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## Textual Practice 112

**Roger Simon**

## **Textual Practice 112:**

**Difference, Silence, and Textual Practice** Peter Freebody, Sandy Muspratt, Bronwyn Dwyer, 2001 This volume discusses the challenge that recent understandings of difference pose to language and literacy educators. It examines the crucial role of language and literacy education in the construction of contemporary cultural and economic conditions.

**International Perspectives on Teaching English in a Globalised World** Andrew Goodwyn, Louann Reid, Cal Durrant, 2013-10-01 The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English IFTE. The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly and incorporate wide ranging topics including The impact of high stakes testing on teaching and learning Addressing the needs of minority groups The digitization of literature and new conceptions of text Rewriting the canon Dealing with curriculum change Best practices in the teaching of English The tension between literacy and English English and bilingual education The impact of digital technologies on teaching and learning Conceptions of English as a subject secondary and tertiary Bringing the critical into the English Literacy classroom The future of subject English Empowering voices on the margins Pre service teacher education The social networking English classroom This text looks at the changing face of subject English from the differing perspectives of policy makers teacher educators teachers and their students It tackles some of the hard questions posed by technological advances in a global society challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English.

**Teaching Against the Grain** Roger Simon, 1992-04-20 Conceiving of pedagogy as a form of cultural politics and teachers therefore as cultural workers Simon offers a fresh vision of the notion of pedagogy. Grounded in an ethical and political stance devoted to the advancement of human dignity Simon reflexively considers the basis on which teachers form their own dispositions and feelings and urges them to consider not only what they might do as teachers but what social visions are supported by their practices. In this in depth discussion of the requirements for a pedagogy of possibility Simon highlights the significance of his theoretical commitment as applied to educational practice. To illustrate the ways that pedagogy is implicated in the construction of a social imaginary Simon explores how the substance of schooling might be recast in a way that involves the work of teaching in reconstituting a progressive moral project for education that can constitute part of a broadly based social transformation. He subsequently offers a social vision on which a pedagogy of possibility might be founded and shows how schools along with other sites of cultural production may be understood as integral to the struggle to establish such a vision. In addition he

discusses in detail how a practice of pedagogy might be conceptualized that would help establish concrete forms of hopeful practice *Critical Theory and The English Teacher* Nick Peim, 2002-03-11 In this radical exploration Nick Peim himself a practising English teacher shows how teachers can use critical theory to bring students own experience back into the subject The author explains how the insights of discourse theory psychoanalysis semiotics and deconstruction can be used on the material of modern culture as well as on and in oral work The book is written in a style which even those with no background in critical theory will find approachable and arguments are backed up with practical classroom examples **Of Words and the World** David R. Ellison, 1993-03-22 Here David Ellison explores the problems encountered by France's best experimental authors writing between 1956 and 1984 when faced with the question What should my writing be about These years are characterized by the rise of the new novelists who questioned the representational function of writing as they created works of imagination that turned in upon themselves and away from exterior reality It became fashionable at one point to affirm that literature was no longer about the world but uniquely about the words on a page the signifying surface of the text Ellison tests this assumption showing that even in the most seemingly self referential fictions the words point to the world from which they can never completely separate themselves Through close readings Ellison examines the novels and theoretical writings of authors whose works are fundamental to our perception of contemporary French writing and thought Camus Robbe Grillet Simon Duras Sarraute Blanchot and Beckett The result is a new understanding of the link between the referential function of literary language and the problematic of the ethics of fiction

Canonical Texts and Scholarly Practices Anthony Grafton, Glenn W. Most, 2016-09-07 In this collection of richly documented case studies experts in many textual traditions examine the ways in which important texts were preserved explicated corrected and used for a variety of purposes The authors describe the multiple ways in which scholars in different cultures have addressed some of the same tasks revealing both radical differences and striking similarities in textual practices across space time and linguistic borders This volume shows how much is learned when historians of scholarship like contemporary historians of science focus on earlier scholars practices and when Western scholarly traditions are treated as part of a much larger cross cultural inquiry

**The Oxford Handbook of Apocalyptic Literature** John J. Collins, 2014-03-17 Apocalypticism arose in ancient Judaism in the last centuries BCE and played a crucial role in the rise of Christianity It is not only of historical interest there has been a growing awareness especially since the 2001 terrorist attacks on the United States of the prevalence of apocalyptic beliefs in the contemporary world To understand these beliefs it is necessary to appreciate their complex roots in the ancient world and the multi faceted character of the phenomenon of apocalypticism The Oxford Handbook of Apocalyptic Literature is a thematic and phenomenological exploration of apocalypticism in the Judaic and Christian traditions Most of the volume is devoted to the apocalyptic literature of antiquity Essays explore the relationship between apocalypticism and prophecy wisdom and mysticism the social function of apocalypticism and its role as resistance literature apocalyptic rhetoric from

both historical and postmodern perspectives and apocalyptic theology focusing on phenomena of determinism and dualism and exploring apocalyptic theology's role in ancient Judaism early Christianity and Gnosticism The final chapters of the volume are devoted to the appropriation of apocalypticism in the modern world reviewing the role of apocalypticism in contemporary Judaism and Christianity and more broadly in popular culture addressing the increasingly studied relation between apocalypticism and violence and discussing the relationship between apocalypticism and trauma which speaks to the underlying causes of the popularity of apocalyptic beliefs This volume will further the understanding of a vital religious phenomenon too often dismissed as alien and irrational by secular western society [Decolonising Education in Islamic West Africa](#) Anneke Newman,2024-12-24 This book uses perceptions and experiences of Qur'anic schools in West Africa to outline a much needed postsecular approach reconsidering the place of Islamic education within African decolonial debates about educational pluralism and the contributions of religious perspectives in academic and international development spaces Decolonial theory is used to overcome the challenges of problematic Eurocentric and colonialist stereotypes about religious actors and faith based schools which persist within international education scholarship and global policy agendas Through fine grained ethnography chapters discuss how parents and young people today engage with classical Qur'anic schools Islamic schools and French medium secular education in Senegal thereby exposing inequalities around gender descent based or caste identities and socioeconomic status as well as their influence on young people's pursuit of knowledge These findings are valuable for scholars exploring the development education religion nexus and promoting Education for All in communities characterised by other than secular worldviews The book will be of interest to academics researchers and postgraduate students working in the sociology of education international education anthropology and religious education Practitioners involved in postcolonial and decolonial debates will also benefit from recommendations regarding educational reform in plural educational contexts [Literacy for Digital Futures](#) Kathy A. Mills,Len Unsworth,Laura Scholes,2022-09-30 The unprecedented rate of global technological and societal change calls for a radical new understanding of literacy This book offers a nuanced framework for making sense of literacy by addressing knowledge as contextualised embodied multimodal and digitally mediated In today's world of technological breakthroughs social shifts and rapid changes to the educational landscape literacy can no longer be understood through established curriculum and static text structures To prepare teachers scholars and researchers for the digital future the book is organised around three themes Mind and Materiality Body and Senses and Texts and Digital Semiotics to shape readers understanding of literacy Opening up new interdisciplinary themes Mills Unsworth and Scholes confront emerging issues for next generation digital literacy practices The volume helps new and established researchers rethink dynamic changes in the materiality of texts and their implications for the mind and body and features recommendations for educational and professional practice **Books In Print**  
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