

STUDIES
IN
WRITTEN
LANGUAGE
AND
LITERACY

1

Functional Literacy

Theoretical issues and
educational implications

EDITED BY Ludo Verhoeven



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Functional Literacy Theoretical Issues And Educational Implications Studies In Written Language And Literacy

Gerard Giordano



Functional Literacy Theoretical Issues And Educational Implications Studies In Written Language And Literacy:

Functional Literacy Ludo Th Verhoeven, 1994-01-01 The purpose of the volume is to open up new perspectives in the study of literacy by bringing together current research findings from linguistics psychology sociology and anthropology The book divides into five parts The first part deals with theoretical questions related to the definition and the modeling of the construct of functional literacy The second part goes into the notion of literacy development Both societal and individual aspects of literacy development are taken into account In the next two parts the actual achievement of literacy in various regions of the world is dealt with In part 3 the focus is on attaining literacy in developing societies and in part 4 on attaining literacy in industrialized societies In the final part the question is raised how functional literacy can be promoted through education Starting from a cross cultural perspective the central issue is how standards of functional literacy can be established throughout the world

Writing and Literacy in Chinese, Korean and Japanese Insup Taylor, Martin M. Taylor, Maurice Martin Taylor, 1995-01-01 Chinese Japanese South and North Koreans in East Asia have a long intertwined and distinguished cultural history and have achieved or are in the process of achieving spectacular economic success Together these three peoples make up one quarter of the world population They use a variety of unique and fascinating writing systems logographic Chinese characters of ancient origin as well as phonetic systems of syllabaries and alphabets The book describes often in comparison with English how the Chinese Korean and Japanese writing systems originated and developed how each relates to its spoken language how it is learned or taught how it can be computerized and how it relates to the past and present literacy education and culture of its users Intimately familiar with the three East Asian cultures Insup Taylor with the assistance of Martin Taylor has written an accessible and highly readable book Writing and Literacy in Chinese Korean and Japanese is intended for academic readers students in East Asian Studies linguistics education psychology as well as for the general public parents business government Readers of the book will learn about the interrelated cultural histories of China Korea and Japan but mainly about the various writing systems some exotic some familiar some simple some complex but all fascinating

Learning and Literacy in Female Hands, 1520-1698 Elizabeth Mazzola, 2016-04-22 Focusing on the unusual learning and schooling of women in early modern England this study explores how and why women wrote the myriad forms their alphabets could assume and the shape which vernacular literacy acquired in their hands Elizabeth Mazzola argues that early modern women s writings often challenged the lessons of their male teachers since they were designed to conceal rather than reveal women s learning and schooling Employed by early modern women with great learning and much art such difficult or resistant literacy organized households and administrative offices alike and transformed the broader history of literacy in the West Chapters treat writers like Jane Sharp Anne Southwell Jane Seager Martha Moulsworth Elizabeth Tudor and Katherine Parr alongside images of women writers presented by Shakespeare and Sidney Managing women s literacy also concerned early modern statesmen and secretaries writing masters

and grammarians and Mazzola analyzes how both the emerging vernacular and a developing bureaucratic state were informed by these contests over women's hands *Intercultural Education and Literacy* Sheila Aikman, 1999-03-15

Indigenous peoples around the world are calling for control over their education in order to reaffirm their identities and defend their rights. In Latin America the indigenous peoples' national governments and international organisations have identified intercultural education as a means of contributing to this process. The book investigates education for and by indigenous peoples and examines the relationship between theoretical and methodological developments and formal practice. An ethnographic study of the Arakmbut people of the Peruvian Amazon provides a detailed example of the social, cultural and educational change indigenous peoples are experiencing, an insight into Arakmbut oral learning and teaching practices as well as a review of their conceptualisations of knowledge, pedagogy and evaluation. The models of intercultural education being promoted by Latin American governments are nevertheless biliterate and school based. The book analyses indigenous and non-indigenous models based on different conceptualisations of culture and curriculum in the context of the Arakmbut search for an education which respects their dynamic oral cultural traditions and identity, provides them with a qualitatively relevant education about the wider society and addresses the intercultural lives they lead.

A Bibliography on Writing and Written Language Konrad Ehlich, Florian Coulmas, Gabriele Graefen, 2011-06-01

The bibliography offers information on research about writing and written language over the past 50 years. No comprehensive bibliography on this subject has been published since Sattler's 1935 handbook. With a selection of some 27 500 titles it covers the most important literature in all scientific fields relating to writing. Emphasis has been placed on the interdisciplinary organization of the bibliography, creating many points of common interest for literacy experts, educationalists, psychologists, sociologists, linguists, cultural anthropologists and historians. The bibliography is organized in such a way as to provide the specialist as well as the researcher in neighboring disciplines with access to the relevant literature on writing in a given field. While necessarily selective, it also offers information on more specialized bibliographies. In addition, an overview of norms and standards concerning script and writing will prove very useful for non-professional readers. It is therefore also of interest to the generally interested public as a reference work for the humanities.

Literacy and the Second Language Learner JoAnn Hammadou Sullivan, 2002-04-01

The field of second language learning research has grown rapidly in recent years. Educators have become increasingly aware that pedagogical knowledge varies significantly from one subject domain to the next and that findings from educational research in one domain are not necessarily applicable to the next. Researchers in second language learning are adding to our understandings of second language specific pedagogy. There exists a need therefore for an outlet for these ever improving understandings of this content specific pedagogy. The new book series *Research in Second Language Learning* will provide just such an outlet. The series invites articles from all methodological approaches to research. The series will promote a research based approach to the decision making process in second language teaching/learning.

Letter Writing as a Social Practice David Barton, Nigel Hall, 2000 This book explores the social significance of letter writing Letter writing is one of the most pervasive literate activities in human societies crossing formal and informal contexts Letters are a common text type appearing in a wide variety of forms in most domains of life More broadly the importance of letter writing can be seen in that the phenomenon has been widespread historically being one of earliest forms of writing and a wide range of contemporary genres have their roots in letters The writing of a letter is embedded in a particular social situation and like all other types of literacy objects and events the activity gains its meaning and significance from being situated in cultural beliefs values and practices This book brings together anthropologists historians educators and other social scientists providing a range of case studies that explore aspects of the socially situated nature of letter writing

Students Writing in the University Carys Jones, Joan Turner, Brian Street, 2000-01-15 This volume aims to raise awareness of the underlying complexities concerning student writing in the universities The authors address a series of theoretical as well as practical questions regarding the literacies required of students in Higher Education from the perspective of both students themselves and of their tutors The research described here intends to move beyond the narrow confines of current policy debates and the quick fix solutions of writing manuals to explore the epistemological cultural historical and theoretical bases of such writing Issues addressed include the nature of competing epistemologies that underlie the writing process and the varying degrees of explicitness about what academic writing entails ways of challenging the institutional marginalisation of academic writing as teaching learning and research practice what counts as knowledge and how far it is mediated by the rhetorical conventions of one culture to what extent the challenging of such rhetorical conventions is itself a crucial epistemological issue Writing in this volume then is addressed in terms of academic literacy practices involving relations of power issues of identity and theories of knowledge

Writing and Identity Roz Ivani?, 1998 Writing is not just about conveying content but also about the representation of self One of the reasons people find writing difficult is that they do not feel comfortable with the me they are portraying in their writing Academic writing in particular often poses a conflict of identity for students in higher education because the self which is inscribed in academic discourse feels alien to them The main claim of this book is that writing is an act of identity in which people align themselves with socio culturally shaped subject positions and thereby play their part in reproducing or challenging dominant practices and discourses and the values beliefs and interests which they embody The first part of the book reviews recent understandings of social identity of the discursual construction of identity of literacy and identity and of issues of identity in research on academic writing The main part of the book is based on a collaborative research project about writing and identity with mature age students providing a case study of one writer's dilemmas over the presentation of self a discussion of the way in which writers' life histories shape their presentation of self in writing an interview based study of issues of ownership and of accommodation and resistance to conventions for the presentation of self linguistic analysis of the ways in which multiple often contradictory interests values

beliefs and practices are inscribed in discourse conventions which set up a range of possibilities for self hood for writers The book ends with implications of the study for research on writing and identity and for the learning and teaching of academic writing The book will be of interest to students and researchers in the fields of social identity literacy discourse analysis rhetoric and composition studies and to all those concerned to understand what is involved in academic writing in order to provide wider access to higher education Multilingual Literacies Marilyn Martin-Jones, Kathryn E. Jones, 2001-01-12 The research in this unique collection lies at the interface between the fields of bilingualism and literacy It deepens our understanding of the significance of reading and writing as social practices and opens up new lines of inquiry for research on multilingualism The authors incorporate theoretical and methodological insights from both fields and provide detailed accounts of everyday practices of reading and writing in different multilingual settings The focus is primarily on linguistic minority groups in Britain and on the language and literacy experiences of children and adults in rural and urban communities Together the chapters of the volume build up a rich and illuminating picture of specific ways in which literacy is bound up with cultural practices and with different ways of seeing the world They also address fundamental questions about the relationship between language literacy and power in multi ethnic contexts Why Writing Matters Awena Carter, Theresa M. Lillis, Sue Parkin, 2009 This book brings together the work of scholars from around the world UK Pakistan US South Africa Hungary Korea Mexico to illustrate and celebrate the many ways in which Roz Ivanic has advanced the academic study of writing Focusing on writing in different formal contexts of education from primary through to further and higher education in a range of national contexts the twenty one original contributions in the book critically engage with theoretical and empirical issues raised in Ivanic s influential body of work In their exploration of writers struggles with the demands of dominant literacy the authors significantly extend understandings of writing practices in formal institutions Organized around three themes central to Ivanic s work creativity and identity pedagogy and research methodologies the twelve chapters and nine personal and scholarly reflections reveal the powerful ways in which Ivanic s work has influenced thinking in the field of writing and continues to open up avenues for future questioning and research **Solving Education's Problems Effectively** Gerard Giordano, 2009-03-16 Rich in practical information about the history of American education Solving Education s Problems Effectively encourages readers to analyze prioritize and synthesize historical information by applying it to current situations Using more than thirty case studies Giordano suggests solutions to issues that plague educators across the nation from textbook quality to gender race and religion biases The case studies are accompanied by activities to prompt educators to higher levels of thinking about the problems they face **Resources in Education** , 2000-04 **Saving Languages** Lenore A. Grenoble, Lindsay J. Whaley, 2005-11-03 Language endangerment has been the focus of much attention and as a result a wide range of people are working to revitalize and maintain local languages This book serves as a general reference guide to language revitalization written not only for linguists and

anthropologists but also for language activists and community members who believe they should ensure the future use of their languages despite their predicted loss Drawing extensively on case studies it sets out the necessary background and highlights central issues such as literacy policy decisions and allocation of resources Its primary goal is to provide the essential tools for a successful language revitalization program such as setting and achieving realistic goals and anticipating and resolving common obstacles Clearly written and informative *Saving Languages* will be an invaluable resource for all those interested in the fate of small language communities around the globe

Language Policy in Japan Nanette Gottlieb, 2011-11-10 Over the last thirty years two social developments have occurred that have led to a need for change in language policy in Japan One is the increase in the number of migrants needing opportunities to learn Japanese as a second language the other is the influence of electronic technologies on the way Japanese is written This book looks at the impact of these developments on linguistic behaviour and language management and policy and at the role of language ideology in the way they have been addressed Immigration induced demographic changes confront long cherished notions of national monolingualism and technological advances in electronic text production have led to textual practices with ramifications for script use and for literacy in general The book will be welcomed by researchers and professionals in language policy and management and by those working in Japanese Studies

Research Anthology on Bilingual and Multilingual Education Management Association, Information Resources, 2021-10-29 Given the boost in global immigration and migration as well as the emphasis on creating inclusive classrooms research is turning to the challenges that teachers face with the increasing need for bilingual and multilingual education The benefits of bilingual education are widespread allowing students to develop important cognitive skills such as critical thinking and problem solving as well as opening further career opportunities later in life However very few resources are available for the successful practice and implementation of this education into the curriculum with an even greater lack of appropriate cultural representation in the classroom Thus it is essential for educators to remain knowledgeable on the emerging strategies and procedures available for making bilingual and multilingual education successful The *Research Anthology on Bilingual and Multilingual Education* is a comprehensive reference source on bilingual and multilingual education that offers the latest insights on education strategy and considerations on the language learners themselves This research anthology features a diverse collection of authors offering valuable global perspectives on multilingual education Covering topics such as gamification learning processes and teaching models this anthology serves as an essential resource for professors teachers pre service teachers faculty of K 12 and higher education government officials policymakers researchers and academicians with an interest in key strategy and understanding of bilingual and multilingual education

Encyclopedia of Language and Education David Corson, 1997 Made up of eight volumes the *Encyclopedia of Language and Education* is the first attempt at providing an overview of the subject

Perspectives on Language and Language Development Dorit Diskin Ravid, Hava Bat-Zeev Shyldkrot, 2006-08-25

Perspectives on Language and Language Development brings together new perspectives on language discourse and language development in 31 chapters by leading scholars from several countries with diverging backgrounds and disciplines. It is a comprehensive overview of language as a rich multifaceted system inspired by the lifework of Ruth A. Berman. Edited by Dorit Ravid and Hava Bat Zeev Shyldkrot, both from Tel Aviv University, Israel, the book offers state-of-the-art portrayals of linguistic and psycholinguistic phenomena with new insights on the interrelations of language structure, discourse theory, and the development of language and literacy. The volume presents innovative investigations on the interface of language and narrative in a broad range of languages with a section devoted to linguistic studies of Modern Hebrew. It traces the development of language and literacy from early childhood through adolescence to maturity in spoken and written contexts and in monolingual as well as multilingual perspectives. Linguists, psycholinguists, discourse scholars, cognitive psychologists, language teachers, education experts, and clinicians working in the field of language and discourse will find this book extremely useful both as a textbook and as a source of information.

South Asian in the Mid-South Iswari P.

Pandey, 2015-11-11 In an age of global anxiety and suspicion, South Asian immigrants juggle multiple cultural and literate traditions in Mid-South America. In this study, Iswari P. Pandey looks deeply into this community to track the migration of literacies, showing how different meaning-making practices are adapted and reconfigured for cross-language relations and cross-cultural understanding at sites as varied as a Hindu school, a Hindu women's reading group, Muslim men's and women's discussion groups formed soon after 9/11, and cross-cultural presentations by these immigrants to the host communities and law enforcement agencies. Through more than seventy interviews, he reveals the migratory nature of literacies and the community work required to make these practices meaningful. Pandey addresses critical questions about language and cultural identity at a time of profound change. He examines how symbolic resources are invented and reinvented and circulated and recirculated within and across communities, the impact of English and new technologies on teaching, learning, and practicing ancestral languages, and how gender and religious identifications shape these practices. Overall, the book offers a thorough examination of the ways individuals use interpretive powers for agency within their own communities and for cross-cultural understanding in a globalizing world and what these practices mean for our understanding of that world.

Women, Literacy and Development Anna Robinson-Pant, 2004-08-12 This book presents a new perspective on the assumed links between women's literacy and development and explores current innovative approaches to research and policy around women's literacy.

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