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Reseña

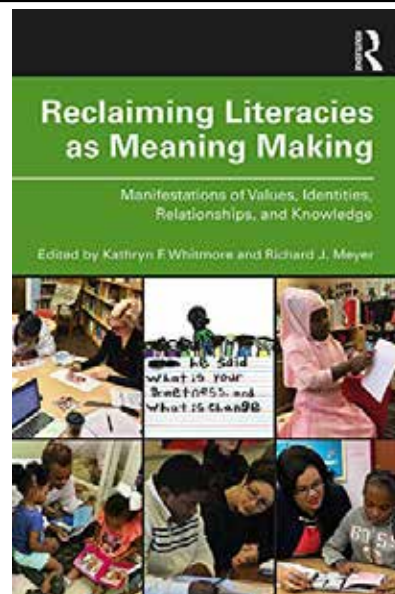
Reseña

Reclaiming Literacies as Meaning Making.

Manifestations of Values, Identities, Relationships, and Knowledge.

Edited by Kathryn F. Whitmore and Richard J. Meyer. Routledge, 2020, 292 pages. ISBN 978-0-367-07421-0

Whitmore and Meyer's main purpose in this book is to introduce us to the concept of Manifestations: evidence of meaning making in literacy processes and products. These editors bring together top literacy scholars from around the world to delve and deepen understanding on what literacy learners experience and what they manifest. These manifestations or demonstrations of meaning making are windows to see a new way for understanding speaking, reading, writing, drawing, playing and some other literacies. The volume reclaims progressive spaces to situate these manifestations of literacies in the discourse of meaning making as opposed to the discourse of acquisition. The discourse of acquisition views literacy as a commodity that one takes possession of, such as a piece of real state. Under this view, corporation sees literacy as a seamless opportunity to make money through teaching materials and standardized tests. Since literacy can be owned, they are the owners and hence, they can control its availability and use. In contrast, the discourse of meaning making sees literacy as consistent with a progressive view, which is learner-centered and consider the human mind and sociocultural conditions. In this view, meaning making is active, social, multimodal, complex and very natural. Whitmore and Meyer have cleverly selected and organized the presentation of the volume following the same style with previous Reclaiming books. Main and longer chapters in which a particular instance of manifestation of literacies is delved into a great depth, followed by a chapter extension, which are shorter pieces that complement the topic being developed. The volume embraces a series of research works organized into five fundamental pillars: Learning, Teaching,



Curriculum, Language, and Sociocultural Context. Each pillar is introduced with a kidwatching story authored by Yetta and Kenneth Goodman which illustrates the essence of each pillar. Throughout these sections, the research done thoughtfully presents the learning processes from two different sides. Manifestations can be a liberating, joyful and favorable event but also those manifestations can be negative due to several factors such as stakes tests.

The selection of topics includes a variety of elements that make each section valuable and worthwhile to read. For instance, in the Learning pillar, authors include analysis for understanding early childhood, middle and high school learners' literacies and a Vygotskian perspective on voice as learners make meaning. In the Teaching pillar, the focus is the different ways teacher do to understand learners' manifestations of literacies. In the Curriculum pillar, learners' real-life and active experiences in classrooms are shared. In the Language pillar, we can find an emphasis in the multilingual and multimodal nature of literacies in schools and communities such as the nuances of African American Vernacular English as related to reading processes and miscues analysis and the language switching phenomenon in the L2 writing process. The last pillar, the Sociocultural, underscores that teaching and learning embrace identities, culture and power. This is a very thought-provoking and essential book to have at hand. I highly recommend it for preservice teachers, graduate students and researchers in literacy education.

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