Contents

Acknowledgements		ix
ı:	Reading the word, reading the world Many routes to literacy The scope and organization of this book	1 2 6
2:	Multilingualism	9
	Language and migration Languages in contact	10
	Languages and nation-building What is a language anyway?	14 15
	Multilingualism and the individual	17
	Multilingualism and society	21
	Key points	26
	Activities and discussion points	27
	Further reading	28
3:]	Education in multilingual societies	31
	Languages, politics and education	32
	Marginalized languages	44
	Minority languages and majority speakers	46
	Key points	48
	Activities and discussion points Further reading	50
4: :	Multiliteracies	53
	What is literacy?	54
	What are the issues for literacy in more than one language?	54
	How is biliteracy best developed?	58
	Key points	61
,	Activities and discussion points Further reading	63 64
5: 5	The politics and practice of literacy teaching	65
	Language, literacy and power How do bilingual students learn to read? Learning to write in multilingual settings Key points Activities and discussion points	66 69 75 79 80
	Further reading	82

Learning to be Literate

6: Language, literacy and culture		83
What counts as literacy?		84
How do we explain differences in literacy achievement?		86
How have parents reacted?		88
How do children reconcile home and school?		90
How can schools best support children's literacies?		92
Key points		96
Activities and discussion points		97
Further reading		99
7: Resources for learning		101
The shortage of materials		102
Kinds of resources		102
Innovative approaches		105
The economics of minority language publishing		110
Key points		112
Activities and discussion points		113
Further reading		114
8: Making change in multilingual classrooms		115
The need for training		116
Approaches to continuing professional development		116
So what does effective CPD look like?		118
International collaboration		123
Key points		124
Activities and discussion points		125
Further reading		125
References		127
Index		139