teacher Research, 11*(1), 1-6.

Stranger-Johannessen, E., & Norton, B. (2019). Promoting early literacy and student investment in the African Storybook. *Journal of Language, Identity & Education*, *18*(6), 400–411.<https://doi.org/10.1080/15348458.2019.1674150>

Street, B. (1984). Literacy in theory and practice. Cambridge, UK: Cambridge University Press.

Street, B. K. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education.* London, UK: Longman.

Street, B. (2003). What’s “new” in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education, 5*(2), 77-91.

Street, B. K. (2008). *Literacy: An advanced resource book for students.* London, UK: Routledge.

Street, B. (2009). The future of social literacies. In M. Baynham & M. Prinsloo (Eds.), *The future of literacy studies* (pp. 21-37). Basingstoke, UK: Palgrave Macmillan.

Strickland, D. S., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide.* New York, NY: Teachers College Press.

Suhr, K., Hernandez, D., Grimes, D., & Warschauer, M. (2010). [Laptops and fourth grade literacy: Assisting the jump over the fourth-grade slump](http://escholarship.bc.edu/jtla/vol9/5/). *Journal of Technology, Learning, & Assessment*, *9*(5), 1-45.

Tarone, E. (2010a). Second language acquisition by low-literate learners: An understudied population. *Language Teaching, 43,* 75-83.

Tarone, E., & Bigelow, M. (2005). Impact of literacy on oral language processing: Implications for SLA research. Annual Review of Applied Linguistics, 25, 77-97.

Tarone, E., & Bigelow, M. (2007). Alphabetic print literacy and processing of oral corrective feedback in L2 interaction. In A. Mackey (Ed.), Conversational interaction in second language acquisition: A series of empirical studies (pp. 101-121). Oxford, UK: Oxford University Press.

Tarone, E., & Bigelow, M. (2012). A research agenda for second language acquisition of pre-literate and low-literate adult and adolescent learners. In P. Vinogradov & M. Bigelow (Eds.), *Proceedings from the 7th annual LESLLA* (Low Educated Second Language and Literacy Acquisition) *symposium*, September 2011 (pp. 5-26). Minneapolis, MN: University of Minnesota.

Tarone, E., Bigelow, M., & Hansen, K. (2009). *Literacy and second language oracy*. Oxford, UK: Oxford University Press.

Taylor, D. (1997). Many families, many literacies: An international declaration of principles. Portsmouth, NH: Heinemann.

Temple, C., & Gillet, J. (1996). *Language and literacy: A lively approach.* New York, NY: Harper Collins College Publishers.

The New London Group. (2000). A pedagogy of multiliteracies: Designing social future. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social future* (pp. 9-37). London, UK: Routledge.

Thorne, S. L., & Black, R. (2007). Language and literacy development in computer-mediated contexts and communities. *Annual Review of Applied Linguistics,* 27, 133-160.

Tollefson, J. (1989). Educating for employment in programs for Southeast Asian refugees: A review of the research. TESOL Quarterly*, 23*(2), 337-343.

Torrance, N., & Olson, D. R. (2009). *Cambridge handbook of literacy.* Cambridge, UK: Cambridge University Press.

Torres-Guzmán, M. E. (1998). Language, culture, and literacy in Puerto Rican communities. In B. Pérez (Ed.), *Sociocultural contexts of language and literacy* (pp. 99-122). Mahwah, NJ: Lawrence Erlbaum.

Trevaskes, S., Eisenchlas, S., & Liddicoat, A. J. (2003). Language, culture, and literacy in the internationalisation process of higher education. In A. J. Liddicoat, S. Eisenchlas, & S. Trevaskes (Eds.), *Australian perspectives on internationalising education* (pp. 1-12). Melbourne, Australia: Language Australia.

Trudell, B. (2013). Early grade literacy in African schools: Lessons learned. In H. McIlwraith (Ed.), *Multilingual education in Africa: Lessons from the Juba Language-in-Education Conference* (pp. 155-161). London: British Council.

Tseng, C.C. (2014). Literacy and disciplinary experiences of Taiwanese/Chinese students learning to write in a US graduate TESOL program. *The CATESOL Journal, 26*(1), 76-99.

UNESCO. (2004). *Plurality of literacy and its implications for policies and programmes*. UNESCO education sector position paper. Paris, France: UNESCO.

UNESCO Institute for Statistics. (2013). *Adult and youth literacy. UIS Fact Sheet.* Retrieved from <http://www.uis.unesco.org>

Unsworth, L. (Ed.). (2008). *New literacies and the English curriculum.* London, UK: Continuum.

Unsworth, L., & Heberle, V. (2010). *Teaching multimodal literacy in English as a foreign language.* London, UK: Equinox.

Uribe, M., & Nathenson-Mejía, S. (2008). *Literacy essentials for English language learners: Successful transitions.* New York, NY: Teachers College Press.

Valmont, W. J. (2003). *Technology for literacy teaching and learning.* St. Charles, IL: Houghton Mifflin.

van de Craats, I., Kurvers, J., & Young-Scholten, M. (2006). Research on low-educated second language and literacy acquisition. In I. van de Craats, J. Kurvers, & M. Young-Scholten (Eds.). *Low-Educated Second Language and Literacy Acquisition: Proceedings of the Inaugural Symposium,* Tilburg, 2005 (pp. 7-23). Utrecht, the Netherlands: LOT.

Van Duzer, C., & Holt, D. D. (Eds.). (2000). Assessing success in family literacy and adult ESL. McHenry, IL: Delta Systems.

Verhoeven, L., & Snow, C. E. (Eds.). (2001). *Literacy and motivation: Reading engagement in individuals and groups.* Mahwah, NJ: Lawrence Erlbaum.

Vinogradov, P., & Bigelow, M. (2010). *Using oral language skills to build on the emerging literacy of adult English learners*. (CAELA Network brief). Washington, DC: Center for Applied Linguistics.

Wallace, C. (1988). *Learning to read in a multicultural society: The social context of second language literacy*. London: Prentice Hall.

Wallace, C. (2001). Critical literacy in the second language classroom: Power and control. In B. Comber & A. Simpson (Eds.), *Negotiating critical literacies in classrooms* (pp. 209–228). Mahwah, NJ: Erlbaum.

Wallace, C. (2002). Local literacies and global literacy. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp. 101–114). London, UK: Routledge.

Wallace, C. (2008). Literacy and identity: A view from the bridge in two multicultural London schools. *Journal of Language, Identity, and Education, 7,* 61–80.

Ware, P., & Warschauer, M. (2005). [Hybrid literacy texts and practices in technology-intensive environments](http://gse.uci.edu/person/warschauer_m/docs/hybrid.pdf).  *International Journal of Educational Research, 43,* 432-445.

Warford, M. K., &White, W. L. (2012). Reconnecting proficiency, literacy and culture: From theory to practice. *Foreign Language Annals, 45,* 3, 400-414.

Warner, C., & Dupuy, B. (2018). Moving toward multiliteracies in foreign language teaching: Past and present perspectives…and beyond. *Foreign Language Annals, 51*(1), 116-128.

Warnick, B. (2002). *Critical literacy in a digital era: Technology, rhetoric and the public interest*. Mahwah, NJ: Erlbaum.

Warschauer, M. (2006). [Literacy and technology: Bridging the divide](http://gse.uci.edu/person/warschauer_m/docs/bridging.pdf). In D. Gibbs & K.-L. Krauss (Eds.), *Cyberlines 2: Languages and cultures of the internet* (pp. 163-174). Albert Park, Australia: James Nicholas.

Warschauer, M. (2007). [Information literacy in the laptop classroom](http://gse.uci.edu/person/warschauer_m/docs/infolit.pdf). *Teachers College Record, 109*(11), 2511-2540.

Warschauer, M. (2008). [Laptops and literacy: A multi-site case study](http://gse.uci.edu/person/warschauer_m/docs/ll-pedagogies.pdf). *Pedagogies,* *3*(1), 52-67.

Warschauer, M. (2010). [Digital literacy studies: Progress and prospects](http://gse.uci.edu/person/warschauer_m/docs/dls.pdf#warschauer_dis). In M. Baynham & M. Prinsloo (Eds.), *The future of literacy studies* (pp. 123-140). Houndmills, Basingstoke, UK: Palgrave Macmillan.

Warschauer, M., Grant, D., Del Real, G., & Rousseau, M. (2004). Promoting academic literacy with technology: Successful laptop programs in K-12 schools. *System, 32*(4), 525-537.

Warschauer, M., & Liaw, M. L. (2010). [*Emerging technologies in adult literacy and language education*](http://lincs.ed.gov/publications/pdf/technology_paper_2010.pdf)*.* Washington, DC: National Institute for Literacy.

Weese, K. L., Fox, S. L., & Greene, S. (Eds.). (1999). *Teaching academic literacy: The uses of teacher-research in developing a writing program.* Mahwah, NJ: Erlbaum.

Weinstein, G. (2001). Developing adult literacies. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.) (pp. 171-186). Boston, MA: Heinle.

Weinstein-Shr, G., & Quintero, E. (1995). Immigrant learners and their families. Washington, DC: Center for Applied Linguistics.

Welch, T., & Glennie, J. (2016). Open educational resources for early literacy in Africa: The role of the African Storybook Initiative. In F. Miao, S. Mishra, & R. McGreal (Eds.), *Open educational resources: Policy, costs and transformation* (pp. 195–210). UNESCO.

Westwood, P., Knight, B. A., & Redden, E. (1997). Assessing teachers’ beliefs about literacy acquisition: The development of the Teachers’ Beliefs About Literacy Questionnaire (TBALQ). *Journal of Research in Reading*, *20*(3), 224-235.

White, C. S., Sturtevant, E. G., & Dunlap, K. L. (2003). Perspective and beginning teachers’ perceptions of the influence of high stakes tests on their literacy-related instructional beliefs and decisions. *Reading Research and Instruction, 42*, 39-62.

Whittaker, R., & McCabe, A. (Eds.). (2006). *Language and literacy: Functional approaches.* London, UK: Continuum.

Wiley, T. G. (2005). *Literacy and language diversity in the United States* (2nd ed.). Washington, DC: Center for Applied Linguistics.

Wiley, T.G. (2005). Second language literacy and biliteracy. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 529-544). Mahwah, NJ: Lawrence Erlbaum Associates.

Wilhelm, J. D., & Novak, B. (2011). *Teaching literacy for love and wisdom: Being the book and being the change.* New York, NY: Teachers College Press.

Williams, E. (1998). *Investigating bilingual literacy: Evidence from Malawi and Zambia (Education Research Paper No. 24).* London, UK: Department for International Development.

Wohlwend, K. E. (2011). *Playing their way into literacies: Reading, writing, and belonging in the early childhood classroom.* New York, NY: Teachers College Press.

Wood, K. D., & Blanton, W. E. (Eds.). (2009). *Literacy instruction for adolescents: Research-based practice.* New York, NY: Guilford.

Xu, S. H. (2000). Preservice teachers in a literacy methods course consider issues of diversity. *Journal of Literacy Research*, *32*(4), 505-531.

Xu, Y. (2019). How teacher conceptions of assessment mediate assessment literacy: A case study of a university English teacher in China. In S. Papageorgiou & K. M. Bailey (Eds.), *Global perspectives on language assessment: Research, theory, and practice* (pp.197-211). New York, NY: Routledge.

Yandell, J., Doecke, B., & Abdi, Z. (2020). Who me? Hailing individuals as subjects: Standardized literacy testing as an instrument of neoliberal ideology. In S-A. Mirhosseini & P. I. D. Costa (Eds.), *The sociopolitics of English language testing* (pp. 3–22). Bloomsbury Academic.

Zamel, V., & Spack, R. (Eds.), (1998). *Negotiating academic literacies: Teaching and learning across cultures* (pp. 123-133). Mahwah, NJ: Erlbaum.