

Libro De Lectura Reading Cambridge Interchange 2 Libro En

ALIANZAS is a one-semester intermediate Spanish program that emphasizes real-world language and authentic culture through compelling content that motivates students to hone their communication skills. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book on the role of written and iconographic communication in the Atlantic World combines a broad outlook, geographically and chronologically, with the precise treatment of specific evidence extracted from the sources. This book opens up new worlds on the impact of books and images in the Atlantic World.

Obra que proporciona pautas comunes para unificar objetivos, contenidos y criterios de evaluación en los centros participantes.

The Handbook of Family Literacy, 2e, provides the most comprehensive, up-to-date coverage of family literacy of any available book. It documents the need for literacy education for children and parents, describes early literacy and math development within the home, analyses interventions in home and center settings, and examines the issues faced by fathers and women with low literacy skills. Cultural issues are examined especially those for Hispanic, African American, American Indian, Alaskan Native, and migrant populations. Noted experts throughout the United States, Canada, England, the Netherlands, Germany, New Zealand, and South Africa analyze the commonalities and differences of family literacy across cultures and families. Key features include the following. Comprehensive – Provides updated information on the relation between early childhood literacy development, parenting education, and intervention services. Research Focus – Provides an extensive review of experimental studies, including national reviews and meta-analyses on family literacy. Practice Focus – Provides a comprehensive treatment of family literacy interventions necessary for program developers, policy makers, and researchers. Diversity Focus – Provides detailed information on cultural and diversity issues for guiding interventions, policy, and research.

International Focus – Provides an international perspective on family literacy services that informs program developers, researchers, and policy makers across countries. Evaluation Focus – Provides detailed guidelines for ensuring program quality and fidelity and a valuable new evaluation perspective based on implementation science. This book is essential reading for anyone – researchers, program developers, students, practitioners, and policy makers – who needs to be knowledgeable about intervention issues, family needs, program developments, and research outcomes in family literacy.

The Peace Ring

Diccionario Bilingüe Cambridge Spanish-English Paperback Pocket Edition

Lectura en Inglés. Libro de Prácticas (workbook)

Print Culture and Collective Identity in the Río de la Plata, 1780-1910

Borges and the Literary Marketplace

Writing and Culture Across the Atlantic, 1500-1700

This is the first comprehensive International Handbook on the History of Mathematics Education, covering a wide spectrum of epochs and civilizations, countries and cultures. Until now, much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars, not least because it has been written in the language, and for readers, of an individual country. And yet a historical overview, however brief, has become an indispensable element of nearly every dissertation and scholarly article. This handbook provides, for the first time, a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education, not only

in their own countries, but globally as well. Although written primarily for mathematics educators, this handbook will also be of interest to researchers of the history of education in general, as well as specialists in cultural and even social history.

The International Handbook of Research in Children's Literacy, Learning and Culture presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies. Features chapters that conceptualize, interpret, and synthesize relevant research Critically reviews past and current research in order to influence future directions in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures

With the advent of the printing press throughout Europe in the last quarter of the fifteenth century, the key Latin texts of Italian humanism began to be published outside Italy, most of them by a small group of printers who, in most cases, worked in close collaboration with lecturers and teachers. This study provides the first comprehensive account of the dissemination of this important literary corpus in Spain, France, the Low Countries and the German-speaking world between ca. 1470 and ca. 1540. By combining an examination of book production and consumption with attention to the educational system of Renaissance Europe, this book highlights both the historical significance of the Latin literature of Italian humanism within the school and university curriculum of the time, and the impact of such a body of texts on the rising national literary traditions, in Latin and in the vernacular, of the period. Printing and Reading Italian Latin Humanism in Renaissance Europe will appeal to scholars of classical and Renaissance literature, and to anyone interested in intellectual history and in the history of education in the Renaissance. It will be of particular interest to scholars in Hispanic studies.

The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2, provides a comprehensive, state-of-the-art account of the main methodologies, contexts and resources in Spanish Language Teaching (SLT), a field that has experienced significant growth world-wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics. Written entirely in Spanish, the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective. It brings together the most recent research and offers a broad, multifaceted view of the discipline. Features include: Forty-four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world; Five broad sections that combine theoretical and practical components: Methodology; Language Skills; Formal and Grammatical Aspects; Sociocultural Aspects; and Tools and Resources; In-depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom-related matters; A consistent inner structure for each chapter with theoretical aspects, methodological guidelines, practical considerations, and valuable references for further reading; An array of teaching techniques, reflection questions, language samples, design of activities, and methodological guidelines throughout the volume. The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists, researchers, language practitioners, and current and future educators. The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language.

The Routledge Handbook of Spanish Language Teaching
la formación de los hábitos lectores como proceso de aprendizaje
Framing Iberia

La comprensión lectora en la enseñanza del español LE/L2
Handbook on the History of Mathematics Education

Printing and Reading Italian Latin Humanism in Renaissance Europe (ca. 1470-ca. 1540)

"Papyrus is an enthralling journey through the history of books and libraries in the ancient world and those who have helped preserve their rich literary traditions. Long before books were mass-produced, those made of reeds from along the Nile were worth fighting and dying for. Journeying along the battlefields of Alexander the Great, beneath the eruptions of Mount Vesuvius, at Cleopatra's palaces and the scene of Hypatia's murder, award-winning author Irene Vallejo chronicles the excitement of literary culture in the ancient world, and the heroic efforts that ensured this extraordinary tradition would continue. Weaved throughout are fascinating stories about the spies, scribes, illuminators, librarians, booksellers, authors, and statesmen whose rich and sometimes complicated engagement with the written word bears remarkable similarities to the world today: Aristophanes and the censorship of the humorists, Sappho and the empowerment of women's voices, Seneca and the problem of a post-truth world. Vallejo takes us to mountainous landscapes and the roaring sea, to the capitals where culture flourished and the furthest reaches where knowledge found refuge in chaotic times. In this sweeping tour of the history of books, the wonder of the ancient world comes alive and, along the way, we discover the singular power of the written word"--

"For its intelligence and humanitarian achievements, for its political honesty, for its power and its beauty (there is no other word), this book deserves to be called a masterpiece." --American Ethnologist Jerome R. Mintz's classic study of the lives of Andalusian campesinos who were swept up by one of the 20th century's pivotal social movements provided a new framework for understanding the tragic events that tilted Spain toward civil war. In a new foreword, James W. Fernandez reflects on the fieldwork that led to the book and its contribution to subsequent developments in the ethnography of Europe and the historiography of modern Spain.

Material de apoyo al profesorado de esta materia que empieza a impartir las nuevas enseñanzas.

Reexamining the roles played by author, reader, scribe, and text in medieval literary practice, John Dagenais argues that the entire physical manuscript must be the basis of any discussion of how meaning was made. Medievalists, he maintains, have relied too heavily on critical editions that seek to create a single, definitive text reflecting an author's intentions. In reality, manuscripts bear not only authorial texts but also a variety of elements added by scribes and readers: glosses, marginal notes, pointing hands, illuminations, and fragments of other, seemingly unrelated works. Using the surviving manuscripts of the fourteenth-century *Libro de buen amor*, a work that has been read both as didactic treatise on spiritual love and as a celebration of sensual pleasures, Dagenais shows how consideration of the physical manuscripts and their cultural context can shed new light on interpretive issues that have puzzled modern readers. Dagenais also addresses the theory and practice of reading in the Middle Ages, showing that for medieval readers the text on the manuscript leaf, including the text of the *Libro*, was primarily rhetorical and ethical in nature. It spoke to them

directly, individually, always in the present moment. Exploring the margins of the manuscripts of the Libro and of other Iberian works, Dagenais reveals how medieval readers continually reshaped their texts, both physically and ethically as they read, and argues that the context of medieval manuscript culture forces us to reconsider such comfortable received notions as "text" and "literature" and the theories we have based upon them.

A History of Reading in the West

Connections and Comparisons

Implications for Assessment and Instruction

Reading, Writing, and Revolution

Papyrus

The Pursuit of Meaning

La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica presents state-of-the-art theory and teaching practices for integrating reading skills into the teaching of Spanish. The book bridges a conspicuous gap between research supporting reading as a key component of language acquisition and actual practice by discussing how to implement reading successfully in and out of the classroom. Written entirely in Spanish, the book focuses on the needs of Spanish language learners with the goal of motivating students to read in the target language and work with diverse types of texts and genres. Written in a clear and accessible manner, La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica is an essential resource for teachers of Spanish at all levels. It is an excellent reference book for language teachers who wish to integrate reading into the teaching of the Spanish language. For decades, research on children's literacy has been dominated by questions of how children learn to read. Especially among Anglophone scholars, cognitive and psycholinguistic research on reading has been the only approach to studying written language education. Echoing this, debates on methods of teaching children to read have long dominated the educational scene. This book presents an alternative view. In recent years, writing has emerged as a central aspect of becoming literate. Research in cognitive psychology has shown that writing is a highly complex activity involving a degree of planning unknown in everyday conversational uses of language. At the same time, developmental studies have revealed that when young children are asked to "write," they show a surprisingly sophisticated understanding of the representational constraints of alphabetic writing systems. They show this understanding long before they can

read conventional writing on their own. The rich structure of meanings involved in the word text provided the glue that brought together a group of scholars from several disciplines in an international workshop held in Rome. Reflecting the state of the field at the time, the majority of the workshop participants were scholars working in languages other than English, especially the romance languages. Their work mirrors a linguistic and psychological research tradition that Anglophone scholars knew little of until recently. This volume provides English-language readers with updated versions of the papers presented at the meeting. The topics discussed at the workshop are represented in the chapters as follows: * the relationship between acquisition of language and familiarity with written texts; * the reciprocal "permeability" between spoken and written language; * the initial phases of text construction by children; and * the educational conditions that facilitate written language acquisition and writing practice.

Survey articles and fresh readings of the Libro.

The British Book Trade and Spanish American Independence is a pioneering study of the export of books from Britain to early-independent Spanish America, which considers all phases of production, distribution, reading, and re-writing of British books in the region, and explores the role that these works played in the formation of national identities in the new countries. Analysing in particular the publishing house of Rudolph Ackermann, which dominated the export of British books in Spanish to the former colonies in the 1820s, it discusses the ways in which the printed form of these publications affected the knowledge conveyed by them. After a survey of the peculiar characteristics of print culture in early-independent Spanish America and the trends in the import of European books in the region, the author examines the operation of Ackermann's publishing enterprise. She shows how the collaborative nature of this enterprise, involving a number of Spanish American diplomats as sponsors and Spanish exiles as writers and translators, shaped the characteristics of its publications, and how the notion of 'useful knowledge' conveyed by them was deployed in the service of both commercial and educational concerns. The hitherto unexplored mechanisms of book import, distribution, wholesale and retailing in Spanish America in the 1820s are also analysed as is the way in which the significance of the knowledge transmitted by those books shifted in the course of their production and distribution. The author examines how the question-and-answer form of Ackermann's textbooks constrained both publishers and writers and oriented their readers' relation with the texts. She then looks at the various ways in which foreign knowledge was appropriated in the

construction of individual, social, national, and continental identities; this is done through the study of a number of individual reading experiences and through the analysis of the editions and adaptations of Ackermann's textbooks during the nineteenth century.

The Ethics of Reading in Manuscript Culture

Writing Development in Children with Hearing Loss, Dyslexia, Or Oral Language Problems

Ladies of Honor and Merit

Libros, lectores y mediadores

Everyday Reading

The Glossa Ordinaria

A fascinating history of Jorge Luis Borges' s efforts to revolutionize and revitalize literature in Latin America Jorge Luis Borges (1899 – 1986) stands out as one of the most widely regarded and inventive authors in world literature. Yet the details of his employment history throughout the early part of the twentieth century, which foreground his efforts to develop a worldly reading public, have received scant critical attention. From librarian and cataloguer to editor and publisher, this writer emerges as entrenched in the physical minutiae and social implications of the international book world. Drawing on years of archival research coupled with bibliographical analysis, this book explains how Borges' s more general involvement in the publishing industry influenced not only his formation as a writer, but also global book markets and reading practices in world literature. In this way it tells the story of Borges' s profound efforts to revolutionize and revitalize literature in Latin America through his varying jobs in the publishing industry.

This book is the first history of the twelfth-century Glossa Ordinaria, the ubiquitous biblical commentary of the Middle Ages and the first university textbook. Based on manuscript evidence, it explores this monumental work, its authorship, content, layout, production and use.

Reading Dante: The Pursuit of Meaning examines the problem of determining the thematic unity of Dante's Divina Commedia in the history of Dante studies. The question of unity has puzzled Dante readers for centuries, due to an apparent discrepancy between Dante's construction of the afterworld and medieval Christian teachings on the conditions of the afterlife. If all sins condemned in Hell can be forgiven, we would expect to see them purged in Purgatory and their virtuous opposite celebrated in Paradise. In Dante's account, however, the three realms of the afterlife appear as self-contained entities with only partially related structures that undermine the establishment of thematic correspondences and the determination of the poem's thematic unity. Was Dante inconsistent in his exposition of the divine order, or have Dante scholars been inconsistent in their treatment of the poem's thematic content? Jesper Hede examines the prevalent strategies of reading applied by Dante scholars in their attempt to solve the problem of unity. Detailing the major contributions to the resolution of the problem and focusing on medieval philosophy and modern hermeneutics, Hede argues that a systematic parallel reading of the poem's three parts reveals that it is the vision of divine order that gives the poem its thematic unity.

This volume provides the first comparative survey of the relations between the two most active book worlds in Eurasia

between 1450 and 1850. Prominent scholars in book history explore different approaches to publishing, printing, and book culture. They discuss the extent of technology transfer and book distribution between the two regions and show how much book historians of East Asia and Europe can learn from one another by raising new questions, exploring remarkable similarities and differences in these regions' production, distribution, and consumption of books. The chapters in turn show different ways of writing transnational comparative history. Whereas recent problems confronting research on European books can instruct researchers on East Asian book production, so can the privileged role of noncommercial publications in the East Asian textual record highlight for historians of the European book the singular contribution of commercial printing and market demands to the making of the European printed record. Likewise, although production growth was accompanied in both regions by a wider distribution of books, woodblock technology's simplicity and mobility allowed for a shift in China of its production and distribution sites farther down the hierarchy of urban sites than was common in Europe. And, the different demands and consumption practices within these two regions' expanding markets led to different genre preferences and uses as well as to the growth of distinctive female readerships. A substantial introduction pulls the work together and the volume ends with an essay that considers how these historical developments shape the present book worlds of Eurasia. "This splendid volume offers expert new insight into the ways of producing, financing, distributing, and reading printed books in early modern Europe and East Asia. This is comparative history at its best, which leaves us with a better understanding of each context and of the challenges common to book cultures across space and time." —Ann Blair, author of *Too Much to Know: Managing Scholarly Information before the Modern Age* and professor of history, Harvard University "This engrossing account of the history of the book by leading specialists on the European and East Asian publishing worlds takes stock of what we know—and how much we still need to know—about the places that books had in the lives of our early modern forebears. Each chapter is masterful state-of-the-field coverage of its subject, and together they set a new standard for future studies of the book, East and West." —Timothy Brook, author of *The Troubled Empire: China in the Yuan and Ming Dynasties*

A Companion to the Libro de Buen Amor

Orientaciones para el desarrollo del currículo integrado hispano-británico en educación primaria

How Editorial Practices Shaped Cosmopolitan Reading

de la teoría a la práctica

The Anarchists of Casas Viejas

Education and Knowledge Transmission in Transcontinental Perspective

Literature has not always been written in the same ways, nor has it been received or read in the same ways over the course of Western civilization. Cavallo (Greek palaeography, U. of Rome La Sapienza), Chartier (Ecole des Hautes Etudes en Sciences Sociales, Paris) and a number of other international contributors, address themes that highlight the transformation of reading methods and materials over the ages, such as the way texts in the Middle Ages were often written with the voice in mind, as they would have been read aloud, or even sung. Articles explore the innovations in the physical evolution of the book, as well as the growth and development of a broad-based reading

public.

An interdisciplinary journal that publishes original research and surveys of current research on Latin America and the Caribbean.

In the late eighteenth century, enlightened politicians and upper-class women in Spain debated the right of women to join one of the country's most prominent scientific institutions: the Madrid Economic Society of Friends of the Country. Societies such as these, as Elena Serrano describes in her book, were founded on the idea that laypeople could contribute to the advancement of their country by providing "useful knowledge," and their fellows often referred to themselves as improvers, or friends of the country. After intense debates, the duchess of Benavente, along with nine distinguished ladies, claimed, won, and exercised the right of women to participate in shaping the future of their nation by inaugurating the Junta de Damas de Honor y Mérito, or the Committee of Ladies of Honor and Merit. Ten years later, the Junta established a network of over sixty correspondents extending from Tenerife to Asturias and Austria to Cuba. With this book, Serrano tells the unknown story of how the duchess and her peers—who succeeded in creating the only known female branch among some five hundred patriotic societies in the eighteenth century—shaped Spanish scientific culture. Her study reveals how the Junta, by stressing the value of their feminine nature in their efforts to reform education, rural economy, and the poor, produced and circulated useful knowledge and ultimately crystallized the European improvement movement in Spain within an otherwise all-male context. Difficulties with writing are considered one of the most common learning problems in school children. This volume focuses on the causes and nature of writing problems in children with hearing loss, oral language problems, and dyslexia. Its goal is to provide current understandings to help guide and support writing assessment and intervention.

New World Literacy

International Handbook of Research on Children's Literacy, Learning and Culture

Reading Dante

Literacy and Other Forms of Mediated Action

Edinburgh History of Reading

Learning to Read: An Integrated View from Research and Practice

A Spanish-English bilingual dictionary specifically written to meet the needs of Spanish learners of English. Aimed at elementary to intermediate learners, this bilingual dictionary has been written to meet the needs of Spanish speakers learning English and includes over 61,000 words, phrases and examples and over 70,000 translations. It includes extensive notes highlighting the most common mistakes made by Hispanic learners (informed by the Cambridge Learner Corpus). Grammar boxes concentrate on the most difficult and problematic aspects of learning English.

A major reading scheme for the teaching of reading and the development of literacy throughout the primary years.

Language has long functioned as a signifier of power in the United States. In Texas, as elsewhere in the Southwest, ethnic Mexicans' relationship to education—including their enrollment in the Spanish-language community schools called *escuelitas*—served as a vehicle to negotiate that power. Situating the history of *escuelitas* within the contexts of modernization, progressivism, public education, the Mexican Revolution, and immigration, *Reading, Writing, and Revolution* traces how the proliferation and decline of these community schools helped shape Mexican American identity. Philis Barragán Goetz argues that the history of *escuelitas* is not only a story of resistance in the face of Anglo hegemony but also a complex and nuanced chronicle of ethnic Mexican cultural negotiation. She shows how *escuelitas* emerged and thrived to meet a diverse set of unfulfilled needs, then dwindled as later generations of Mexican Americans campaigned for educational integration. Drawing on extensive archival, genealogical, and oral history research, Barragán Goetz unravels a forgotten narrative at the crossroads of language and education as well as race and identity.

Describes the Rio de la Plata in South America, which had the highest literacy rates in Latin America and describes how the region's print and literary culture, including newspapers, political advertisements and schoolbooks influenced the population's everyday lives.

Mayan Literacy Reinvention in Guatemala

Handbook of Family Literacy

Glossing the Libro de buen amor

The Making of a Medieval Bible Commentary

Alianzas

Aprendizaje de las lenguas extranjeras en el marco europeo

This volume takes Dante's rich and multifaceted discourse of desire, from the *Vita Nova* to the *Commedia*, as a point of departure in investigating medieval concepts of desire in all their multiplicity, fragmentation and interrelation. As well as offering several original contributions on this fundamental aspect of Dante's work, it seeks to situate the Florentine more effectively within the broader spectrum of medieval culture and to establish greater intellectual exchange between Dante scholars and those from other disciplines. The volume is also notable for its openness to diverse critical and methodological approaches. In considering the extent to which modern theoretical paradigms can be used to shed light upon the Middle Ages, it will interest those engaged with questions of critical theory as well as medieval culture.

Enseñanza de la Lengua castellana y de la Literatura avalada por la investigación en el aula, los modos de programar y los procesos de evaluación, la enseñanza de la lengua oral, la lectura de textos complejos y la escritura a través del proceso de composición.

Drawing on current critical theory, *Framing Iberia* relocates the Castilian classics *El Conde Lucanor* and *El Libro de buen amor* within a medieval Iberian literary tradition that includes works in Arabic, Hebrew, Latin, and Romance. Winner of the 2009 *La corónica* International Book Award for scholarship in Medieval Hispanic Languages, Literatures, and Cultures

This dual-language text provides theory and methodology for teaching reading in Spanish to Spanish/English bilingual or Spanish-dominant students. The goal is to help educators teach these students the skills necessary to become proficient

readers and, thus, successful in the school system. At the very core of the book are the hispano-parlantes--the Spanish-speaking children--who bring to the schools, along with their native language and cultures, a wealth of resources that must be tapped and to whom all educators have a responsibility to respond. True to the concepts of developing bilingual educators to serve bilingual students, the text presents chapters in English and Spanish. Each chapter is written in only one language at the preference of the author. Thus, to be successful with this book, the reader must be bilingual. Themes emphasized in the text include current reading methodologies, the concept of reading as developmental literacy skills, reading in the content areas, new views of the development of proficiency in the second language, issues related to students with special learning needs, assessment, and the uses of technology in the delivery of instruction. Never losing sight of its goal--to teach reading in Spanish to bilingual or Spanish-dominant students--the book includes a series of focusing questions and follow-up activities; these are not simply translations of existing activities, strategies, and techniques intended for monolingual English students, but specifically designed to be appropriate for Spanish-speaking students. Directed to university preservice and in-service instructors of reading and bilingual education as well as administrators and district- and school-level staff developers who work with Hispanic populations, the book is sensitive at all times to nuances of the languages and cultures of the intended audiences.

Gender, Useful Knowledge, and Politics in Enlightened Spain

Early Readers

Didáctica de la Lengua Castellana y la Literatura

Maq m t and Frametale Narratives in Medieval Spain

The Teaching of Reading in Spanish to the Bilingual Student: La Ense ñanza De La Lectura En Espa ñol Para El Estudiante Biling E

Resources in Education

La aventura de leer puede ser una fuente de informaci ó n, de aprendizaje y de diversi ó n, al tiempo que un proceso generador de pasiones y provocador de fuertes fidelidades; pero, del mismo modo, puede ser una aventura labor í ntica y compleja, con capacidad para producir desenga ñ os, frustraciones o aburrimiento. En libros, lectores y mediadores, sus autores, profesores de la Universidad de Castilla-La Mancha e investigadores del CEPLI (Centro de Estudios de Promoci ó n de la Lectura y Literatura Infantil), de la misma universidad, escriben sobre la lectura y la formaci ó n de h á bitos lectores estables como proceso de aprendizaje, dedicando cap í tulos espec í ficos a La necesidad de un conocimiento especializado, a La evoluci ó n psicol ó gica y maduraci ó n lectora, al H á bito lector como variable social: hacia un coeficiente lector y a La selecci ó n de lecturas por edades, reservando tambi é n un espacio para realizar Algunas consideraciones sobre el concepto de animaci ó n a la lectura.

European and North American researchers and scholars of child development and learning, psychology, linguistics, and education present 20 contributions addressing research and practice on literacy teaching and learning. Organized into four sections, the volume first presents a collection of studies on the development of reading and spelling which bring together questions about how children learn and how literacy should be taught. It then concentrates on children who find the acquisition of literacy particularly difficult. Consideration is given to how teachers and teacher educators use theories about literacy

acquisition, followed by consideration of questions related to the assessment of children's progress in literacy and the design of literacy instruction. Each section is preceded by a brief introduction that evaluates some of the main issues across the chapters. Annotation copyrighted by Book News, Inc., Portland, OR

Re ú ne una serie de art í culos que abordan la problem á tica de la ense ñ anza de segundas lenguas.

At the turn of the millennium, Guatemala experienced a Mayan cultural renaissance often referred to as the Maya Movement. One aspect of this movement was the revitalization of indigenous Mayan languages for written purposes. The Mayan writing system is one of the oldest in the world; thus its reinvention includes a new standardized alphabetic system for each of the twenty-two Mayan languages spoken in Guatemala as well as the incorporation and continuation of some of its ancient elements. This book represents a case study conducted in two Mayan villages in the Guatemalan highlands, and it investigates three main aspects of Mayan literacy: its availability in publications and media, its practice in the school system, and its use among Maya people. Through this investigation, the promises and pitfalls of a literacy-revitalization endeavor are detailed and our understanding of the concept of literacy is reexamined.

The Book Worlds of East Asia and Europe, 1450 – 1850

Desire in Dante and the Middle Ages

Latin American Research Review

The British Book Trade and Spanish American Independence

Escuelitas and the Emergence of a Mexican American Identity in Texas

Gu í a de recursos did á cticos. Lengua extranjera: ingl é s. Educaci ó n Secundaria Obligatoria

Reveals the experience of reading in many cultures and across the agesCovers reading practices from China in the 6th century BCE to Britain in the 18th centuryEmploys a range of methodologies from close textual analysis to quantitative data on book ownershipExamines a wide range of texts and ways of reading them from English poetry and funeral elegies to translated books in PeruChallenges period-based models of readership historyEarly Readers presents a number of innovative ways through which we might capture or infer traces of readers in cultures where most evidence has been lost. It begins by investigating what a close analysis of extant texts from 6th-century BCE China can tell us about contemporary reading practices, explores the reading of medieval European women and their male medical practitioner counterparts, traces readers across New Spain, Peru, the Ottoman Empire and the Iberian world between 1500 and 1800, and ends with an analysis of the surprisingly enduring practice of reading aloud.

The Invention of Books in the Ancient World

Children's Early Text Construction