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Sommario/riassunto

Through critical sociological appraisals of literary theory, research and pedagogy, this volume presents challenges to dominant psychological approaches in reading research and to mainstream discourses about reading and writing pedagogy. Bringing together the recent work of literacy researchers in Australia, Europe and North America, the volume offers novel critiques and theorisations from within political economy, neomarxist and critical theory, ethnomethodology, interactive sociolinguistics, poststructuralism and postmodernism.

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