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Abstract

Major sociocultural contexts of learning such as families, communities and schools are imbued with literacy practices more than others. Given that schools are important sites of social and cultural reproduction, one of the challenges is to be literate. However, literacy is often viewed only as schooled literacy in the dominant language, and is undervalued in the past. In this paper I examine, through a sociocultural lens, the role played by the home in learning. Through data elicited from observations of family interactions and conversations, as well as interviews with two immigrant households, I examine their home and community literacy practices and ask how these relate to schooled literacy. I conclude that immigrant children have far greater language and literacy skills than presumed and recognize language and literacy practices that children engage in at home and in the community, and this requires educational shifts.

Keywords: family literacy practices; immigrant families; language; schooled literacy; social justice

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<http://dx.doi.org/10.15700/saje.v31n3a545>

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