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Nota di contenuto	Title Page; Copyright Page; Contents; Acknowledgements; List of Figures; Introduction; Chapter 1 The Charted Waters of Reading: How Reading is Claimed, Researched and Defined by Different Fields; The Scientific Studies of Reading: Psychology and Neuroscience; Literary Theory; Social History; Literacy as a Social Practice; Education; Interdisciplinary Studies; The Reader Perspective; Chapter Summary; Suggested Reading; Chapter 2 Reading and Adult Life; Trade, Religion and Empire; Invention and the Shifting Physicality of Reading; Reading and Writing; Reading Aloud and Reading Silently Reading, Civil Rights and IlliteracyChapter Summary; Suggested Reading; Chapter 3 How We Learnt to Read; A Historical Overview; Learning to Read Formally and Informally; Adult Reading Provision and Pedagogy; The Late Twentieth-Century Anglophone Adult Literacy Campaigns; Adult Literacy Pedagogy Today; Chapter Summary; Suggested Reading; Chapter 4 Literature and Literacy Development; Starting Definitions; The Historical Relationship between Literature and Literacy Development; What is it About Literature?; Chapter Summary; Suggested Reading; Chapter 5 Reading Circles; Educational Research Historical and Ethnographic ResearchElizabeth Long; Jenny Hartley; Reading Circles in 2010/2011; The Jane Austen Book Club and The

Guernsey Literary and Potato Peel Pie Society; Chapter Summary; Suggested Reading; Chapter 6 Researching a Reading Circle: What We Did; Adult Literacy Learners to Reading Circle Members; Reading Circle to Research Case-Study; The Reading Circle Process; The Research Process; Chapter Summary; Suggested Reading; Chapter 7 Researching a Reading Circle: What We Did; The Mind-Maps; 1. Reading as Five Acts; 2. Reading Identity; 3. Knowing Words; 4. Building a Story 5. Fiction, Truth and Learning6. Reading as a Group; Chapter Summary; Suggested Reading; Chapter 8 Reading as Experience; Chapter Summary; Suggested Reading; Chapter 9 Reading Circles as 'Ideal Pedagogy'; Peer-Teaching; Negotiated Syllabi; Differentiation; The Needs of First- and Second-Language Speakers; Learning Words; Citizenship; Chapter Summary; Suggested Reading; Chapter 10 The Individual and the Communal; Chapter Summary; Suggested Reading; Chapter 11 The Pleasures and Politics of Novels and Reading Circles; Chapter Summary; Suggested Reading; Conclusion; Summary of Implications
A Return to the ArgumentsCall to Action; Final Thoughts; Glossary; Reference

Sommario/riassunto

Adult literacy teachers are constantly searching for effective, engaging and distinctly adult ways to develop adult emergent reading and, for at least the past two hundred years, adults have formed themselves into reading circles to read and discuss novels on a weekly or monthly basis. Why then are reading circles rarely used, or studied, in formal adult literacy provision? This book explores adult reading development, novel reading and reading circles in the context of a wider examination of reading pedagogies and practices in the English-speaking world. It discusses reading as both an indivi

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