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Encyclopedia of Language and Education

SECOND EDITION

语言与教育百科全书
(第2版)

Literacy

识字教育

VOLUME 2

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LITERACY

识字教育

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SECOND EDITION

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Encyclopedia of Language and Education

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GENERAL EDITOR'S INTRODUCTION¹

ENCYCLOPEDIA OF LANGUAGE AND EDUCATION

This is one of ten volumes of the *Encyclopedia of Language and Education* published by Springer. The Encyclopedia bears testimony to the dynamism and evolution of the language and education field, as it confronts the ever-burgeoning and irrepressible linguistic diversity and ongoing pressures and expectations placed on education around the world.

The publication of this work charts the deepening and broadening of the field of language and education since the 1997 publication of the first Encyclopedia. It also confirms the vision of David Corson, general editor of the first edition, who hailed the international and interdisciplinary significance and cohesion of the field. These trademark characteristics are evident in every volume and chapter of the present Encyclopedia.

In the selection of topics and contributors, the Encyclopedia seeks to reflect the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of sociogeographic experience in our field. Language socialization and language ecology have been added to the original eight volume topics, reflecting these growing emphases in language education theory, research, and practice, alongside the enduring emphases on language policy, literacies, discourse, language acquisition, bilingual education, knowledge about language, language testing, and research methods. Throughout all the volumes, there is greater inclusion of scholarly contributions from non-English speaking and non-Western parts of the world, providing truly global coverage of the issues in the field. Furthermore, we have sought to integrate these voices more fully into the whole, rather than as special cases or international perspectives in separate sections.

This interdisciplinary and internationalizing impetus has been immeasurably enhanced by the advice and support of the editorial advisory board members, several of whom served as volume editors in the Encyclopedia's first edition (designated here with*), and all of whom I acknowledge here with gratitude: Neville Alexander (South Africa), Colin Baker (Wales), Marilda Cavalcanti (Brazil), Caroline Clapham* (Britain),

¹ This introduction is based on, and takes inspiration from, David Corson's general editor's Introduction to the First Edition (Kluwer, 1997).

Bronwyn Davies* (Australia), Viv Edwards* (Britain), Frederick Erickson (USA), Joseph Lo Bianco (Australia), Luis Enrique Lopez (Bolivia and Peru), Allan Luke (Singapore and Australia), Tove Skutnabb-Kangas (Denmark), Bernard Spolsky (Israel), G. Richard Tucker* (USA), Leo van Lier* (USA), Terrence G. Wiley (USA), Ruth Wodak* (Austria), and Ana Celia Zentella (USA).

In conceptualizing an encyclopedic approach to a field, there is always the challenge of the hierarchical structure of themes, topics, and subjects to be covered. In this *Encyclopedia of Language and Education*, the stated topics in each volume's table of contents are complemented by several cross-cutting thematic strands recurring across the volumes, including the classroom/pedagogic side of language and education; issues of identity in language and education; language ideology and education; computer technology and language education; and language rights in relation to education.

The volume editors' disciplinary and interdisciplinary academic interests and their international areas of expertise also reflect the depth and breadth of the language and education field. As principal volume editor for Volume 1, Stephen May brings academic interests in the sociology of language and language education policy, arising from his work in Britain, North America, and New Zealand. For Volume 2, Brian Street approaches language and education as social and cultural anthropologist and critical literacy theorist, drawing on his work in Iran, Britain, and around the world. For Volume 3, Marilyn Martin-Jones and Anne-Marie de Mejia bring combined perspectives as applied and educational linguists, working primarily in Britain and Latin America, respectively. For Volume 4, Nelleke Van Deusen-Scholl has academic interests in linguistics and sociolinguistics, and has worked primarily in the Netherlands and the USA. Jim Cummins, principal volume editor for Volume 5 of both the first and second editions of the *Encyclopedia*, has interests in the psychology of language, critical applied linguistics, and language policy, informed by his work in Canada, the USA, and internationally. For Volume 6, Jasone Cenoz has academic interests in applied linguistics and language acquisition, drawing from her work in the Basque Country, Spain, and Europe. Elana Shohamy, principal volume editor for Volume 7, approaches language and education as an applied linguist with interests in critical language policy, language testing and measurement, and her own work based primarily in Israel and the USA. For Volume 8, Patricia Duff has interests in applied linguistics and sociolinguistics, and has worked primarily in North America, East Asia, and Central Europe. Volume editors for Volume 9, Angela Creese and Peter Martin, draw on their academic interests in educational linguistics and linguistic ethnography, and their research in Britain and Southeast Asia. And for Volume 10, Kendall A. King has academic

interests in sociolinguistics and educational linguistics, with work in Ecuador, Sweden, and the USA. Francis Hult, editorial assistant for the Encyclopedia, has academic interests in educational and applied linguistics and educational language policy, and has worked in Sweden and the USA. Finally, as general editor, I have interests in anthropological linguistics, educational linguistics, and language policy, with work in Latin America, the USA, and internationally. Beyond our specific academic interests, all of us editors, and the contributors to the Encyclopedia, share a commitment to the practice and theory of education, critically informed by research and strategically directed toward addressing unsound or unjust language education policies and practices wherever they are found.

Each of the ten volumes presents core information and is international in scope, as well as diverse in the populations it covers. Each volume addresses a single subject area and provides 23–30 state-of-the-art chapters of the literature on that subject. Together, the chapters aim to comprehensively cover the subject. The volumes, edited by international experts in their respective topics, were designed and developed in close collaboration with the general editor of the Encyclopedia, who is a co-editor of each volume as well as general editor of the whole work.

Each chapter is written by one or more experts on the topic, consists of about 4,000 words of text, and generally follows a similar structure. A list of references to key works supplements the authoritative information that the chapters contains. Many contributors survey early developments, major contributions, work in progress, problems and difficulties, and future directions. The aim of the chapters, and of the Encyclopedia as a whole, is to give readers access to the international literature and research on the broad diversity of topics that make up the field.

The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education. The encyclopedia aims to speak to a prospective readership that is multinational, and to do so as unambiguously as possible. Because each book-size volume deals with a discrete and important subject in language and education, these state-of-the-art volumes also offer highly authoritative course textbooks in the areas suggested by their titles.

The scholars contributing to the Encyclopedia hail from all continents of our globe and from 41 countries; they represent a great diversity of linguistic, cultural, and disciplinary traditions. For all that, what is most impressive about the contributions gathered here is the unity of purpose and outlook they express with regard to the central role of language as both vehicle and mediator of educational processes and to the need for continued and deepening research into the limits and possibilities that implies.

Nancy H. Hornberger

INTRODUCTION TO VOLUME 2: LITERACY

This collection of articles is intended to be both Encyclopaedia and something more. The chapters represent an Encyclopaedic account of current knowledge in the literacy field, in the sense that they cover a broad range of topics and regions by the leading researchers in the field. But they also aim to provide something more in that they are also cutting edge considerations of the nature of the field and how new concepts and ideas are being applied in different contexts. And that itself is a break through in literacy studies, in the sense that traditionally research in literacy has tended to focus on narrower issues, such as the acquisition of skills by those lacking literacy—mostly children but also encompassing ‘illiterate’ adults—and the measurement and recording of these skill ‘levels’. Certainly national and international agencies have been concerned to address this category of people and to ‘improve’ their ‘literacy rates’ by enhancing methods of delivery, so requiring attention to pedagogy, curriculum and assessment. But recent research in the field has begun to step back from these assumptions and has asked ‘what is literacy?’ as a prior question to issues of delivery and learning. The answers to the question ‘what is literacy?’ have been sometimes surprising. It turns out that literacy means different things to different people across different periods of time and in different places. So the concern for those ‘lacking’ literacy has first to be located in time and space and the practical and policy responses will differ accordingly.

To address these prior questions, we have asked historians, anthropologists, linguists, and educationalists to review what we know about literacy across these spans of time and space and to explain to readers in accessible language how we can come to understand what literacy means in these different contexts and from these different perspectives. The result is not simple answers but further complexity. The in-depth, scholarly accounts provided here indicate just how literacy varies as authors consider what it has meant in past times, whether in Europe and the USA (*Harvey J. Graff and John Duffy*), in Africa (*Pippa Stein*) or in South America (*Kwesi K. Prah*) or across different social contexts, such as urban spaces in the UK (*Eve Gregory*) communities in Australia (*Trevor Cairney*) or Nepal (*Roshan Chitrakar and Bryan Maddox*) or Latin America (*Judy Kalman*). Or, to take another cut through the perspectives that scholars now bring to bear on literacy, some authors address what literacy means for children and parents in

South Africa (*Pippa Stein*) or the USA (*Vivian Gadsden, Kathy Schultz, and Glynda Hull*). And this perspective raise further conceptual points, as researchers consider the relationship between literacies in and out of school (*Jabari Mahiri; Kathy Schultz and Glynda Hull; David Bloome; Alan Rogers*) and also in higher education (*Mary Lea*).

Nor is it just a matter of educational contexts, whether for children or adults, that are at stake in reviewing what we know about literacy. What we take literacy to be, whose definitions count and have power in different societies, lie at the heart of all of these accounts—as *Arlette Ingram Willis* brings out in her accounts of Critical Race Theory and *Gemma Moss* in considering Gender and Literacy. The issue of definitions and of power is also evident in chapters on language and literacy by *Jim Cummins, Marcia Farr* and *Constant Leung* and how we frame these social issues associated with the definitions and meanings of literacy are put into broader context for us by *Peter Freebody* in a review of the literature on Critical Literacy and by *Viniti Vaish* on Biliteracy and Globalization. Still, this does not exhaust the range of topics we need to take into account in considering literacy in the contemporary age. Inevitably, we have to look at the place of literacy in broader communicative patterns, notably recent developments in ‘Literacy and Internet Technologies’, which are explored in a chapter by *Kevin Leander and Cynthia Lewis* whilst *Brian Street* attempts an overview of these developments in his ‘New Literacies, New Times’ piece. But at the same time, more familiar considerations regarding how literacy is acquired remain important for our understanding of the field and a number of papers do address reading as a significant dimension of literacy practices, notably *John Edwards* in his chapter ‘Reading: Attitudes, Interests, Practices’ and also those papers already signalled that deal with literacies in and out of school, such as those by *David Bloome* and by *Kathy Schultz and Glynda Hull*.

This summary, then, has in a sense come full circle, starting with reference to ‘traditional’ concerns with literacy as reading acquisition, moving through varieties of time and space, attending to social categories such as gender and race, taking on board recent sophisticated considerations of language and language varieties as they relate to literacy, noting the significance of new technologies and finally reminding ourselves of the role that education and learning must play in addressing these issues. And that is probably the major significance of what the authors in this volume have to tell us—that if we wish to address issues of policy and practice with regard to literacy, including how we learn to use it, then we will need to take account of various combinations of all of these other issues and the complexity they indicate even as we address any one context and set of practices. How these issues and topics combine will vary, as the authors show in demonstrating the different

literacies and policies and meanings to be found in Africa, Asia, the American continent and Europe and across different time spans. If that makes it harder for all of those involved—policy makers, educationalists and researchers—then that is the job of an Encyclopaedia such as this, to help us to come to such topics in the full light of what is known rather than acting out of partial knowledge.

Having indicated some of the key themes and issues, we now provide a brief summary of the 26 chapters included in this Volume, as a kind of map of the overall text. The first section of the volume is entitled 'Literacies and Social Theory' and attempts to provide the reader with some key theoretical frames and organising concepts before authors address more closely particular social institutions, in Section 2 and particular social and cultural experiences of literacy, in Section 3. The sections inevitably overlap but this organisation can provide one route through the volume for those who wish to move from the more theoretical to the more concrete and contextualised accounts of literacy. However, since the topic itself is literacy, we are acutely conscious that each reader will develop your own route through the text.

SECTION 1: LITERACIES AND SOCIAL THEORY

The volume begins with a piece by the editor, who suggests his own map of the field of literacy studies and how it is learning to deal with what he terms 'New Literacies, New Times'. He begins with an outline of the current theoretical frameworks, in particular work in New Literacy Studies, in multi-modality, and in theories of technology and artefact. He then considers some of the educational responses evident in different countries as they come to terms with the challenges posed by new literacies. Anticipating the end rather than the beginning of the Volume, he also makes some suggestions as to why it is that policy in some countries—notably the USA and UK—seems to be facing in the opposite direction to that which the research base tells us is needed. We begin to see possible answers to this question straight away in the recognition by *Arlette Willis*, writing about the USA, that literacy cannot be separated from social position, which for many is a racialised position. In addressing Critical Race (CRT) Theory she argues, firstly, that this topic is not limited to some sub categories of society, such as African Americans' experience, or individual acts of prejudice. Rather, she suggests, activists and scholars have long believed that it is equally important to address epistemological and ideological racism along with psychological and emotional effects of racism situated in US social and political systems and institutions. And secondly, she argues that the acquisition and use of literacy can be seen as a key component of such epistemological and ideological positioning. To understand

the nexus of CRT and literacy, she reviews the genesis, definitions, basic concepts, and tenets of CRT from legal studies, followed by its evolution in educational and literacy research. Pointing, as all of the chapters do, to 'Future Directions', she suggests that work by Literacy scholars will envisage CRT's 'emancipatory and transformative positioning' so that knowledge of racial/cultural positioning will be effected through use of narratives and voice and that this in turn will offer a more adequate route to examine race, racism, and power in society. Literacy, in the sense of narrative and voice, calling upon autobiography, biography, parables, stories, *testimonio*, voice infusing humor, and allegory can expose hidden truths and explicate and situate race, racism, and power within the experiences of people of colour. This, then, is a broader and more 'social' and power laden view of literacy than many accounts simply of acquisition or of reading have allowed.

Moving to another continent, *Kwesi K. Prah* provides a scholarly and detailed summary of Language, Literacy and Knowledge Production in Africa, that likewise brings home the significance of power relations and of different epistemological and language based definitions in understanding literacy. Kwesi locates our view of literacy within the larger purview of language and provides a detailed account of the different languages known to exist in Africa and how they have been mapped by linguists. This is partly in contrast with earlier and perhaps still dominant perspectives that are uncertain what we really know about Africa—the 'uncertainty principle lingers,' as Prah suggests. Following this account we should be less uncertain both about the actual languages but also about their social roles and their relationship to literacy. For instance, Prah indicates the difference to be observed between the languages of the elites and the languages of the broad societal majorities. Education and literacy, in the dominant languages (and in English), have a significant role to play in both reinforcing and challenging this divide. The relationship between oral and written channels of communication and bases for knowledge may not be as clear cut as earlier scholars such as Goody suggested or as superficial views of Africa may suggest—indigenous knowledge, embedded in oral cultures, plays a significant role even as literacy spreads. Following a scholarly summary of the impact of outside scripts and the development of indigenous scripts in Africa in the past century, Prah argues that African development requires the spread of literacy in African languages.

Prah's historical account of literacy development in Africa is complemented by an analysis by *Harvey J. Graff* and *John Duff* of the development of literacy in western societies. Building on Graff's earlier historical work they argue that our understanding of these developments is often better characterised as 'Literacy Myths' and, like Prah, they throw doubt on Goody's and others' hypotheses that 'the acquisition

of literacy is a necessary precursor to and invariably results in economic development, democratic practice, cognitive enhancement, and upward social mobility'. Problems of definition and measurement in particular have undermined such claims. Despite this, as they show, many public institutions continue to develop policy and practice based on this myth. In keeping with many of the chapters, for which theirs provides a key conceptual framing, they argue that the myth 'is not so much a falsehood but an expression of the ideology of those who sanction it and are invested in its outcomes'. Building on this social analysis, they document major elements of the myth over time—the myth of decline, and the myth of the alphabet—and then consider its role in current public policy. Like many authors in this volume they suggest that what research can tell us, in terms of educational implications, is that 'there are multiple paths to literacy learning'. They conclude that the reflections provided in this chapter 'offer a more complex narrative than that of the Literacy Myth. They may also point toward new and different ways of understanding, using, and benefiting from the broad and still developing potentials that literacy may offer individuals and societies'.

Kevin Leander and *Cynthia Lewis* bring these historically based arguments up to date in a chapter entitled 'Literacy and Internet Technologies'. In keeping with the other authors, Leander and Lewis recognise that such an account 'reveals as much about the current theoretical and ideological paradigms operating in any time period as it does about technology's relationship to literacy'. Nevertheless, we learn a great deal about contemporary technologies and their uses in literacy activity, such as interactive and networked computing media, and the use of a range of semiotic modalities beyond just print in order to make meaning, including sound, icons, graphics, and video. They are particularly interested in 'how networked technologies fundamentally change the relationships of literacy to social relations' and the chapter provides detailed examples of such practices in and out of school, including inevitable reference to blogs, video games, multimedia etc. Maintaining their focus, though, on the social contexts rather than just the technologies, they point to the location of technologies in fanfiction communities, in children's learning in and out of school, and in 'zones of mobility for underserved youth' and argue for multidisciplinary approaches to understanding such processes.

Jim Cummins has been one of the leading scholars in developing theory about language development in educational settings and in this chapter he addresses some of the criticisms that have been made of his work as it relates to literacy theory. He takes us through the distinction he developed, that has provided the basis for much work in education, between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). He discusses

its relationship to other theoretical constructs, and shows how it has evolved such as with regard to studies of power relations between teachers and students and with respect to theories of multiple literacies. With regard to critiques that his distinction locates him within an autonomous model of literacy, Cummins argues that there is no contradiction between his theoretical interests and those of New Literacy Studies but that the BICS/CALP distinction has been specifically located in educational settings where likewise different literacies may be operationalised: 'One can accept the perspective that literacies are multiple, contextually specific, and constantly evolving (as I do) while at the same time arguing that in certain discursive contexts it is useful to distinguish between conversational fluency and academic language proficiency'. This latter stance is developed later in the volume in the account of 'academic literacies' by Mary Lea and what the argument indicates is that the authors in this Volume, whilst strongly grounded in the scholarship of their field, are using their chapters to develop key arguments and debates, not just providing lists of previous knowledge. In that spirit he concludes by seeing future directions in the field being dependent on 'teachers, students, and researchers working together in instructional contexts collaboratively pushing (and documenting) the boundaries of language and literacy exploration'.

John Edwards picks up exactly this nexus of researchers and practitioners as the site for development of our understanding of that dimension of literacy concerned with 'Reading: Attitudes, Interests, Practices'. He argues for the importance of the social psychology of reading, that attends to the 'questions of what people read, how much they read, and the purposes and effects of their reading' and not just the technical decoding skills that continue to dominate the literature and to influence policy and educational design. In this vein, he argues that 'in many modern societies, *aliteracy* is as much an issue as functional literacy. It is certainly more compelling in a social-psychological sense, because the question here is why some of those who *can* read *don't* read'. He summarises the research literature that considers what and why people read rather than more narrowly their cognitive skills, using surveys such as the Roehampton Institute's study of children's reading habits in the UK. He addresses through such studies, issues of gender differences in reading, the difficulty of measurement and questions of content and preferences such as fiction and non fiction, citing also his own survey of children's reading habits that combined large respondent numbers with detailed assessment instruments. Despite a long record of such work, he still sees 'future directions' as needing to move beyond descriptive to more robust theoretical perspectives. One possibility here might be the marrying of the more 'technical' approaches with the more social ones evident in his work and that of others in the volume.

A number of the chapters reviewed so far indicate that understanding of the relationship between gender and literacy is crucial to such new social and theoretical approaches. *Gemma Moss* provides an incisive overview of work in this field, linking it especially to educational interests. She notes that interest in gender and literacy has recently shifted from concern for girls to current worries about boys' underachievement. She links this to the current dominance of performance-management cultures and their aim of securing maximum homogeneity in outcomes from education. Literacy plays a leading role in these debates but, as we have seen with other chapters, its definition is contingent on both specific contextual issues and broader policy frames, such as the concern for 'homogeneity' identified by Moss. Moss firstly summarises debates in the field, notably the two strands represented by feminist concern with content on the one hand and those more focussed on literacy learning on the other. By the 1990s it was boys' underperformance that became a centre of attention and she provides close summaries of different perspectives on this theme, addressing views of what needed to be 'fixed'. Her own position focuses on what she sees as the 'turn in analysis from what the curriculum says directly about gender to how the curriculum orders its knowledge base and regulates knowers' and she wonders whether this might be the best direction for committed researchers to turn. New regimes of accountability and managerialism, she suggests, may create new struggles for gender politics and the role of literacy may take on a different hue in this context than it did in earlier ones.

Peter Freebody addresses many of the themes raised so far, under the heading of 'Critical Literacy Education' for which he provides a sub heading that indicates the focus of the chapter: On Living with 'innocent language'. What he means by this is that 'Socialization entails, among other things, using language as if its relation to material and social realities were innocent and natural—transparently determinable, fixed, singular, and portable'. It is this critical reflection on language that provides a grounding for likewise critical perspectives on literacy, a link that occurs in a number of other chapters in this Volume (e.g. *Sichra, Leung, Farr*). The educational dimension of this, especially, involves the contest between training students to critically think and providing regulatory frameworks. He summarises early accounts of this contestation and its significance for literacy in both theory and practice and then describes a 'loose affiliation of theories' that have particularly focussed on literacy in education. He then identifies some of the problems currently facing critical theories generally, notably their particular expressions in different disciplines, and 'tussles between these disciplines for the ownership of the essence of the critical literacy education project'. He lists a set of questions that critical literacy theorists