

INTRODUCTION

Introduction to the special issue: Teacher knowledge of literacy skills international perspectives

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In 1994, Moats published a study showing that professionals involved with literacy skill interventions often lacked sufficient knowledge related to literacy concepts and instruction (Moats, 1994). Since then, other studies have been conducted to explore teachers' knowledge of literacy related skills, but the vast majority has been conducted with English-speaking participants. Of course, what is true for English may not be true for other languages. In this special issue, we have compiled a series of papers that examine the extent to which teacher knowledge differs between practitioners of English as a foreign language compared to English teaching in the native language.