**LITERACY AND LANGUAGE LEARNING: SELECTED REFERENCES**

**(Last updated 12 January 2025)**

Abasi, A. R., & Graves, B. (2008). Academic literacy and plagiarism: Conversations with international graduate students and disciplinary professors. *Journal of English for Academic Purposes*, *7*(4), 221-233. <https://doi.org/10.1016/j.jeap.2008.10.010>

Accurso, K., Muzeta, B., & Pérez Battles, S. (2019). Reflection multiliteracies: Teaching meaning making across the visual and language arts*. SPELT Quarterly Journal, 34*(2), 2-16.

Achugar, M., Schleppegrell, M. J., & Oteíza, T. (2007). Engaging teachers in language analysis: A functional linguistics approach to reflective literacy. *English Teaching: Practice and Critique, 6*(2), 8-24.

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

Aguek, A., Reyes, C. C., & Haines, S. J. (2024). Resisting linguistic assimilation: A case study of South Sudanese families maintaining heritage language and literacy practices in the home. *Journal of Multilingual and Multicultural Development*, 1-13. <https://doi.org/10.1080/01434632.2024.2302365>

Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors contributing low English language literacy in rural primary schools of Karachi, Pakistan. *International Journal of English Linguistics*, *10*(6), 335-346.

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

Albury, N. J. (2019). “I’ve admired them for doing so well”: Where to now for Indigenous languages and literacies?. In C. Cocq & K. Sullivan (Eds.), *Perspectives on Indigenous writing and literacies* (pp. 13-28). Brill.

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.* Teachers College Press.

Al Otaiba, S., McMaster, K., Wanzek, J., & Zaru, M. W. (2023). What we know and need to know about literacy interventions for elementary students with reading difficulties and disabilities, including dyslexia. *Reading Research Quarterly*, *58*(2), 313-332.

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

Alvermann, D. E., Unrau, N. J., Sailors, M., & Rudell. R. B. (Eds.), *Theoretical models and processes of literacy*. Routledge.

Alves, R. A., Limpo, T., & Joshi, R. M. (Eds.). (2020). *Reading-writing connections: Towards integrative literacy science*. Springer Nature.

Amgott, N. (2023). “The challenge was fun”: Critical literacy and growth mindset in L2 multiliteracies. *System*, *113*, 103000.

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

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

Anderson, K. T. (2013). Contrasting systemic functional linguistic and situated literacies approaches to multimodality in literacy and writing studies. *Written Communication*, *30*(3), 276-299.

Anisimova, E. (2020). Digital literacy of future preschool teachers. *Journal of Social Studies Education Research*, *11*(1), 230-253.

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>

Asselin, M., **Early, M.,** & Filipenko, M. (2006). Assessment, accountability and new literacies in the Canadian context. *Canadian Journal of Education, 28*(4), 1-29.

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

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

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

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

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

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

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

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

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

Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.

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.* Routledge.

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

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

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

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

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

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

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

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

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

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

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

Belcher, D., & Hirvela, A. (Eds.). (2008). *The oral-literate connection: Perspectives on L2 speaking, writing, and other media interactions.* 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. 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). 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). Routledge.

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

Bloome, D., Carter, S. P., Christian, B., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective.* Lawrence Erlbaum. <https://doi.org/10.4324/9781410611215>

Blum, I., Koskinen, P., Tennant, N., Parker, E., Straub, M., & Curry, C. (1995). Using audiotaped books to extend classroom literacy instruction into the homes of second-language learners. *Journal of Reading Behavior, 27*(4), 535-563.

Bondy, J. M., & Johnson, B. E. (2020). Critical affect literacy: A call to action in a Trump administration. *Action in Teacher Education*, *42*(4), 354-367.

Booton, S. A., Hodgkiss, A., & Murphy, V. A. (2023). The impact of mobile application features on children’s language and literacy learning: A systematic review. *Computer Assisted Language Learning,* *36*(3), 400-429.

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). 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 University Press.

Brice Heath, S. (1992).   History of literacy.  In W. Bright (Ed.), Oxford international encyclopedia of linguistics (pp. 1,331-1,336). 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). 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). 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.). Lawrence Erlbaum.

Brock, C., Lapp, D., Salas, R., & Townsend, D. (2009). *Academic literacy for English learners: High-quality instruction across content areas.* 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*. 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.* 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). Heinle & Heinle.

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

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

Campano, G., Ghiso, M. P., & Welch, B. J. (2016). *Partnering with immigrant communities: Action through literacy*. Teachers College Press.

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

Canagarajah, S. (Ed.). (2013). *Literacy as translingual practice: Between communities and classrooms*. Routledge.

Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 1-14.

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

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

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

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

Chong, S. W. (2021). Reconsidering student feedback literacy from an ecological perspective. *Assessment & Evaluation in Higher Education*, *46*(1), 92-104.

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

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

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

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

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

Compton-Lilly, C., & Greene, S. (Eds.). (2011). Bedtime stories and book reports: Connecting parent involvement and family literacy. 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). 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). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Condelli, L. & Wrigley, H. S. (2006). Instruction, language, and literacy: What works study for adult ESL literacy students. *Proceedings from the inaugural LESLLA symposium, Tilburg, Netherlands, August 2005*. <https://bit.ly/LESLLA1>

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). 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.

Consavage Stanley, K., Harrigan, P. B., Serrano, E. L., Kraak, V. I. (2022). A systematic scoping review of the literacy literature to develop a digital food and nutrition literacy model for low-income adults to make healthy choices in the online food retail ecosystem to reduce obesity risk. *Obesity Reviews, 23*(4). <https://doi.org/10.1111/obr.13414>

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 University Press.

Coombe, C., Vafadar, H., & Mohebbi, H. (2020). Language assessment literacy: What do we need to learn, unlearn, and relearn?. *Language Testing in Asia*, *10*, 1-16.

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

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

Cordova Jr., N., Kilag, O. K., Andrin, G., Groenewald, E., & Abella, J. (2024). Promoting literacy in early childhood: Leadership practices and long-term educational impact. *Excellencia: International Multi-disciplinary Journal of Education*, *2*(1), 79-89.

Coyle, Y., & Roca de Larios, J. (2024). Exploring children's L2 disciplinary literacy through a multimodal science project in a CLIL context. *TESOL Quarterly*, *58*(2), 628-663.

Crandall, J., & Kreeft Peyton, J. (Eds.). (1993). Approaches to adult ESL literacy instruction. 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)*.* Multilingual Matters.**

Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *The Reading Teacher, 65*(2), 142-146.

Cummins, J. (2023). Technology, literacy, and young second language learners: Designing educational futures. In L. L. Parker (Ed.), *Technology-mediated learning environments for young English learners* (pp. 61-98). Routledge.

Cummins, J. (2024). How can emerging technologies advance the creation of language-friendly and literacy-friendly schools?. *Language, Culture and Curriculum*, *37*(1), 106-119. <https://doi.org/10.1080/07908318.2024.2306286>

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

Dahbi, M. (2023). Language choice, literacy, and education quality in Morocco. In R. M. Joshi, C. A. McBride, B. Kaani, & G. Elbeheri (Eds.), *Handbook of literacy in Africa* (pp. 153-184). Springer International.

Dalsky, D., & Su, J. (2021). Rappin’ on campus: Multiliteracies in action in Japan. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 181-187). Routledge.

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)*.*Springer.

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

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

Dean, R. J., & Dagostino, L. (2007). Motivational factors affecting advanced literacy learning of community college students. *Community College Journal of Research and Practice*, *31*(2), 149-161.

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). Heinle.

de la Luz Reyes, M. (Ed.). (2011). *Words were all we had: Becoming biliterate against the odds.* 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). Peter Lang.

Doe, C., Cheng, L., Fox, J., Klinger, D., & Zheng, Y. (2011). What has experience got to do with it? An exploration of L1 and L2 OSSLT test takers’ feelings, perceptions of test performance, and alignment to classroom literacy activities. Canadian Journal of Education, 34(3), 68-85.

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

Downer, J. T., Doyle, N. B., Pianta, R. C., Burchinal, M., Field, S., Hamre, B. K., ... & Scott-Little, C. (2024). Coaching and coursework focused on teacher–child interactions during language/literacy instruction: Effects on teacher outcomes and children’s classroom engagement. *Early Education and Development, 35*(5), 1-31.

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

Dresser, R. (2013). Paradigm shift in education: Weaving social-emotional learning into language and literacy instruction. *Inquiry in Education*, *4*(1), 1-20.

Dubowsky Ma’ayan, H. (2012). *Reading girls: The lives and literacies of adolescents.* 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.* 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). International Reading Association.

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

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

**Early, M.** (2008). Developing academic literacies. *SPELT Journal of the Society of Pakistan English Language Teachers, 24*(1), 2-29.

**Early, M.** (2008). From literacy to multiliteracies: Implications for lifelong learning and work. In D. W. Livingstone, K. Mirchandani & P. S. Sawchuk (Eds.), *The future of lifelong learning and work* (pp. 251-261). Sense Publishers.

**Early, M.**, & **Kendrick, M.** (2017). 21st century literacies: Multiliteracies reconsidered. In R. Zaidi & J. Rowsell (Eds.). Literacy lives in transcultural times (pp. 43-57). Routledge.

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). Heinle Cengage Learning.

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

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

Ehri, L., de Jong, E., Kurto, K., & Gómez, J. (2022). Unifying language acquisition with literacy instruction for language-minority students. *Language, 21*(11), 36-38.

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

Escamilla, K. (2006). Semilingualism applied to the literacy behaviors of Spanish-speaking emerging bilinguals: Bi-illiteracy or emerging biliteracy?. *Teachers College Record*, *108*(11), 2329-2353.

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

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

Facer, K., & Sriprakash, A. (2021). Provincialising futures literacy: A caution against codification. *Futures*, *133*, 102807.

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.

Fan, J., & Zhang, Q. (2024). From literacy to learning: The sequential mediation of attitudes and enjoyment in AI-assisted EFL education. *Heliyon*, *10*(17).

Fang, F., & Elyas, T. (2021). Promoting teacher professionalism in language education from the perspective of critical intercultural literacy. *Intercultural Communication Education, 4* (2), 177-190.

Feinauer, E., & Whiting, E. F. (2014). Home language and literacy practices of parents at one Spanish-English two-way immersion charter school. *Bilingual Research Journal*, *37*(2), 142-163. https://doi.org/10.1080/15235882.2014.934969

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

Finn, H. B., & Avni, S. (2018). Academic literacy as language policy in community college developmental writing. In A. J. Liddicoat (Ed.), *Language policy and planning in universities* (pp. 150-165). Routledge.

Fitriani, N., Anam, S., Maulana, A., & Sebgag, S. (2024). Building literacy of early age students' language: Teacher managerial competence and legal-rational authority of boarding school leaders. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *5*(1), 41-50.

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

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

Flower, L., Long, E., & Higgins, L. (2000). *Learning to rival: A literate practice for intercultural inquiry.* 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). 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. Bergin & Garvey.

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

Fuchs, C., Hauck, M. & Müller-Hartmann, A. (2012). Promoting learner autonomy through multiliteracy skills development in cross-institutional exchanges. *Language Learning & Technology*, *16*(3), 82-102. <http://www.lltjournal.org/item/2787>

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

Garcia, O. (Ed.), (2003). *English learners: Reaching the highest level of English literacy*. 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). Walter de Gruyter.

García, O., & **Flores, N.** (2013). Literacy in multilingual classrooms. In C. Chapelle (Ed.), Encyclopedia of applied linguistics (pp. 3542-3548). Wiley-Blackwell.

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.

Garcia-Retamero, R., Sobkow, A., Petrova, D., Garrido, D., & Traczyk, J. (2019). Numeracy and risk literacy: What have we learned so far? *The Spanish Journal of Psychology, 22.* https://doi.org/10.1017/sjp.2019.16

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.

Gebhard, M. (2019). *Teaching and researching ELLs’ disciplinary literacies: SFL in action in the context of U.S. school reform*. Routledge. <http://dx.doi.org/10.4324/9781315108391>

Gebhard, M., Willett, J., Jimenez, J., & Piedra, A. (2010). Systemic functional linguistics, teachers’ professional development, and ELLs’ academic literacy practices. In T. Lucas (ed.), *Preparing all teachers to teach English language learners* (pp. 91-110). Taylor and Francis.

Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.).  
 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). 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). 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). Lawrence Erlbaum.

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

Gee, J. P. (2008). *Social linguistics and literacies: Ideology in discourse*. 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.* Lawrence Erlbaum.

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

Genishi, C., & Haas Dyson, A. (2009). *Children, language, and literacy: Diverse learners in diverse times*. 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). Lawrence Erlbaum.

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

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

Giouroukakis, V., & Honigsfeld, A. (2010). High‐stakes testing and English language learners: Using culturally and linguistically responsive literacy practices in the high school English classroom. *TESOL Journal*, *1*(4), 470-499.

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.* 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). 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. Center for Applied Linguistics.

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

Guerrettaz, A., & Zahler, T. (2017). Black lives matter in TESOL: De-Silencing race in a second language academic literacy course. *TESOL Quarterly, 51*(1), 193-207. <https://doi.org/10.1002/tesq.331>

Guiberson, M. & Vining, CB. (2023). Language and literacy strategies for Indigenous children: A scoping review. *Seminars in Speech Language, 44*(1), 26-41. doi: 10.1055/s-0042-1758802.

Gunderson, L. (2009). *ESL (ELL) literacy instruction: A guidebook of theory and practice.* 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* (pp. 472-487)’ Routledge.

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

Guo, L., Wang, J., Lee, J., & Lesley, M. (2024). Examining the differentiated impacts of balanced literacy: An analysis of reading comprehension skills. *Reading & Writing Quarterly*, *40*(3), 236-250. <https://doi.org/10.1080/10573569.2023.2186293>

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

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

Hammond, J. (2001). *Scaffolding: Teaching and learning in language and literacy education*. Primary English Teaching Association.

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.* Routledge.

Hasan, R. (1996). Literacy, everyday talk and society. In R. Hasan & G. Williams (Eds.), *Literacy in society* (pp. 377-424). Longman.

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

Hattan, C., & Lupo, S. M. (2020). Rethinking the role of knowledge in the literacy classroom. *Reading Research Quarterly*, *55*, S283-S298.

Hawkins, M. R. (2004). Researching English language and literacy development in schools. *Educational Researcher*, *33*(3), 14-25. <https://doi.org/10.3102/0013189X033003014>

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. (1982). Protean shapes in literacy events: Ever-shifting oral and literate traditions. In D. Tannen (Ed.). *Spoken and written language: Exploring orality and literacy*. (pp. 91-118). Ablex.

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

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

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

Herrera, L. J. P. (2021). Caring as a form of advocacy for literacy-emergent newcomers with special education needs: The community-building pedagogical approach in the U.S. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 265-269). Routledge.

Hinchman, K. A., & Sheridan-Thomas, H. K. (Eds.). (2009). *Best practices in adolescent literacy instruction.* 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). 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.* 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). 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.* Multilingual Matters.

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

Hornberger, N. (2013). Bilingual literacy. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics.* Blackwell*.* <https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781405198431.wbeal0095>

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.

Hossain, Z. (2022). *Ethical literacy education in K-12 using the 4P academic integrity literacy model*. International Association for School Librarianship Conference.

Hsin, L. B. (2022). Application of emergent bilinguals’ sociocognitive skills to argumentative writing within a discussion‐rich language and literacy curriculum. *TESOL Quarterly*, *56*(1), 376-386.

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. 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). Lawrence Erlbaum.

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.

Hyland, K. (2002). Genre: Language, context, and literacy. *Annual Review of Applied Linguistics, 22*, 113-135.

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

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

Ives, D. (2023). *Discourse analysis of language, literacy, culture, and teaching: Concepts, theories, and methods in action*. Taylor & Francis.

Jacobson, E., Degener, S., & Purcell-Gates, V. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners*. National Center for the Study of Adult Language Learning and Literacy. <https://ncsall.net/fileadmin/resources/teach/jacobson.pdf>

Jaffe, M., & Hurwich, T. (2018). *Worth a thousand words: Using graphic novels to teach visual and verbal literacy*. John Wiley & Sons.

Jamal, H. (2022). Enhancing literacy in young readers through bilingual literature in the UAE. In C. Coombe, L. Hiasat, & G. Daleure (Eds.), *English language and general studies education in the United Arab Emirates: Theoretical, empirical and practical perspectives* (pp. 45-58). Springer.

Jang, M., Aavakare, M., Nikou, S., & Kim, S. (2021). The impact of literacy on intention to use digital technology for learning: A comparative study of Korea and Finland. *Telecommunications Policy*, *45*(7), 102154.

Janks, H. (2009). *Literacy and power.* Routledge.

Jewitt, C. (2005). *Knowledge, literacy, and learning: Multimodality and new technology.* 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.* 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.* Lawrence Erlbaum.

Joshi, R. M., McBride, C. A., Kaani, B., & Elbeheri, G. (Eds.). (2023). *Handbook of literacy in Africa*. Springer International.

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). Palgrave Macmillan.

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

Kędra, J., & Žakevičiūtė, R. (2019). Visual literacy practices in higher education: what, why and how?. *Journal of Visual Literacy*, *38*(1-2), 1-7.

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 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 University Press.

Kessler, M. (2024). *Digital multimodal composing: Connecting theory, research and practice in second language acquisition*. Multilingual Matters.

Kim, D. S., & Hong, C. E. (2019). Social and emotional learning in a classroom: Language arts and literacy teachers' perceptions and practices in South Korea and the United States. *ie: Inquiry in Education*, *11*(2), 1-18.

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.

Kim, Y. S. G. (2020). Interactive dynamic literacy model: An integrative theoretical framework for reading-writing relations.  In R. A. Alves, T. Limpo, & R. M. Joshi (Eds.), *Reading-writing connections: Towards integrative literacy science* (pp. 11-34). Springer.

Kinzer, C. K., & Verhoeven, L. (Eds.). (2007). *Interactive literacy education: Facilitating literacy environments through technology.* 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). 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). Corwin Press.

Knowles, S. Y. (2021). Translingual practices in an adult ESL literacy class in the U.S. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 135-138). Routledge.

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). Routledge.

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

Kruidenier, J. (2002). *Research-based principles for adult reading instruction.* 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.). Routledge.

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

Kummerling-Meibauer, B. (Ed.). (2011). *Emergent literacy: Children’s books from 0 to 3.* 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). 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). Literacy Institute at Virginia Commonwealth University.

Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., Dunleavy, E., & National Center for Education Statistics. (2007). *Literacy in everyday life: Results from the 2003 National Assessment of Adult Literacy*. NCES 2007-490. National Center for Education Statistics.

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

Kwon, H. (2020). Graphic novels: Exploring visual culture and multimodal literacy in preservice art teacher education. *Art Education*, *73*(2), 33-42.

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.

Lai, J., Ji, X. R., Joshi, R. M., & Zhao, J. (2024). Investigating parental beliefs and home literacy environment on Chinese kindergarteners’ English literacy and language skills. *Early Childhood Education Journal*, *52*(1), 113-126. <https://doi.org/10.1007/s10643-022-01413-3>

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), 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. (1997). Literacy issues in focus: Literacy acquisition through literature. *Journal of Adolescent & Adult Literacy*, *40*(8), 606-614.

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

Lankshear, C., & McLaren, P. L. (Eds.) (1993). *Critical literacy: Politics, praxis, and the postmodern*. SUNY Press.

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

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

La Serna, J. (2022). Supporting literacy development in two‐way immersion classrooms (Grades 3–5). *Foreign Language Annals*, *55*(3), 725-741.

Lavadenz, M., & Armas, E. G. (2024). *The Observation Protocol for Academic Literacies: A tool for building expertise for teachers of English learners*. Multilingual Matters.

Lazar, A. M., Edwards, P. A., & Thompson McMillon, G. (2012). *Bridging literacy and equity: The essential guide to social equity teaching.* 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). Longman.

Leander, K. M., & Ehret, C. (Eds.). (2019). *Affect in literacy learning and teaching: Pedagogies, politics and coming to know*. Routledge.

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

Lee, S., & Suh, Y. M. (2022). Utilizing Disney films in the EFL classroom: Enhancing students’ critical literacy skills with animation. *현대영어교육*, *23*(1), 1-14.

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

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

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

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

Li, G. (2017). From absence to affordances: Integrating old and new literacies in school‐based instruction for English learners. *Journal of Adolescent & Adult Literacy*, *61*(3), 241-246.

Li, M., & Yu, Z. (2022). Teachers’ satisfaction, role, and digital literacy during the COVID-19 pandemic. *Sustainability*, *14*(3), 1121.

Linares, E. (2021). What does it mean to develop academic literacy practices in a foreign language?. *L2 Journal*, *13*(1), 64-68. <https://escholarship.org/content/qt4jv002km/qt4jv002km.pdf>

Linares, E., & Blocker, D. (2021). Literacy en français and à la française: Socializing students to academic literacy practices in a foreign language. *Foreign Language Annals*, *54*(4), 1027-1058.

List, A. (2019). Defining digital literacy development: An examination of pre-service teachers’ beliefs. *Computers & Education*, *138*, 146-158.

Lorenz, E., Krulatz, A., & Torgersen, E. (forthcoming). Examining literacy practices in EAL settings: From research to practice. In L. Cataldo-Schwarzl & M. Janík (Eds.), *Multilingual education in the flow: Research-based approaches to teaching in times of global opportunities and challenges.* Waxmann.

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). 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). 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* (pp.856-867), Routledge.

Luo, R., Pace, A., Levine, D., Iglesias, A., de Villiers, J., Golinkoff, R. M., ... & Hirsh-Pasek, K. (2021). Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. *Early Childhood Research Quarterly*, *55*, 1-14.

Mackey, M. (2007). *Literacies across media: Playing the text* (2nd ed.). 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). Pearson Education.

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

Manca, S., Bocconi, S., & Gleason, B. (2021). “Think globally, act locally”: A glocal approach to the development of social media literacy. *Computers & Education*, *160*, 104025.

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. Lawrence Erlbaum.*

Mardiani, F., Anis, M. Z. A., & Hermawan, M. D. (2021). Digital Literacy in the Transformation of Historical Learning in the Time of Covid-19. *Jurnal Socius*, *10*(2), 1-10.

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.

Martin, J. R. (2013). Embedded literacy: Knowledge as meaning. *Linguistics and Education, 24*(1), 23-37.

Martin-Beltrán, M. (2017). Exploring peer interaction among multilingual youth: New possibilities and challenges for language and literacy learning. *International Multilingual Research Journal*, *11*(3), 131-136. <https://doi.org/10.1080/19313152.2017.1328968>

Martin-Beltrán, M., Daniel, S., Peercy, M., & Silverman, R. (2017). Developing a zone of relevance: Emergent bilinguals’ use of social, linguistic, and cognitive support in peer-led literacy discussions. *International Multilingual Research Journal*, *11*(3), 152-166. <https://doi.org/10.1080/19313152.2017.1330061>

Martínez, R. A. (2010). “Spanglish” as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English*, *45*(2), 124-149.

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

McCaleb, S. P. (1995). Building communities of learners: A collaboration among students, teachers, families and community. 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 University Press.

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

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

Mifsud, C. L., Vella, R., & Camilleri, L. (2013). Attitudes towards and effects of the use of video games in classroom learning with specific reference to literacy attainment. *Research in Education*, *90*(1), 32-52. <http://doi.org/10.7227/RIE.90.1.3>

Mignolo, W. (2003). *The darker side of the renaissance: Literacy, territoriality, and colonization* (2nd ed.). The University of Michigan Press.

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.* Lawrence Erlbaum.

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

Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education*, *45*(4), 527-540.

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). Multilingual Matters.

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

Moses, L., & Torrejon Capurro, C. (2024). Literacy‐based play with young emergent bilinguals: Explorations in vocabulary, translanguaging, and identity work. *TESOL Quarterly*, *58*(1), 423-450. <https://doi.org/10.1002/tesq.3236>

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

Nagel, G. (2001). *Effective grouping for literacy instruction.* Allyn & Bacon.

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). Garland.

Nash, C. (2020). Report on digital literacy in academic meetings during the 2020 COVID-19 lockdown. *Challenges*, *11*(2), 20.

Nash, A., Cason, A., Rhum, M., McGrail, L., and Gomez-Sanford, R. (1992). *Talking shop:* A curriculum sourcebook for participatory adult ESL. 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). 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*. <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

Nelson, M. E., & Johnson, N. H. (2014). Editors’ introduction: multimodality, creativity and language and literacy education. *Pedagogies: An International Journal*, *9*(1), 1-6.

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

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

Ng, D. T. K., Luo, W., Chan, H. M. Y., & Chu, S. K. W. (2022). Using digital story writing as a pedagogy to develop AI literacy among primary students. *Computers and Education: Artificial Intelligence*, *3*, 100054.

Ngaka, W., & Masaazi, F. M. (2015). Participatory literacy learning in an African context: Perspectives from the Ombaderuku Primary School in the Arua District, Uganda. *Journal of Language and literacy Education*, *11*(1), 88-108.

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). Lawrence Erlbaum.

Nikou, S., & Aavakare, M. (2021). An assessment of the interplay between literacy and digital Technology in Higher Education. *Education and Information Technologies*, *26*(4), 3893-3915.

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

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

Novak, R. J. (2021). *Teaching graphic novels in the classroom: Building literacy and comprehension (grades 7-12)*. Routledge.

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

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

Ong, W. (1988). *Orality and literacy.* 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.

O'Sullivan, Í. (2007). Enhancing a process-oriented approach to literacy and language learning: The role of corpus consultation literacy. *ReCALL*, *19*(3), 269-286.

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.* International Reading Association.

Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., Utami, I. L. P., & Marsakawati, N. P. E. (2022). Needs analysis of literacy assessment using blended learning for beginner EFL learners. *Journal of Language Teaching and Research*, *13*(2), 441-452.

Pamei, G., Cheah, Z.R.E. & McBride, C. (2023). Construct validity of international literacy measures: Implications for dyslexia across cultures. *Journal of Cultural Cognitive Science*, *7*(2), 159-173.<https://doi.org/10.1007/s41809-022-00115-x>

Paratore, J. R., & Edwards, P.A. (2011). Parent-teacher partnerships that make a difference in children’s literacy achievement. In L. M. Morrow & L. B. Gambrell (Eds.), *Best practices in literacy instruction* (pp. 436-454). The Guilford Press.

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.* Teachers College Press.

Pangrazio, L., & Sefton-Green, J. (2020). The social utility of ‘data literacy’. *Learning, Media and Technology*, *45*(2), 208-220.

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

Paradis, J., Chen, X., & Ramos, H. (2020). The language, literacy, and social integration of refugee children and youth. *Applied Psycholinguistics*, *41*(6), 1251-1254.

Park, H., Kim, H. S., & Park, H. W. (2020). A scientometric study of digital literacy, ICT literacy, information literacy, and media literacy. *Journal of Data and Information Science*, *6*(2), 116-138.

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.

Pastore, S., & Andrade, H. L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education*, *84*, 128-138.

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

Pearson, P., Moje, E., & Greenleaf, C. (2010). Literacy and science: Each in the service of the other. *Science*, *328*(5977), 459-463. <http://dx.doi.org/10.1126/science.1182595>

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.). Lawrence Erlbaum.

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

Perry, K. H., Shaw, D. M., Ivanyuk, L., & Tham, Y. S. S. (2018). The “Ofcourseness” of functional literacy: Ideologies in adult literacy. *Journal of Literacy Research, 50*(1), 74-96. https://doi.org/10.1177/1086296X17753262

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). Center for Applied Linguistics.

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

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

Plaut, S. (Ed.). (2009). *The right to literacy in secondary schools: Creating a culture of thinking.* 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.

Polizzi, G. (2020). Digital literacy and the national curriculum for England: Learning from how the experts engage with and evaluate online content. *Computers & Education*, *152*, 103859.

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

Prasad, G. (2018). Building students’ language awareness and literacy engagement through the creation of collaborative multilingual identity texts 2.0. In C. Hélot, C. Frijns, K. Van Gorp, & S. Sierens (Eds.). *Language awareness in multilingual classrooms in Europe: From theory to practice* (pp. 207-234). De Gruyter.

Pratika, S. D., Jaja, J., & Rosmaya, E. (2024). Utilization of Twitter as an educational tool to improve reading literacy in Indonesian language students. *Devotion: Journal of Research and Community Service*, *5*(7), 790-802. <https://doi.org/10.59188/devotion.v5i7.742>

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.* 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.* 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.

Proctor, C. P., Dalton, B., & Grisham, D. L. (2007). Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support. *Journal of Literacy Research*, *39*(1), 71-93.

Purcell-Gates, V. (Ed.). (2007). *Cultural practices of literacy: Case studies of language, literacy, social practice, and power.* Lawrence Erlbaum.

Purnama, S., Ulfah, M., Machali, I., Wibowo, A., & Narmaditya, B. S. (2021). Does digital literacy influence students’ online risk? Evidence from Covid-19. *Heliyon*, *7*(6), e07406.

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

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

Rajendram, S. (2021). A pedagogy of multiliteracies and its role in English language education. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 151-159). Routledge.

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*. International Reading Association.

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

Reder, S. (2013). Lifelong and life-wide adult literacy development. *Perspectives on Language and Literacy, 39*(2), 18-21.

Reder, S. (2015). Expanding emergent literacy practices: Busy intersections of context and practice. In M. G. Santos & A. Whiteside (Eds.), *Low educated second language and literacy acquisition: Proceedings of the Ninth Symposium* (pp. 1-29). Lulu Publishing.

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

Reddy, P., Sharma, B., & Chaudhary, K. (2020). Digital literacy: A review of literature. *International Journal of Technoethics (IJT)*, *11*(2), 65-94.

Reed, Y. (2019). Countering linguistic imperialism with stories in the languages of Africa: The African Storybook initiative as a model for enabling in and out of school literacies. *South African Journal of Childhood Education*, *9*(1), 1-8.

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.

Reynolds, D. (2005). Linguistic correlates of second language literacy development: Evidence from middle-grade learner essays. *Journal of Second Language Writing, 14*(1), 19-45. <https://doi.org/10.1016/j.jslw.2004.09.001>

Reza, F. (2022). Literacy and la vida. *Language, 21*(11), 21-22.

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

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

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

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

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

Rusydiyah, E. F., Purwati, E., & Prabowo, A. (2020). How to use digital literacy as a learning resource for teacher candidates in Indonesia. *Cakrawala Pendidikan*, *39*(2), 305-318.

Ryan, J., Foster, P., Wang, Y., Fester, A., & Yap, J. R. (2024). Task design, L1 literacy, and second language oracy: A close replication of Tavakoli and Foster (2008). *Studies in Second Language Acquisition*, 1-18. <https://doi.org/10.1017/S0272263124000445>

Ryshina-Pankova, M., & McKnight, D. C. (2022). Specifying the literacy pedagogy moves through genre-based instruction for advanced second language teaching: Developing multiple literacies through systemic functional linguistics. *Pedagogies: An International Journal, 9*(9), 45-51. [https://files.eric.ed.gov/fulltext/EJ1107874.pdf](https://files.eric.ed.gov/fulltext/EJ1107874.pdf%20%20)

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). British Council.

Sánchez-Cruzado, C., Santiago Campión, R., & Sánchez-Compaña, M. T. (2021). Teacher digital literacy: The indisputable challenge after COVID-19. *Sustainability*, *13*(4), 1858.

Satriani, I. (2019). Storytelling in teaching literacy: Benefits and challenges. *English Review: Journal of English Education*, *8*(1), 113-120.

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). 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). Guilford Press.

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

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

Schleppegrell, M. J. (2019). Teaching and researching ELLs’ disciplinary literacies: Systematic functional linguistics in action in the context of U.S. school reform. *TESOL Quarterly, 53*(4), 1191-1193.

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

Shen, X., Shen, X., & Peng, J. E. (2024). Digital storytelling: A literacy-building tool to promote willingness to communicate in a second language. *RELC Journal*, *55*(3), 819-826. [https://doi.org/10.1177/00336882231157](https://doi.org/10.1177/00336882231157461)

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). 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.* 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, J. (2005). Literacy in pidgin and creole languages. *Current Issues in Language Planning*, *6*(2), 143-163.

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

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

Smith, F. (1988). *Joining the literacy club: Essays into literacy.* 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 University Press.

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

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

Sperling, M., & Appleman, D. (2011). Voice in the context of literacy studies. *Reading Research Quarterly*, *46*(1), 70-84.

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. Language and Literacy Unit.

Spiegel, M., & Sunderland, H. (2006). *Teaching basic literacy to ESOL learners*. 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). The University of New Mexico.

Spolsky, B., & Holm, W. (1971). *Literacy in the vernacular: The case of Navajo*. 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). 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.* 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 University Press.

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

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

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

Sudore, R., Landefield, C., Pérez-Stable, E., Bibbins-Domingo, K., Williams, B., & Schillinger, D. (2009). Unraveling the relationship between literacy, language proficiency, and patient-physician communication. *Patient Education and Counseling, 75*(3), 398-402. <https://doi.org/10.1016/j.pec.2009.02.019>

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.

Suh, J. (2024). Critical literacy for Korean language learning and teaching: Exploring and expanding its possibilities. In V. Tavares (Ed.), *Social Justice through Pedagogies of Multiliteracies* (pp. 201-216). Routledge.

Swarastuti, A., Budiyanto, B., & Purwanto, M. B. (2024). Management of English learning to improve digital-based language literacy skills. *International Journal of Education, Vocational and Social Science*, *3*(01), 202-215. <https://doi.org/10.99075/ijevss.v3i01.672>

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 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). University of Minnesota.

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

Tavares, V. (Ed.). (2024). *Social justice through pedagogies of multiliteracies*. Routledge.

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

Tejedor, S., Cervi, L., Pérez-Escoda, A., & Jumbo, F. T. (2020). Digital literacy and higher education during COVID-19 lockdown: Spain, Italy, and Ecuador. *Publications*, *8*(4), 48.

Temple, C., & Gillet, J. (1996). *Language and literacy: A lively approach.* 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). 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.

Tohara, A. J. T. (2021). Exploring digital literacy strategies for students with special educational needs in the digital age. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(9), 3345-3358.

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 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). 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). 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). 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.

Tuttle, C. A., & Adams, M. (2021). Advancing literacy: Using a project based learning academy to increase literacy performance. *Language Arts Journal of Michigan*, *37*(1), 6-17.

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

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

Unsworth, L. (2006). Towards a meta-language for multiliteracies education: Describing the meaning-making resources of language-image interaction. *English Teaching: Practice and Critique, 5,* 55-76.

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

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

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

Valmont, W. J. (2003). *Technology for literacy teaching and learning.* 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). LOT.

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

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

Villacañas de Castro, L. S., Cano Bodi, V., Hortelano Montejano, A., Giner Real, C., Gómez Pons, I., Mesas Tomás, B., ... & Tortosa Gozálvez, C. (2021). Matter, literacy, and English language teaching in an underprivileged school in Spain. *TESOL Quarterly*, *55*(1), 54-79.

Villalva, K. E. (2006). Hidden literacies and inquiry approaches of bilingual high school writers. *Written Communication*, *23*(1), 91-129. <https://doi.org/10.1177/0741088305283929>

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

Wagner, D. A. (1990). Literacy assessment in the Third World: An overview and proposed schema for survey use. *Comparative Education Review*, *34*(1), 112-138.

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

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

Wang, D., & Li, D. (2022). Exploring multiliteracies and multimodal pedagogies in Chinese language teaching: A teacher's one-year action learning circle. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, *12*(1), 1-19.

Ward, N. A., & Warren, A. N. (2021). Exploring places and spaces of migration and immigration using Google Earth: A multiliteracies approach for English learners in the U.S. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 175-180). Routledge.

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. (2022). Playful designs: Multiliteracies and literariness in the beginning language classroom. *Foreign Language Annals*, *55*(3), 704-724.

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*. Lawrence 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). 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). 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)*.* 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.* Lawrence 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). Heinle.

Weinstein-Shr, G., & Quintero, E. (1995). Immigrant learners and their families. 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.* Continuum.

Wiley, T. G. (2005). *Literacy and language diversity in the United States* (2nd ed.). 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). Lawrence Erlbaum.

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

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

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

Wood, E., Bhalloo, I., McCaig, B., Feraru, C., & Molnar, M. (2021). Towards development of guidelines for virtual administration of paediatric standardized language and literacy assessments: Considerations for clinicians and researchers. *SAGE Open Medicine*, *9*, 20503121211050510.

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

Wright, T. S., & Domke, L. M. (2019). The role of language and literacy in K-5 science and social studies standards. *Journal of Literacy Research*, *51*(1), 5-29.

Wrigley, H., & Guth, G. (1999). *Bringing literacy to life: Issues and options in adult ESL literacy.* Aguirre International.

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). Routledge.

Yan, Z., & Carless, D. (2022). Self-assessment is about more than self: the enabling role of feedback literacy. *Assessment & Evaluation in Higher Education*, *47*(7), 1116-1128.

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.

Yang, G., Quanjiang, G., Michael, L., Chun, L., & Chuang, W. (2021). Developing literacy or focusing on interaction: New Zealand students’ strategic efforts related to Chinese language learning during study abroad in China. *System*, *98*, 102462.

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

Zheng, Y., Klinger, D., Cheng, L., Fox, J., & Doe, C. (2011). Test-takers’ background, literacy activities, and their views of the Ontario Secondary School Literacy Test. Alberta Journal of Educational Research, 57(2), 115-136.

Zwiers, J., O'Hara, S., & Pritchard, R. (2023). *Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy*. Routledge.