

1. Record Nr.	UNINA9910791181503321
Titolo	Contextualising difficulties in literacy development : exploring politics, culture, ethnicity, and ethics // edited by Janet Soler, Janice Wearmouth, and Gavin Reid
Pubbl/distr/stampa	London ; ; New York : , : Routledge : , : Open University : , : University of Edinburgh, , 2002
ISBN	1-136-48619-4 0-415-28901-7 1-315-01570-6 1-136-48612-7
Descrizione fisica	1 online resource (343 p.)
Altri autori (Persone)	SolerJanet WearmouthJanice ReidGavin <1950->
Disciplina	302.2/244
Soggetti	Reading disability - Social aspects Reading - Remedial teaching Educational sociology
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 at the end of each chapters and index.
Nota di contenuto	Cover; Half Title; Series Page; Title Page; Copyright Page; Table of Contents; Preface; Acknowledgements; Introduction; 1 Policy contexts and the debates over how to teach literacy; Part 1 What is literacy: a simple or complex process?; 2 Literacy: in search of a paradigm; 3 Framing the issues in literacy education; Part 2 Are there increasing difficulties with literacy?; 4 Explanations of the current international 'literacy crises'; 5 Simply doing their job? The politics of reading standards and 'real books'; 6 When will the phonics police come knocking? 7 Literacy assessment and the politics of identities8 Learning difficulties and the New Literacy Studies: a socially-critical perspective; Part 3 Political and historical considerations: curricula and programmatic responses to literacy difficulties; 9 A veteran enters the

Reading Wars: my journey; 10 Reading Recovery and Pause, Prompt, Praise: professional visions and current practices; 11 How inclusive is the Literacy Hour?; 12 Developmental dyslexia: into the future; Part 4 Impact of social class, culture, ethnicity and gender
13 Texts in context: mapping out the gender differentiation of the reading curriculum
14 The literacy acquisition of Black and Asian EAL learners: anti-racist assessment and intervention challenges; 15 Bilingualism and literacies in primary school: implications for professional development; 16 Psychosocial factors in the aetiology and course of specific learning disabilities; Part 5 How can political, social and cultural factors impact upon individual difficulties with literacy?; 17 Myths of illiteracy: childhood memories of reading in London's East End; 18 New times! Old ways?
Part 6 Ethical and social justice issues
19 Justice, literacy, and impediments to learning literacy; 20 Reforming special education: beyond 'inclusion'; Index

Sommario/riassunto

This book provides a range of interdisciplinary and international perspectives on difficulties in literacy development. The high-profile team of contributors provide ethical and policy discussions, as well as contextualising individual and collective strategies to addressing difficulties in literacy development. The chapters break new ground by encompassing a wide range of perspectives related to critical literacy, socio-cultural, cognitive, and psychological viewpoints, to help inform practice, policy and research into literacy difficulties. Issues addressed include: *the diffe
