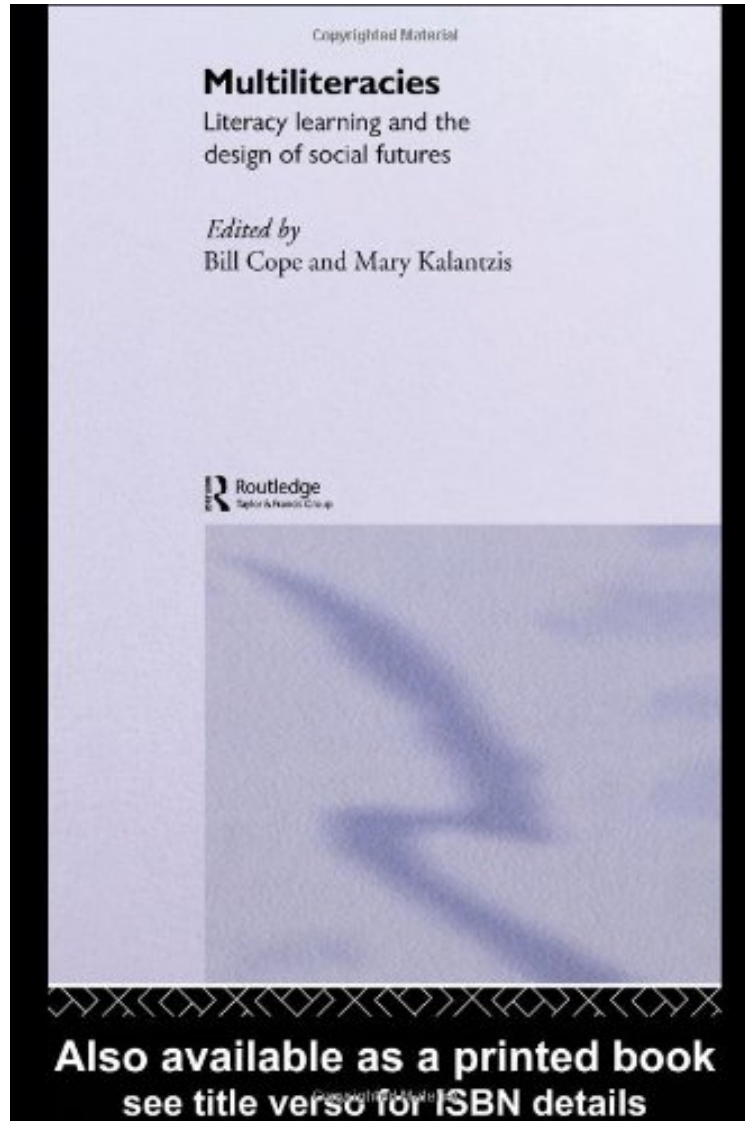


Multiliteracies: Literacy Learning and the Design of Social Futures

From Taylor Francis

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Multiliteracies considers the future of literacy teaching in the context of the rapidly changing English language. Questions are raised about what constitutes appropriate literacy teaching in today's world: a world that is both a global

village yet one which local diversity is increasingly important. This is a coherent and accessible overview of the work of the New London Group, with well-known international contributors bringing together their varying national experiences and differences of theoretical and political emphasis. The essays deal with issues such as: the fundamental premises of literacy pedagogy the effects of technological change multilingualism and cultural diversity social futures and their implications on language teaching. The book concludes with case studies of attempts to put the theories into practice and thereby provides a basis for dialogue with fellow educators around the world.

..."an interesting survey of literacy in the age of multiculturalism."-Geolinguistics About the Author Maren Duvendack is a development economist with expertise in quantitative impact evaluation methodologies and applied econometrics. She is a Research Fellow in the RAPID team at the Overseas Development Institute (ODI), UK, and was previously a Postdoctoral Fellow at the International Food Policy Research Institute (IFPRI) in Washington DC. Maren is also a part-time lecturer in development economics at UEA, UK where she is involved in the MSc in Impact Evaluation for International Development. Richard Palmer-Jones is a Senior Research Fellow at the University of East Anglia, UK. His work draws on an economics and agriculture background with interests in poverty and inequality, well-being, nutrition, health, education, agriculture, irrigation and natural resources. He has been involved in many evaluations of development interventions, several impact evaluations and replications of development research. Laura Camfield is a Lecturer in International Development at the University of East Anglia, UK. She trained as an anthropologist, but now works collaboratively using qualitative and quantitative methods and training others in their use, most recently with the DFID-funded Young Lives longitudinal research study in Ethiopia. At UEA she convenes the main research training module for postgraduates and teaches on courses in impact evaluation, social development, and ethnography.