

Reclaiming Powerful Literacies New Horizons For Critical Discourse Analysis

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This insightful content explores the vital process of reclaiming powerful literacies, paving the way for new horizons within critical discourse analysis. It delves into advanced methodologies and theoretical frameworks, offering fresh perspectives to deconstruct complex societal narratives and empower individuals with a deeper understanding of language, power, and meaning.

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Reclaiming Powerful Literacies

Offering a unique, reflexive framework for Critical Discourse Analysis focused on discourses of hope, transformation, and liberation, this book showcases a variety of powerful literacies in action. Drawing from original research in a range of public, educational spaces across the lifespan—from Kindergartners studying social justice movements, to sixth graders designing a social justice museum exhibit focused on the environment and sustainability, to teacher education students practicing racial literacy in response to the death of Michael Brown in Ferguson, Missouri—Rogers makes the case that critical social theories often associated with Critical Discourse Analysis have not kept pace with a recent shift toward the positive, referred to as Positive Discourse Analysis. Encouraging readers to reconsider their understanding of concepts such as power, action, context, critique, and reflexivity, this book illustrates the potential of theorizing discourse analysis from a positive orientation.

Critical Discourse Analysis, Critical Discourse Studies and Beyond

This book explores the problem-oriented interdisciplinary research movement comprised of Critical Discourse Analysis (CDA) and Critical Discourse Studies (CDS) for scholars, teachers, and students from many backgrounds. Beginning with a Preface by renowned CDA/CDS scholar Ruth Wodak, it introduces CDA/CDS through examples of what its research looks like, delineates various precursors to CDA/CDS and important foundational concepts and theories, and traces its development from its early years until it became established. After the relationship between CDA and CDS is discussed, seven commonly cited approaches to CDA/CDS are outlined, including their connections and differences, their origins and development, major and associated scholars, research focus(es), and central concepts and distinguishing features. After a summary of critiques of CDA/CDS and responses by CDA/CDS scholars, the book provides an overview of its salient connections to other interdisciplinary areas of scholarship such as critical applied linguistics, education, anthropology/ ethnography, sociolinguistics,

gender studies, queer linguistics, pragmatics and ecolinguistics. The final chapter describes how scholars use their knowledge of CDA/CDS to make a difference in the world.

Literacy Research Methodologies

"The definitive reference on literacy research methods, this book serves as a key resource for researchers and as a text in graduate-level courses. Distinguished scholars clearly describe established and emerging methodologies, discuss the types of questions and claims for which each is best suited, identify standards of quality, and present exemplary studies that illustrate the approaches at their best. The book demonstrates how each mode of inquiry can yield unique insights into literacy learning and teaching and how the methods can work together to move the field forward"--

Handbook of Critical Education Research

This handbook offers a contemporary and comprehensive review of critical research theory and methodology. Showcasing the work of contemporary critical researchers who are harnessing and building on a variety of methodological tools, this volume extends beyond qualitative methodology to also include critical quantitative and mixed-methods approaches to research. The critical scholars contributing to this volume are influenced by a diverse range of education disciplines, and represent multiple countries and methodological backgrounds, making the handbook an essential resource for anyone doing critical scholarship. The book moves from the theoretical to the specific, examining various paradigms for engaging in critical scholarship, various methodologies for doing critical research, and the political, ethical, and practical issues that arise when working as a critical scholar. In addition to mapping the field, contributions synthesize literature, offer concrete examples, and explore relevant contexts, histories, assumptions, and current practices, ultimately fostering generative thinking that contributes to future methodological and theoretical breakthroughs. New as well as seasoned critical scholars will find within these pages exciting new ideas, challenging questions, and insights that spur the continuous evolution and grow the influence of critical research methods and theories in the education and human disciplines.

Critical Issues in Teaching English and Language Education

This edited book brings together a collection of research-based chapters that address a variety of topics related to the teaching of English in different contexts around the world. The chapters are informed by a critical approach to research, employing a variety of research methods to question and problematize taken-for-granted definitions and practices in areas such as classroom pedagogy, testing, curriculum, language policy, the position of English as a medium of instruction, educational management, teacher education, materials and evaluation. This book addresses a major gap in theoretical and research literature in the area of teaching English, and it will be of interest to trainee and practising teachers, research students and scholars of EFL and TESOL, and researchers in applied linguistics.

The Routledge International Handbook of Critical Participatory Inquiry in Transnational Research Contexts

The Routledge International Handbook of Critical Participatory Inquiry in Transnational Research Contexts illustrates how research guided by the emancipatory epistemology of critical participatory inquiry (CPI) can support social change in transnational contexts, which are inherently laden with unequal power dynamics and colonial structures. It builds on prior volumes in participatory action research, community-based participatory research, and decolonizing methodologies. This edited volume offers cases from across the Global South and Global North and from diverse disciplines including human rights, migration, education, health, youth studies, and development to demonstrate how CPI can fulfill its democratizing and decolonizing potential. Written primarily by new and emerging scholars, practitioners, and community leaders, these cases go on to illustrate how a critical participatory approach to transnational research can enhance the strength of research processes and findings, create more equitable and just experiences for those who participate as co-researchers, and facilitate social change. Providing a valuable framework for transnational CPI and a wealth of examples, it will be an invaluable read for undergraduate and graduate students of Development Studies, Healthcare disciplines, Education, and qualitative research. It will also be of interest to researchers, professionals, community leaders, and even funders and policymakers who want to work toward greater equity and social justice in transnational research contexts.

Classroom Talk for Social Change

Learn how to foster critical conversations in English language arts classrooms. This guide encourages teachers to engage students in noticing and discussing harmful discourses about race, gender, and other identities. The authors take readers through a framework that includes knowledge about power, a critical learner stance, critical pedagogies, critical talk moves, and vulnerability. The text features in-depth classroom examples from six secondary English language arts classrooms. Each chapter offers specific ways in which teachers can begin and sustain critical conversations with their students, including the creation of teacher inquiry groups that use transcript analysis as a learning tool. Book Features: Strategies that educators can use to facilitate conversations about critical issues. In-depth classroom examples of teachers doing this work with their students. Questions, activities, and resources that foster self-reflection. Tools for engaging in transcript analysis of classroom conversations. Suggestions for developing inquiry groups focused on critical conversations.

'Black Lives Matter'

This volume focuses on the ongoing protest in the US against racial discrimination and racial profiling, which often result in the loss of black lives at the hands of police agents, a phenomenon that has recently attracted unprecedented media attention. The topics dealt with here, such as the relevance of the 'Black Lives Matter' movement, are currently included in a variety of education curricula in the US, and, in like manner, this book can be used in first and second level degrees in linguistic and cultural studies, communication, media studies and political sciences. It contains well-developed methodological sections (with tables, figures, graphs and notes), where the tenets of critical discourse analysis are concisely illustrated from its Foucauldian roots up to the more recent developments of multimodal critical discourse analysis and positive discourse analysis, as well as the contribution of the Sidney School with their emphasis on mapping culture through narrative genres and the wealth of resources for discourse analysis provided by the appraisal framework.

Playful Methods

This book introduces three new subjects to the context of literacy research—play, the imaginary, and improvisation—and proposes how to incorporate these important concepts into the field as research methods in order to engage people, materials, spaces, and imaginaries that are inherent in every research encounter. Grounded in cutting-edge theory, chapters are structured around lived narratives of research experiences, demonstrating key practices for unsettling and expanding the ways people interact, behave, and construct knowledge. Through an exploration of difference, play, and the imaginary, authors Medina, Perry, and Wohlwend present an active set of practices that acknowledges and attends to the global, fragmented, politicized contexts in literacy research. This book provides researchers and literacy education scholars with rich and clear theoretical foundations and practical tools to engage in literacy research in ethical, creative, and responsive ways. The authors invite readers to play by exploring the ways in which pedagogical, research, artistic, and other creative contexts can be sites to examine identity, plurality, and difference. Chapters feature innovative elements such as author dialogues that make visible how the authors engage with the ideas they present; guiding questions to prompt reflection and conversation; playful invitations to share possibilities of play in real-world contexts; and stories and practices to ground the conceptual and playful inquiry.

On Discourse Analysis in Classrooms

This book in the NCRL Collection provides an introductory discussion of discourse analysis of language and literacy events in classrooms. The authors introduce approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers. For those who have limited knowledge of discourse analysis, this book will help generate new questions about literacy events in classrooms. For those familiar with this research perspective, it will map diverse new approaches. "Offers examples of classroom discourse with analyses that researchers and practitioners can use as the basis for pursuing their own analyses." —Rob Tierney, Dean, Faculty of Education, University of British Columbia "On Discourse Analysis provokes us to rethink discourse analytic approaches as generative tools that can open up new ways of seeing language and literacy events in classrooms. The authors richly illustrate the complexity and potential of discourse analysis studies with cases that orient us to foreground the local with broader cultural, historical, and social relations in ways that make evident what it means to be human. On Discourse Analysis provides a fresh approach to discourse analysis studies." —Kris Gutierrez, University of California at Los Angeles

An Introduction to Critical Discourse Analysis in Education

Accessible yet theoretically rich, this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research. The book invites readers to consider the theories and methods of three major traditions in critical discourse studies – discourse analysis, critical discourse analysis, and multimodal discourse analysis -- through the empirical work of leading scholars in the field. Beyond providing a useful overview, it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change. Detailed analytic procedures are included – to demystify the process of conducting CDA, to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts, and to encourage researchers to build on the scholarship in critical discourse studies. This edition features a new structure; a touchstone chapter in each section by a recognized expert (Gee, Fairclough, Kress); and a stronger international focus on both theories and methods. NEW! Companion Website with Chapter Extensions; Interviews; Bibliographies; and Resources for Teaching Critical Discourse Analysis.

Living Literacies

An approach to literacy that understands it as lived and experienced in the everyday across varied spaces and populations. This book approaches literacy as lived and experienced in the everyday. A living literacies approach draws not only on such official, schooled activities as reading, writing, speaking, and listening but also on such routine, tacit activities as scrolling through Instagram, watching news footage, and listening to music. It goes beyond well-worn framings of literacy as an object of study to reimagine literacy as constantly in motion, vital, and dynamic, filled with affective intensities. A lived literacies approach implies a turn to activism, to hopeful practice, and to creativity. The authors examine literacies through a series of active verbs: seeing, disrupting, hoping, knowing, creating, and making. Case studies—ranging from an exploration of photography as a way to shift perspectives to a project in which adults teach young people how to fish—show lived literacies in both theory and practice. With these chapters, the authors position literacy differently. They make it possible to see literacy in everyday activities, woven into the modes of seeing and knowing. By disruption and activism, literacy can encompass a wide array of practices—exchanging information at a school gate or making a collage. Grounding theory in the sites and spaces of their research, working with artists, photographers, poets, and makers, the authors issue a call to action for literacy education.

A Critical Discourse Analysis of Family Literacy Practices

In this groundbreaking, cross-disciplinary book, Rebecca Rogers explores the complexity of family literacy practices through an in-depth case study of one family, the attendant issues of power and identity, and contemporary social debates about the connections between literacy and society. The study focuses on June Treader and her daughter Vicky, urban African Americans labeled as "low income" and "low literate." Using participant-observation, ethnographic interviewing, photography, document collection, and discourse analysis, Rogers describes and explains the complexities of identity, power, and discursive practices that June and Vicky engage with in their daily life as they proficiently, critically, and strategically negotiate language and literacy in their home and community.

She explores why, despite their proficiencies, neither June or Vicky sees themselves as literate, and how this and other contradictions prevent them from transforming their literate capital into social profit. This study contributes in multiple ways to extending both theoretically and empirically existing research on literacy, identity, and power: * Critical discourse analysis. The analytic technique of critical discourse analysis is brought into the area of family literacy. The detailed explanation, interpretation, and demonstration of critical discourse analysis will be extremely helpful for novices learning to use this technique. This is a timely book, for there are few ethnographic studies exploring the usefulness and limits of critical discourse analysis. * Combines critical discourse analysis and ethnography. This new synthesis, which is thoroughly illustrated, offers an explanatory framework for the stronghold of institutional discursive power. Using critical discourse analysis as a methodological tool in order to build critical language awareness in classrooms and schools, educators working toward a critical social democracy may be better armed to recognize sources of inequity. * Researcher reflexivity. Unlike most critical discourse analyses, throughout the book the researcher and analyst is clearly visible and complicated into the role of power and language. This practice allows clearer analysis of the ethical, moral, and theoretical implications in conducting ethnographic research concerned with issues of power. * A critical perspective on family literacy. Many discussions of family literacy do not acknowledge the raced, classed, and gendered nature of interacting with texts that constitutes a family's literacy practices. This book makes clear how the power relationships that are acquired as children and adults interact with literacy in the many domains of a family's literacy lives. *A Critical Discourse Analysis of Family Literacy Practices: Power In and Out of Print* will interest researchers and practitioners in the fields of qualitative methodology, discourse analysis, critical discourse studies, literacy education, and adult literacy, and is highly relevant as a text for courses in these areas.

Designing Critical Literacy Education through Critical Discourse Analysis

Uniquely bringing together discourse analysis, critical literacy, and teacher research, this book invites teacher educators, literacy researchers, and discourse analysts to consider how discourse analysis can be used to foster critical literacy education. It is both a guide for conducting critical discourse analysis and a look at how the authors, alongside their teacher education students, used the tools of discourse analysis to inquire into, critique, and design critical literacy practices. Through an intimate look at the workings of a university teacher education course and the discourse analysis tools that teacher-researchers use to understand their classrooms, the book provides examples of both pre-service teachers and teacher educators becoming critically literate. The context-rich examples highlight the ways in which discourse analysis aids teachers' decision making in the moment and reflections on their practice over time. Readers learn to conduct discourse analysis as they read about critical literacy practices at the university level. Designed to be interactive, each chapter features step-by-step procedures for conducting each kind of discourse analysis (narrative, critically oriented, multimodal), sample analyses, and additional readings and resources. By attending to the micro-interactions as well as processes that unfold across time, the book illustrates the power and potential of discourse analysis as a pedagogical and research tool.

A Companion to Children's Literature

A COMPANION TO CHILDREN'S LITERATURE A collection of international, up-to-date, and diverse perspectives on children's literary criticism *A Companion to Children's Literature* offers students and scholars studying children's literature, education, and youth librarianship an incisive and expansive collection of essays that discuss key debates within children's literature criticism. The thirty-four works included demonstrate a diverse array of perspectives from around the world, introduce emerging scholars to the field of children's literature criticism, and meaningfully contribute to the scholarly conversation. The essays selected by the editors present a view of children's literature that encompasses poetry, fiction, folklore, nonfiction, dramatic stage and screen performances, picturebooks, and interactive and digital media. They range from historical overviews to of-the-moment critical theory about children's books from across the globe. *A Companion to Children's Literature* explores some of the earliest works in children's literature, key developments in the genre from the 20th century, and the latest trends and texts in children's information books, postmodern fairytales, theatre, plays, and more. This collection also discusses methods for reading children's literature, from social justice critiques of popular stories to Black critical theory in the context of children's literary analysis.

Making Sense of Literacy Scholarship

This book is a roadmap to the key decisions, processes, and procedures to use when synthesizing qualitative literacy research. Covering the major types of syntheses – including the dissertation literature review, traditional literature review, integrative literature review, meta-synthesis, and meta-ethnography – Compton-Lilly, Rogers, and Lewis Ellison offer techniques and frameworks to use when making sense of a large body of scholarship. Addressing the standard and untraditional forms a research synthesis can take, the authors provide clear and practical examples of synthesis designs and techniques, and consider how epistemological, ontological, and ethical questions arise when designing and adapting a research synthesis. The extensive appendices feature sample literature reviews, guidance on communication with editors of journals, useful charts, and more. The authors' critical reflection and analysis demonstrates how a research synthesis is not simply a means to an end, but rather reflects each scholar's interests, target audience, and message. This book is crucial reading for undergraduate and graduate students, as well as early career and more experienced researchers in literacy education.

Exploring Critical Digital Literacy Practices

In this book, Jessica Zacher Pandya examines the everyday videomaking practices of students in a dual language, under-resourced school in order to explore the ways children interrogate their worlds, the kinds of identities they craft, and the language and literacy learning practices that emerge from digital video production. Focusing on vulnerable populations who are often left out of innovative in- and out-of-school digital media projects—including English language learners, immigrants, and children with special needs—this book offers an expanded understanding of children's critical digital literacy practices, and shows how videomaking in the regular curriculum affords opportunities for redistributive social justice. Weaving together pedagogical, methodological, social, and political concerns into her examination of a real-world context, Pandya offers a practical and informative analysis of making videos in schools; examines the impact of videomaking on students' language use and agency; and adds significantly to current theorizations of digital and new literacies.

Literacies that Move and Matter

Expanding the definition and use of literacies beyond verbal and written communication, this book examines contemporary literacies through action-focused analysis of bodies, places, and media. Nexus analysis examines how people enact and mobilize meanings that are largely unspoken. Wohlwend demonstrates how nexus analysis can be used as a tool to critically analyze and understand action in everyday settings, to provide a deeper understanding of how meanings are produced from a mix of modes in daily social and cultural contexts. Organized in three sections—Engaging Nexus, Navigating Nexus, and Changing Nexus—this book provides a roadmap to applying nexus analysis to literacy research, and offers tools to enable readers to compare methods across contexts. Designed to help readers understand the theoretical and methodological assumptions and goals of nexus analysis in classroom and literacy research, this book provides a comprehensive understanding of the theory, framework, and foundations of nexus analysis, by using multimodal examples such as films and media, artifacts, live action performances, and more. Each chapter features consistent sections on key ideas and methods, and a description of procedures for replication and application.

Teaching Language as Action in the ELA Classroom

This book explores English language arts instruction from the perspective of language as "social actions" that students and teachers enact with and toward one another to create supportive, trusting relations between students and teachers, and among students as peers. Departing from a code-based view of language as a set of systems or structures, the perspective of languaging as social actions takes up language as emotive, embodied, and inseparable from the intellectual life of the classroom. Through extensive classroom examples, the book demonstrates how elementary and secondary ELA teachers can apply a languaging perspective. Beach and Beauchemin employ pedagogical cases and activities to illustrate how to enhance students' engagement in open-ended discussions, responses to literature, writing for audiences, drama activities, and online interactions. The authors also offer methods for fostering students' self-reflection to improve their sense of agency associated with enhancing relations in face-to-face, rhetorical, and online contexts.

Affect in Literacy Learning and Teaching

In this cutting-edge volume, scholars from around the world connect affect theory to the field of literacy studies and unpack the role and influence of this emerging area of scholarship on literacy education.

Offering an introduction to affect theory and scholarship as it relates to literacy studies, contributors discuss the role of humanizing and dehumanizing influences on schooling and examine the emotional and affective dimensions at individual and communal levels. Arguing that an affective turn requires a radical rethinking of the nature of literacy, these chapters address the impact and import of emotion and affect on reading, writing and calling to action. Grounded in trailblazing research, the contributors push the boundaries of academic writing and model how theoretically-driven writing about affect must itself be moving and expressive.

Posthumanism and Literacy Education

Covering key terms and concepts in the emerging field of posthumanism and literacy education, this volume investigates posthumanism, not as a lofty theory, but as a materialized way of knowing/becoming/doing the world. The contributors explore the ways that posthumanism helps educators better understand how students, families, and communities come to know/become/do literacies with other humans and nonhumans. Illustrative examples show how posthumanist theories are put to work in and out of school spaces as pedagogies and methodologies in literacy education. With contributions from a range of scholars, from emerging to established, and from both U.S. and international settings, the volume covers literacy practices from pre-K to adult literacy across various contexts. Chapter authors not only wrestle with methodological tensions in doing posthumanist research, but also situate it within pedagogies of teaching literacies. Inviting readers to pause, slow down, and consider posthumanist ways of thinking about agency, intra-activity, subjectivity, and affect, this book explores and experiments with new ways of seeing, understanding, and defining literacies, and allows readers to experience and intra-act with the book in ways more traditional (re)presentations do not.

Community Literacies as Shared Resources for Transformation

Through multiple narratives reflecting the complexity of participatory action research partnerships for social justice, this book sheds light on the dialogic spaces that intentionally support community literacies and rhetorical practices for inquiry and change. Applying literacy as social practice, Larson and Moses tell a story of a unique collaboration between community members and university faculty and students, who together transformed an urban corner store into a cornerstone of the community. Building on the emerging field of community literacies, the book captures the group's active work on the ground and, on another level, how transformation occurred in the dialogic spaces of the research team as it learned to embrace distributed expertise and multiple identities.

Critical Discourse Analysis: Current debates and new directions

Offering a unique and original perspective on Bourdieu, language-based ethnographies, and reflexivity, this volume provides a nuanced, in-depth discussion of the complex relationship between these interconnected topics and their impact in real-world contexts. Part I opens the book with an overview of the historical background and development of language-based ethnographic research and Bourdieu's work in this space. Part II presents a series of case studies that highlight a Bourdieusian perspective and demonstrate how reflexivity impacts language-based ethnography. In each study, Bourdieu's conceptual framework of reflexively-informed objectivity examines the ways in which the studies themselves were constructed and understood. Building on Parts I and II, the concluding set of chapters in Part III unpacks the messiness of the theory and practice of language-based ethnography, and provides insights into what reflexivity means for Bourdieu and in practical contexts. Arguing for a greater reflexive understanding in research practice, this volume sets an agenda for future literacy and language research.

Bourdieu, Language-based Ethnographies and Reflexivity

Johnson's visionary and much-needed book is a call for the transformation of English education to embrace rather than reject Blackness. Confronting the context of heightened racial violence against Black youth that continues to sweep across the United States, Johnson illuminates the interconnection between the physical and symbolic violence that unfolds in and outside the classroom and demonstrates the harm this causes to Black youth. Employing an original framework, Critical Race English Education, Johnson reveals how English education and ELA classrooms are dominated by eurocentric language and literacy practices, and provides a justice-oriented framework that combats anti-Black racism. Throughout the book, Johnson disperses love letters to Blackness, Black culture, and Black people, which serve as actions and practices for positive thinking and self-awareness about Blackness.

Critical Race English Education is a movement for Black lives. A crucial resource for pre-service ELA teachers, researchers, professors, and graduate students in language and literacy education, and sociology of education, this book offers classroom lessons, thematic units, sample activities, and other pedagogical and curricula practices that reconceptualize ELA pedagogies in humanizing ways and cater to the needs of students who come from racially and linguistically diverse backgrounds.

Critical Discourse Analysis

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

Critical Race English Education

Now available in paperback, this book is a critical introduction to discourse analysis as it is practised in a variety of different disciplines today, from linguistics and sociolinguistics to sociology and cultural studies. The author shows how concern with the analysis of discourse can be combined, in a systematic and fruitful way, with an interest in broader problems of social analysis and social change. Fairclough provides a concise and critical review of the methods and results of discourse analysis, discussing the descriptive work of linguists and conversation analysts as well as the more historically and theoretically oriented work of Michel Foucault. He develops an original framework for discourse analysis which firmly situates discourse in a broader context of social relations bringing together text analysis, the analysis of processes of text production and interpretation, and the social analysis of discourse events.

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

This book includes issues raised by and for learners, teachers and researchers from the outcomes of literacy programmes in Britain and internationally.

Discourse and Social Change

The study of new literacies is quickly emerging as a major research field. This book «samples» work in the broad area of new literacies research along two dimensions. First, it samples some typical examples of new literacies - video gaming, fan fiction writing, weblogging, role play gaming, using websites to participate in affinity practices, memes, and other social activities involving mobile technologies. Second, the studies collectively sample from a wide range of approaches potentially available for researching and studying new literacies from a sociocultural perspective. Readers will come away with a rich sense of what new literacies are, and a generous appreciation of how they are being researched.

Powerful Literacies

Methods of approaching the study of discourse have developed rapidly in the last ten years, influenced by a growing interdisciplinary spirit among linguistics and anthropology, sociology, cognitive and cultural psychology and cultural studies, as well as among established sub-fields within linguistics itself. Among the more recent developments are an increasing 'critical' turn in discourse analysis, a growing interest in historical, ethnographic and corpus-based approaches to discourse, more concern with the social contexts in which discourse occurs, the social actions that it is used to take and the identities that are constructed through it, as well as a revaluation of what counts as 'discourse' to include multi-modal texts and interaction. Advances in Discourse Studies brings together contributions from leading scholars in the field, investigating the historical and theoretical relationships between new advances in discourse studies and pointing towards new directions for the future of the discipline. Featuring discussion questions, classroom projects and recommended readings at the end of each section, as well as case studies illustrating each approach discussed, this is an invaluable resource for students of interdisciplinary discourse analysis.

A New Literacies Sampler

Everyday Literacies in Africa: Ethnographic Studies of Literacy and Numeracy Practices in Ethiopia is a product of Learning for Empowerment Through Training in Ethnographic Research (LETTER)

programme conducted in Ethiopia. It outlines the story of a journey towards a clearer and more focused understanding of what literacy and numeracy mean. LETTER was intended to build more effective learning programmes for adults who wish to develop their literacy and numeracy skills and practices, through designing better learning programmes, preparing more relevant teaching-learning materials and training literacy instructors. This approach was designed on the understanding that adults learn differently from children mainly because adults bring to their learning a great deal of experience and knowledge. It is from this knowledge that facilitators must start.

Advances in Discourse Studies

"A collection of articles about various ways of applying critical pedagogy and related educational theories to library instruction"--Provided by publisher.

Everyday Literacies in Africa

What would a synthetic theory of Digital, Media and Information Literacy (DMIL) look like? Radical Information Literacy presents, for the first time, a theory of DMIL that synthesises the diversity of perspectives and positions on DMIL, both in the classroom and the workplace, and within the informal learning processes of society. This title is based on original analysis of how decisions are made about the relevance of information and the other resources used in learning, showing how society has privileged objective approaches (used in rule-based decision making) to the detriment of subjective and intersubjective perspectives which promote individual and community contexts. The book goes on to analyse the academic and popular DMIL literature, showing how the field may have been, consciously or unwittingly, complicit in the 'objectification' of learning and the disempowerment of individuals and communities. Alternative ways of conceiving the subject are then presented, towards a reversal of these trends. Synthesises key theorists of digital, media and information literacy and information behaviour Includes the field of 'community informatics' Conducts a bibliometric analysis of a broad spectrum of writings on digital, media and information literacy, analysing the connections between them and the frames of DMIL within which they are located

Critical Library Instruction

This book brings together a group of internationally-reputed authors in the field of digital literacy. Their essays explore a diverse range of the concepts, policies and practices of digital literacy, and discuss how digital literacy is related to similar ideas: information literacy, computer literacy, media literacy, functional literacy and digital competence. It is argued that in light of this diversity and complexity, it is useful to think of digital literacies - the plural as well the singular. The first part of the book presents a rich mix of conceptual and policy perspectives; in the second part contributors explore social practices of digital remixing, blogging, online trading and social networking, and consider some legal issues associated with digital media.

Radical Information Literacy

Can discourse analysis techniques adequately deal with complex social phenomena? What does 'interdisciplinarity' mean for theory building and the practise of empirical research? This original volume debates critical theory and discourse analysis, focussing on the extent to which CDA can draw on a range of disciplines in the social sciences.

Digital Literacies

Reading in Asian Languages is rich with information about how literacy works in the non-alphabetic writing systems (Chinese, Japanese, Korean) used by hundreds of millions of people and refutes the common Western belief that such systems are hard to learn or to use. The contributors share a comprehensive view of reading as construction of meaning which they show is fully applicable to character-based reading. The book explains how and why non-alphabetic writing works well for its users; provides explanations for why it is no more difficult for children to learn than are alphabetic writing systems where they are used; and demonstrates in a number of ways that there is a single process of making sense of written language regardless of the orthography. Unique in its perspective and offering practical theory-based methodology for the teaching of literacy in Chinese, Japanese, and Korean to first and second language learners, it is a useful resource for teachers of increasingly popular courses

in these languages in North America as well as for teachers and researchers in Asia. It will stimulate innovation in both research and instruction.

Critical Discourse Analysis

This book presents a wide-ranging and critical exploration of a topic that lies at the heart of contemporary education. The use of digital technology is now a key feature of schools and schooling around the world. Yet despite its prominence, technology use continues to be an area of education that rarely receives sustained critical attention and thought, especially from those people who are most involved and affected by it. Technology tends to be something that many teachers, learners, parents, policy-makers and even academics approach as a routine rather than reflective matter. Tackling the wider picture, addressing the social, cultural, economic, political and commercial aspects of schools and schooling in the digital age, this book offers to make sense of what happens, and what does not happen, when the digital and the educational come together in the guise of schools technology. In particular, the book examines contemporary schooling in terms of social justice, equality and participatory democracy. Seeking to re-politicise an increasingly depoliticised area of educational debate and analysis, setting out to challenge the many contradictions that characterise the field of education technology today, the author concludes by suggesting what forms schools and schooling in the digital age could, and should, take. This is the perfect volume for anyone interested in the application and use of technology in education, as well as the education policy and politics that surround it; many will also find its innovative proposals for technology use an inspiration for their own teaching and learning.

Reading in Asian Languages

Adult Language Education and Migration: Challenging Agendas in Policy and Practice provides a lively and critical examination of policy and practice in language education for adult migrants around the world, showing how opportunities for learning the language of a new country both shape and are shaped by policy moves. Language policies for migrants are often controversial and hotly contested, but at the same time innovative teaching practices are emerging in response to the language learning needs of today's mobile populations. This book: analyses and challenges language education policies relating to adult migrants in nine countries; provides a comparative study with separate chapters on policy and practice in each country; focuses on Australia, Canada, Spain (Catalonia), Finland, France, Ireland, the Netherlands, the UK and the US. Adult Language Education and Migration is essential reading for practitioners, students and researchers working in the area of language education in migration contexts.

Schools and Schooling in the Digital Age

This book takes a fresh look at secondary urban English classrooms and at what happens when students and their teachers explore literature collaboratively. By closely examining what happens in English lessons, minute by minute, it reveals how literary texts function not as a valorised heritage to be transmitted, but as a resource for the students' work of cultural production and contestation. The reading that is undertaken in classrooms has tended to be construed as either a poor substitute or merely a preparation for other reading, particularly for that paradigmatic literacy event, the absorbed and simultaneously discriminating consumption of the literary text by the independent, private reader. This book argues for a different understanding of what constitutes reading, an understanding that is informed by historical and ethnographic perspectives and by psychological and semiotic theory. It presents the case for a conception of reading as an active, collaborative process of meaning-making and for a fully social model of learning. Drawing extensively on data gathered through classroom observation and filming of English lessons taught over the course of a year by two teachers in a London secondary school, the book explores students' engagement with literary texts and the pedagogy that facilitates this engagement. The book offers new insights into reading, and reading literature in particular. It challenges the paradigm of reading that is offered in government policy and the assumption, common to much work within the field of 'new literacies', that 'school literacy' is the already-known, the default, against which the alternative literacy practices of homes and communities can be defined. It will be valuable reading for researchers, teachers, teacher educators and postgraduate students, and will have particular appeal for those with an interest in the fields of English studies and literacy.

Adult Language Education and Migration

