Contents

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

5 **Teaching reading as design** 129
Four curricular components 133
Situated practice (immersion) 134
Overt instruction 144
Critical framing 156
Transformed practice 158
Putting it all together: an outline of an integrative lesson 160
Conclusion 167

6 **Writing as design** 171
Writing in a non-native language 177
Three orientations to teaching writing 180
Conclusion 186

7 **Teaching writing as design** 191
Situated practice (immersion) 192
Overt instruction 197
Critical framing 204
Transformed practice 208
A sample teaching sequence 213
Conclusion 218

PART THREE

8 **Computers, language, and literacy** 223
Reading and writing with computers 224
Social interaction via computers 237
Conclusion 259

9 **Evaluating learners' performance** 267
The interpretive nature of assessment and evaluation 268
Three desiderata for literacy-based assessment and evaluation 270
Rethinking the assessment and evaluation of reading and writing 274
Conclusion 298

10 **Rethinking language and literacy teaching** 303
Goals of a literacy-based curriculum 303
Roles of teachers and learners 306
Potential obstacles to implementing a literacy-based curriculum 312
Implications for teacher education 316
Implications for research 317
Conclusion 319

Bibliography 321

Index 348