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Nota di contenuto	Book Cover; Title; Copyright; Contents; Foreword; Preface; Acknowledgments; Chapter 1: Introduction: A New Way of Thinking about Biliteracy; Chapter 2: Emma as a Young Child; Chapter 3: Writing across Writing Systems: Theoretical Approaches; Chapter 4: Writing and Drawing as Active Discovery; Chapter 5: Early Writing as Social Practice: The Self in Action; Chapter 6: Reading as Social Practice: Breaking the Code of Code Switching; Chapter 7: "I Don't Want to Be Japanese Anymore": When Emma Met School; Chapter 8: The Journey of Becoming Biliterate; References; Index
Sommario/riassunto	Through the real-life context of one child learning to be bilingual and biliterate, this book raises questions and provides a context for pre-service and practicing teachers to understand and reflect on how children learn to read and write in multiple languages. Highlighting the social and cognitive advantages of biliteracy, its purpose is to help teachers better understand the complexity by which young children become biliterate as they actively construct meaning and work through tensions resulting from their everyday life circumstances. Perspectives regarding identity and language ideolog

