

1. Record Nr.	UNINA9910792426803321
Titolo	Beyond the grammar wars : a resource for teachers and students on developing language knowledge in the English/literacy classroom // edited by Terry Locke
Pubbl/distr/stampa	New York : , : Routledge, , 2010
ISBN	1-136-98997-8 1-136-98998-6 1-282-56976-7 9786612569760 0-203-85435-7
Descrizione fisica	1 online resource (330 p.)
Altri autori (Persone)	LockeTerry <1946->
Disciplina	428.0071
Soggetti	Second language acquisition Language and languages - Grammars Grammar, Comparative and general
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Half-title; Title; Copyright; Contents; Preface; Acknowledgements; Chapter 1 Introduction: "Grammar Wars" and Beyond; Part I: The "Grammar Wars" in Context; Chapter 2 Blowin' in the Wind: English Grammar in United States Schools; Chapter 3 The Problematics of Prescribing Grammatical Knowledge: The Case in England; Chapter 4 The "Grammar Wars" in Australia; Chapter 5 Knowledge about Language in the English Classroom: A Scottish Perspective; Part II: The Effectiveness of Grammar Teaching: The Research Record; Chapter 6 Teaching Sentence-Level Grammar for Writing: The Evidence So Far Chapter 7 Does Explicit Teaching of Grammar Help Students to Become Better Writers?: Insights from Empirical ResearchChapter 8 Ways of Knowing: Grammar as a Tool for Developing Writing; Part III: Into the Classroom: Integrating Knowledge about Language with Learning; Chapter 9 "Language as a System of Meaning Potential": The Reading 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 Possibilities Part 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

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
