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LIBERATING LANGUAGE EDUCATION

Edited by Vally Lytra, Cristina Ros i Solé,
Jim Anderson and Vicky Macleroy

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The editors and contributors to this book liberate language and language education by placing them in a 'caravan' of unpredictable actions that are locally situated. This book masterfully centers the aesthetic ways in which people and learners liberate language by bringing art, digital storytelling, drama improvisation, poetry, song, and music into the center of meaning-making.

Ofelia García, The Graduate Center, City University of New York, USA

This is a truly path-breaking volume. It provides a highly original, transdisciplinary vision of how language and language education can be reimagined in research and practice. Drawing on recent advances in theory-building relating to language in contemporary social life, the contributors present rich and engaging accounts of fluid, situated language learning practices and demonstrate, in clear and compelling ways, how language education can be liberated locally from long-dominant ideologies about fixity in language and prescriptive models of pedagogy.

Marilyn Martin-Jones, University of Birmingham, UK

This book engages with new ways of understanding language that include other resources and practices and bring to the fore its messiness, unpredictability and interconnectedness. The chapters illustrate how a translanguaging and transcultural orientation to language can provide a point of entry to reimagining language education in the 21st century.

Liberating Language Education



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Vally Lytra,
Cristina Ros i Solé,
Jim Anderson and
Vicky Macleroy

new
perspectives
on
language
and
education

Vally Lytra is Reader in Languages in Education and Head of the MPhil/PhD Programme in Education at Goldsmiths, University of London, UK. Her research interests include multilingualism, community and minority languages education and inclusive language pedagogies.

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Jim Anderson is Visiting Research Fellow in the Department of Educational Studies at Goldsmiths, University of London, UK. His work focuses on theories and methods of second language learning and bilingualism, multilingualism and new literacies, and language policy.

Vicky Macleroy is Reader in Education and Head of the Centre for Language, Culture and Learning at Goldsmiths, University of London, UK. Her research interests focus on language development and multilingualism, multiliteracies and digital storytelling, and transformative pedagogy.

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