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and Design of Verbal Texts; Chapter 10 Discovering a Metalanguage for All Seasons: Bringing Literary Language in from the Cold; Chapter 11 Scaffolding Grammar Instruction for Writers and Writing Chapter 12 Primary School Children Learning Grammar: Rethinking the PossibilitiesPart IV: Beyond Print: A Metalanguage for Multimodal Texts; Chapter 13 A Grammar for Meaning-Making; Chapter 14 Schemas for Meaning-Making and Multimodal Texts; Chapter 15 Resourcing Multimodal Literacy Pedagogy: Toward a Description of the Meaning-Making Resources of Language-Image Interaction; Chapter 16 Rules of Grammar, Rules of Play: Computer Games, Literacy and Literature; Contributors; Index

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### Sommario/riassunto

Are there evidence-based answers to the broad question "What explicit knowledge about language in teachers and/or students appears to enhance literacy development in some way"? Distinguished by its global perspective, its currency, and its comprehensiveness, *Beyond the Grammar Wars*: provides an historical overview of the debates around grammar and English/literacy teaching in four settings: the US, England, Scotland and Australia offers an up-to-date account of what the research is telling (and not telling) us about the effectiveness of certain kinds of grammar-based pedagogies in English/li

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