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SIL International Mikhail Bakhtin was a Russian philosopher and literary critic who lived from 1895 to 1975. His ideas, which share concepts with the social constructivist school of thought, were unknown to the West until first French, then English translations were published after his death (Wikipedia).

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chapters examine such important questions as: What resources do students bring from their home/community environments that help them become literate in school?

Computational Perspectives

Publisher Description

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This book situates the teaching and learning of language in general, and English in particular, within the sociocultural context of India. It engages with current scholarship in literacy studies and the pedagogies of language acquisition and learning. The volume discusses the

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cultural, discursive and sociopolitical functions of language education and the teaching of English in Indian schools. It examines the importance of adopting flexible pedagogical and multimodal strategies in teaching vocabulary; grammar; literary genres like fiction, poetry and drama; rhetorical discourses;

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and communicative English to learners for whom English is not one of their home language(s). It also discusses pragmatic approaches to curriculum design for communicative competence and critical literacy rooted in theoretical principles of language education. The authors analyse issues relevant to secondlanguage

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acquisition; English language teaching (ELT); emergent, adult and critical literacies; and critical pedagogies in language and literature. Written in an accessible style, the book comes with case studies, exercises and additional references to support an independent exploration of the fields. This book will be of interest to

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students and teachers of language, literature and education, as well as teachers and educators in schools and universities. It is also of relevance to policymakers, non-governmental organisations and public and private sector bodies that work in the fields of language and literacy.

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Students in public schools serving poor and working-class students are inundated by the effects of high-stakes examinations. Teachers are demoralized and students suffer substandard curricular and pedagogical experiences. These effects are articulated by students and teachers in the

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high school that provided the setting for the critical ethnography on which this text is based. Teachers resent being judged on the basis of students' performance on standardized assessments. They are deprofessionalized as their roles are oriented toward working-class norms. Students feel alienated by content that is

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meaningless and test-based pedagogies that are disempowering. While these findings are disturbing, critical theory provides a foundation for seeking hope. By incorporating inquiry and dialogue, this theoretical framework opens a space where resistance can be revealed and examined. In this case, the study exposed

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glimmers of resistance, spaces in the structure of schooling where students and teachers critique the system and suggest ways of subverting the negative effects of the neoliberal reforms through dialogic, empowering, culturally responsive pedagogies. Collective resistance, achieved through dialogic pedagogies that

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build on understandings of resistance and power, can cultivate theoretical and material spaces where a cycle of praxis can enhance possibilities for social justice.

To that end, the conclusion is devoted to the implementation of critical, dialogic approaches to literacies, approaches intended to interrupt the hegemonic

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influences that perpetuate social reproduction by capitalizing on the potential for solidarity and collective agency among the students and teachers who populate and educate the working classes. This book would interest teacher educators, teachers, and school administrators.

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This book presents a participatory action research study exploring the social identity and academic literacies of bilingual preservice teachers. It describes the transformative experiences of undergraduate students during their participation in a program specially

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literacy And Learning in
Hawaii, USA. Further, it discusses how
the curriculum and instruction in the
classroom provide a "third space" for
facilitating peer interaction and critical
reflection on such issues as academic
literacy, heritage language education, and
teacher identity. In doing so, it connects

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ideas of social identity and academic literacies of bilingual preservice teachers to the "real work" of mentoring and teaching PreK-12 students themselves.

This book provides a "context" of discussion for researchers and educational experts in order to rethink the relationship

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between actors, practices and borders within the educational contexts. The research in educational psychology has often challenged the concept of [educational context]. According to the different theoretical frameworks, the construct of contexts, their borders and the dimensions to be taken into account have

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all been defined in different ways. The book offers a reflection that goes from theory to practice and backward from practice to theory. The main research questions the book addresses are how actors, i.e. teachers, parents and students, educators and professionals, with their own identity and social representations,

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build their educational practices or their shared cultural spaces where knowledge is generated, defining the borders of the educational contexts. The book proposes that a border is a type of membrane within and outside the educational setting bringing together different actors, groups and cultures. The book presents the

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perspectives of scholars and educational experts from various parts of the world, including Brazil, Argentina, Italy, Japan, and the United Kingdom. They shed light on what happens at the border in different cultural contexts and what the relationship is between the educational setting and the other life contexts or micro-cultures.

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A CHOICE Outstanding Academic Title
2012! Based on case studies from public
schools in Toronto, Canada, this book
chronicles an inspiring five-year journey
to develop thinking about and teaching
literacy for the 21st century. The research,
which was classroom-based and developed

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by public school teachers in collaboration with university researchers, was stimulated by an ethnographic study at Joyce Public School to track children learning to read in an era of multiliteracies. Following the kindergarteners' interest in Goldilocks and the Three Bears, Lotherington asked the principal: What would Goldilocks look

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like, retold through the eyes of the children? The resulting classroom experiment to transform learning to read a storybook into multimodal collaborative story-telling sparked the development of an award-winning school-university learning community dedicated to the development of multimodal literacies in

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the culturally diverse, urban classroom.
Pedagogy of Multiliteracies tells the
evolving story of teachers' trial-and-error
interventions to engage children in
multiple modes of expression involving
structured play with contemporary media.
Using the complex texts created, the
teachers carve spaces to welcome the

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Voices of children and the languages of the
community into the English-medium
classroom.

This book contributes to the growing field
of foreign language teaching and testing
by shedding light on mediation between
languages. Stathopoulou offers an

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empirically-grounded definition of mediation as a form of translanguaging and offers tools and methods for further research in multilingual testing. The book explores what cross-language mediation entails, what processes and strategies are involved, and the challenges often faced by mediators. As well as stressing the

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importance of administering tests which favour cross-language mediation practices, the author encourages the implementation of language programmes which promote the mingling-of-languages idea and target the development of language learners' effective translanguaging practices.

Researchers studying translanguaging,

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multilingualism, multilingual testing and the use of mother tongue in the foreign language classroom will all find this book of interest.

Computational Perspectives

With a focus on what mathematics and science educators need to know about academic language used in the STEM

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disciplines, this book critically synthesizes the current knowledge base on language challenges inherent to learning mathematics and science, with particular attention to the unique issues for English learners. These key questions are addressed: When and how do students develop mastery of the language registers

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unique to mathematics and to the sciences? How do teachers use assessment as evidence of student learning for both accountability and instructional purposes? Orienting each chapter with a research review and drawing out important Focus Points, chapter authors examine the obstacles to and latest ideas for improving

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STEM literacy, and discuss implications for future research and practice.

Providing a distillation of knowledge in the various disciplines of arts education (dance, drama, music, literature and poetry and visual arts), this essential handbook synthesizes existing research literature,

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reflects on the past, and contributes to shaping the future of the respective and integrated disciplines of arts education. While research can at times seem distant from practice, the Handbook aims to maintain connection with the live practice of art and of education, capturing the vibrancy and best thinking in the field of

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theory and practice. The Handbook is organized into 13 sections, each focusing on a major area or issue in arts education research.

Bringing together leading and emerging scholars in Systemic Functional Linguistics, this book explores the

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contributions made to SFL theory by James Robert Martin. A leading light in the field for 40 years, this book reviews, explores and develops the theoretical agendas set out in his momentous body of work. Focussed around the four themes of systemic functional theory, linguistic typology, educational linguistics and

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(positive) discourse analysis, chapters debate and develop the key concepts of Martin's work. Engaging with cutting edge theoretical debates in areas such as discourse-semantics, register and genre and affiliation, Discourses of Hope and Reconciliation examines Martin's lasting impact on the field, developing his

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momentous contributions to point the way
to exciting future research directions in
SFL.

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