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Titolo	Reading practices, postcolonial literature, and cultural mediation in the classroom [[electronic resource] /] / Ingrid Johnston, Jyoti Mangat
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Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (91 p.)
Altri autori (Persone)	MangatJyoti
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Soggetti	Postcolonialism in literature Reading
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material -- Spaces of Impact: Adolescents Interrogating a Story of the Air India Bombing -- Truth or Lie: Students Reading the Indeterminacies of an Aboriginal Auto/Biographical Text -- Telling Too Much: Cultural Translation in African Novels for Adolescent Readers -- Outside the Comfort Zone: Re-locating Ourselves in a Postcolonial Literary Pedagogy -- National Identity and the Ideology of Canadian Multicultural Picture Books: Pre-service Teachers Encountering Representations of Difference -- Afterwords -- Canadian Multicultural Picture Books Presented in the Workshops -- Index.
Sommario/riassunto	In this book, Johnston and Mangat consider ways in which particular postcolonial and multicultural literary texts are able to provide a space of cultural mediation for readers from various backgrounds. The studies described in the five chapters of the book explore the spaces of convergence of identity, culture and literature with students and teachers in high school contexts and undergraduates in university settings. In each study, readers are responding to texts that are culturally distant from their own literary and experiential histories. An objective of each study was to consider the nature of the cultural locations of the reader and the text, and the interstitial spaces between these locations. The book interrogates readers' attempts to negotiate

cultural difference in literary contexts and questions how this negotiation requires reading practices traditionally ignored in North American classrooms. The book will offer educators at the secondary and post-secondary levels rich material to draw upon for a rethinking of the school curriculum and will be of interest to scholars of postcolonial and literary studies.
