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Vernaculars; What Is Postcolonialism?; English- and Vernacular-Medium Education in India: Colonial Vestiges, Neo-Colonial Laminations; Issues of Data and Method; Sites That Reproduce the English-Vernacular Divide: Tracking Policies, Inequities in Textbooks; Non-Formal Education, Civic Engagements, Efforts at Equality; Some Communal Issues in Ahmedabad: Setting the Backdrop for Non-Formal Education Gandhian Ideologies in Two Settings: Gandhi's Views on Non-Formal Education, Community Service, and Non-Cooperation The Two Endeavours: Drawing on Non-Cooperation to Expand "Education" and Civic Engagement; The National Social Service Scheme at the Women's College; Education and Community at the Gandhi Ashram; Winding Down: Articulating Implications; Notes; References; 6. "Multiliteracies": New Literacies, New Learning; Introduction; The "Why" of Multiliteracies; Workers; Citizens; Persons; The "What" of Multiliteracies; Designing Meanings; Modalities of Meaning; The "How" of Multiliteracies Experiencing Conceptualizing; Analysing; Applying; Multiliteracies in Practice; Conclusion; Acknowledgements; Note; References; 7. Regrounding Critical Literacy: Representation, Facts and Reality; Introduction; Literacy and the Production of the Subject; Critical Pedagogy; Discourse Analytic Approaches; The Theoretical and Practical Problem: Representation and Reality; References; 8. Biliteracy Continua; Contexts of Biliteracy: Mobility and Sociolinguistic Scales; Media of Biliteracy: Linguaging and Communicative Repertoires Development of Biliteracy: Translanguaging and Flexible Bilingual Pedagogy

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Sommario/riassunto

"In this seminal volume leading language and literacy scholars clearly articulate and explicate major social perspectives and approaches in the fields of language and literacy studies. Each approach draws on distinct bodies of literature and traditions and uses distinct identifiers, labels, and constellations of concepts; each has been taken up across diverse global contexts and is used as rationale and guide for the design of research and of educational policies and practices. Authors discuss the genesis and historical trajectory of the approach with which they are associated; offer their unique perspectives, rationales, and engagements; and investigate implications for understanding language and literacy use in and out of schools. The premise of the book is that understanding concepts, perspectives and approaches requires knowing the context in which they were created, the rationale or purpose in creating them, and how they have been taken up and applied in communities of practice. Accessible yet theoretically rich, this volume is indispensable for researchers, students, and professionals across the fields of language and literacy studies"--

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