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Globally, international migration, and specifically, international youth migration, is on the rise. Statistics from the United Nations Department of Economic and Social Affairs show that in 2010, approximately 213 million people migrated worldwide. Of these, approximately 33.3 million migrants were less than 20 years old and accounted for 15.6 per cent of all international migrants. Though children born to international migrants are excluded from this figure, they nevertheless, represent a significant influx of capitol to the countries they inhabit (United Nations, 2012). To meet the needs of learners within the contexts of 21st century transnationalism (Levitt, 2001; Portes, Guarnizo, & Landolt, 1999; Robinson, 2003), internationalism (Cambridge & Thompson, 2004; Jones, 1998) and globalization (Dale, 2000; Green, 1997; Jones, 1998; Spring, 2008; 2014), an emphasis on diversity in language and literacy across local, national and international boundaries (Hornberger, 2007; Lam & Warriner, 2012; Luke, Iyer, & Doherty, 2011) is required. At the crux of this emphasis is the need to develop an understanding of the ways in which intersections in language and literacy have been conceptualized, researched, and practiced to facilitate language learners’ linguistic and literacy development within and across Majority and Minority Worlds (Triebel, 2005).

Increasingly, literacy is premised on the notion that learners flexibly navigate a myriad of contexts and cultures (Street, 1995; 2003). In comparison to traditional notions of literacy that emphasized ‘constrained’ skills (Paris, 2005), 21st century transnational and international contexts and cultures require learners to access new technologies, interact via multiple modes, and in essence, leverage new literacies while attending to a myriad of technological, cultural and linguistic variations in the function of these multimodal tools (Au, 2000; Cope & Kalantzis, 2012a; Heath, 1983; Lankshear & Knobel, 2011; Leu et al., 2011; Moll, 1992; New London Group, 2000). These new ways of viewing literacy practices reflect ‘ideological’ conceptions that acknowledge the interconnections between literacy as practice and the situatedness of reading and writing within a variety of contexts for a range of purposes (Street, 1995). In this volume, conceptions of literacy with which the authors interact, mirror in many ways these ideological perspectives that are concerned with language as a function of social and cultural context (Duranti & Goodwin, 1992; Ochs, 1990; Ricento, 2014). Thus, culture, in this work, is taken refer to “a certain commonality of meaning, customs, and rules (not a homogenous entity) shared by a certain group of people and setting a complex framework for learning and development” (Trommsdorf & Dasen, 2001, p. 3004). Moreover, it represents “experience in local, face-to-face interactions that are locally constrained and heterogeneous with respect to both ‘culture as a whole’ and the parts of the entire toolkit experienced” by the individual (Cole & Engeström, 1993, p. 15).
These perspectives position examination of cross-cultural approaches to language and literacy as contextualized and situated within examinations of language learners’ practices in and across the local contexts of home, school and community (Moll, 2000; Rogoff, 2003; Rogoff, Mistry, Göncü, & Mosier, 1993). But they also call into existence the ways in which culture functions as a construct within broader contexts where cross-cultural experiences function as interactions across national and international boundaries, and where individuals identify and respond to challenges created by the requirements of novel languages, linguistic contexts, and literacies across these borders (Schwartz, Unger, Zamboanga, Szapocznik, 2010). With the growing forces of transnationalization, internationalization and globalization, learners who interact across local, national and international spaces engage in an ongoing positioning and repositioning of linguistic and literacy resources such that they function differentially based on space and place (Blommaert, 2005).

For teachers who must facilitate learners’ successful functioning across cultural contexts, drawing upon the beliefs, knowledge, experiences and pedagogical practice becomes critical if they are to enable learners to adjust to literate demands across local, national and international boundaries. For administrators, researchers and legislators whose attempt to minimize the impact of disconnected cultural language and literacy practices across these contexts, understanding the ways in which they can address cross-cultural challenges across organizational systems and structures will play a pivotal role in creating learning communities where linguistically and culturally diverse students can position themselves as literate interlocutors of language. In providing firsthand and ‘insider’ accounts of the ways in which teachers acknowledge their personal linguistic and literate predispositions, the challenges that learners face in navigating cross-cultural local, national and international spaces and places, and the steps to be taken by administrators, legislators and researchers in addressing the challenges that inhibit learners’ literate success, this nuanced, contextualized and globally-situated discussion of issues in cross-cultural literacy and language research points opens up an array of possibilities that advance the field.

The authors in this volume situate their discussions of language and literacy in context, focusing on detailed and situated descriptions of intersections in literacy and language learning and instruction. This situatedness and contextualization of yielding intersections is further strengthened through the use of theoretical frameworks that emphasize the shifting, fluid, and hybrid nature of language use in differentiated contexts for multiple and authentic purposes. Drawing from ideological conceptions of literacy and language embedded in anthropological, critical, cultural, ecolinguistic, economic, linguistic, social, sociolinguistic, sociopolitical, philosophical, and post-structural perspectives, and relying on cross-cultural and cross-linguistic diverse perspectives that pertain to language and literacy across Canada, the Caribbean, China, Egypt, Japan, Korea, Mexico, Sierra Leone, South Africa, and the United States, this book serves as a representation of the ways in which attempts have been made to address cross-cultural nuanced understandings inherent in 21st century language and literacy teaching and learning.

This volume contains 19 chapters, each containing implications transferable to other similar contexts. The research presented is primarily qualitative, and the majority of studies are framed primarily by sociocultural approaches. The chapters are presented in three parts, concentrating first on qualitative research conducted with bilingual, multilingual and bidialectal learners, followed by qualitative research involving teachers of culturally and linguistically diverse learners. The subsequent and third part of the handbook presents chapters concerned with conceptualizations for bridging gaps in cross-cultural language and literacy learning and instruction across local and international contexts. The first part of the book begins with studies focused on the cross-cultural challenges faced by learners at the higher end of the K-20 spectrum and then progresses to cross-cultural challenges faced by these learners at the beginning.
of the educational spectrum. The second part of the book begins with research concerning the broader international cross-cultural challenges faced by teachers of linguistically and culturally diverse learners, then progresses to research concerning cross-cultural challenges across local contexts of home, school and community. The third part of the book begins with a broader international foci and narrows to local cross-cultural contexts that highlight conceptual approaches for addressing cross-cultural challenges in language and literacy teaching and learning.

As researchers in the fields of literacy, second language, and multicultural education continue to grapple with the ways in which to meet the needs of culturally and linguistically diverse learners (Garcia, 2008; Gay, 2010; Lucas & Villegas, 2013) and as teachers, researchers and administrators attempt to understand the challenges of ‘layered simultaneity’ (Bloomaert, 2005) created by the differential functioning of literacy resources within and across contexts, this book enables teachers (e.g., bilingual, dual-language, ESL, ESOL, TESOL), researchers (e.g., local, national, international), educators and policy makers to extend their thinking about responding to (Ladson-Billings, 1995; 2011), sustaining (Ladson-Billings, 2014; Paris, 2012) and revitalizing (McCarty & Lee, 2014) the literacies of culturally and linguistically diverse learners. In the heterogeneous international perspectives and ‘insider’ accounts characteristic of this publication, the field is presented with an opportunity to challenge the construct of literacy as a Standard English monolingual norm and instead, reposition the literate bilingual and multilingual speakers as a legitimate participant whose multilingual literate sense of self is preserved in the navigation of local and transnational worlds. Below, we describe each chapter and the unique lens offered through which to understand the challenges faced by language and literacy learners, teachers, or administrators as they facilitate literacy practices as a function of context.

The introductory chapter by Amma Akrofi and co-author, Amy Parker, explores an assessment project that examines the “Literacy-on-the-Job” needs of young adults in Sierra Leone, West Africa. This chapter provides an excellent description of how young adults in a developing country bridge the gap between their home and work literacies by learning to enact literacy practices while working in an industry. The authors utilize a project in Sierra Leone to design an intervention suitable for young multilingual adults who were potential hires for industries in Sierra Leone. Through this intervention, they address the literacy skills of young adults in Sierra Leone within the context of practical internships and employment opportunities that not only benefit the participants, but also benefit corporate partners by enabling them to hire literate and skillfully prepared workers who can utilize their literate capacity to function adequately in the global world. From the findings obtained in this study, the authors demonstrate how initiatives such as these impact the overall human development of young adults while simultaneously promoting literacy advancement and ensuring individuals a secure, democratic future.

In keeping with the emphasis on bridging literacies across cultures, the second chapter by Patrick Smith and Luz Murillo examines the literacies of bilingual individuals living in the Texas border colonias, which are small, semi-urban, and marginalized communities along the U.S.-Mexico border. This chapter makes a meaningful contribution in presenting a lens for cross-cultural literacy teaching across the border colonias of Mexico and the United States. Highlighting the value inherent in multiple forms of literacy produced and consumed in colonia communities and demonstrating the practices through which they are enacted, this chapter documents the ways in which residents of border colonias use biliteracy to foster and draw on different forms of human capital, mediate exchanges of capital with others and achieve conversion between and among literate forms. To achieve this goal, the authors identify major challenges faced by teachers and parents of children in border colonias as they foster literacy development in Spanish and English. This chapter makes a contribution to the field because it presents U.S.
and Mexican K-12 teachers with insights about the ways in which a unique group of learners experience biliterate development within and beyond American schools. By understanding how biliteracy functions as a family resource for learners from colonias and other marginalized border communities, pedagogical interventions can be engineered that enable Mexican-American students to develop confidence and leverage their non-dominant literate practices in traditional spaces of schooling that encourage and sustain these practices.

Donna Velliaris, in the third chapter, extends the focus on parental involvement in students’ home literacies by emphasizing the role of international parents in bridging linguistic and cultural gaps for language learners. The author examines how parents influence the language and literacy learning experiences of Japanese bilingual and multilingual learners who function in cross-cultural settings where a tendency exists to adopt hegemonic English ideological and monocultural perspectives. Specifically, she explores the role of international parents via an integrated worldview and considers how their use of language in the home, school and community impacts decisions made by students to utilize varied linguistic forms. In documenting parents’ understanding(s) of their children’s language, the chapter demonstrates the ways in which the language of transnational children is affected in Tokyo. By extension, the author allows parents of language learners in representative international education contexts to obtain concrete insights about the ways in which they inadvertently impact their students’ uses of language. By extension, teachers of these learners can understand how they might explore the complexities involved in these learners’ decisions about language use across local, national, and international contexts.

Focused on cross-cultural approaches as a function of local as opposed to national and international contexts, the fourth chapter, co-authored by Pauline Millar and S. Joel Warrican, represents an action research project focused on bidialectal learners in the Caribbean country of Barbados. Drawing on the Freireian (1970) notion of critical literacy and notions of third space (Bhabha, 1994), the authors base the study on the premise that students’ perceived disengagement from conventional literate practices is a significant cause for growing concern in the wider Barbadian community. Arguing that the tools of literacies must be leveraged to engage youth with various forms of communications technology and challenging the continued emphasis on traditional texts for these learners, the authors address the ways in which technological tools can be used to foster teaching of literacy while fully engaging students. Their findings further suggest that in redefining the roles of teachers, these tools facilitate students’ literate comprehension and critical thinking across in-and-out of school contexts. This chapter is useful because it demonstrates that transformation in teacher roles and in pedagogical practice is significant in enacting a third space for language learners; not as event (Lewin, 1947) but as process (Fullan, 2007). Teachers and administrators in the Caribbean context can benefit from the way in which this chapter repositions bidialectal learners as manipulators of new literacies. Moreover, educators in representative settings such as those of the Caribbean may gain insight into the ways in which they can leverage technologies to bridge the gaps between in-and-out of school literacies for bidialectal learners.

The fifth chapter, authored by Kelli Campbell, also explores the ways in which cultural gaps can be bridged in language and literacy within and across local contexts. In this chapter, the emphasis is placed instead on international language learners within the United States. The author examines the effectiveness of the Leveled Literacy Intervention (LLI) framework with English language learners (ELL) newcomers (immigrants) and their literacy achievement using the case study method and cross-case analysis. Challenging established and problematic trends in the teaching of English language learners, the author documents effective literacy instruction and reading intervention strategies for ELL newcomers as a means of understanding the effectiveness of the LLI with students who have received limited English
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reading instruction. In doing so, she hoped to identify the practices that best assist these readers. By highlighting the effectiveness of LLI with this unique population of learners and demonstrating how academic progress became stunted in the absence of the LLI intervention, this chapter demonstrates the importance of attending to linguistic and literate challenges faced by international language learners newcomers during their acculturation to cultures in countries of reception. Further, the author highlights supportive mechanisms important for sustaining ELL’s literacy development across international contexts.

In the sixth chapter, Eurydice Bouchereau Bauer and Dorian Harrison extend the emphasis on cross-cultural practices in local contexts by considering the ways in which nine African-American parents’ investment and outreach functioned in the lives of their bilingual and bidialectal children across home and school communities. In documenting the parents’ responses about their experiences in the first two years of a dual language program, the authors found that the forms of capital students gained in the context of the dual language program at school impacted the adults (parents and grandparents) at home. Moreover, the findings showed that students’ home interactions impacted the ways in which parents and students viewed themselves and their community and demonstrated parents’ ambivalence regarding their children’s learning of basic school concepts in a second language. By capturing the ‘tug and pulls’ associated with families need for providing their children with the best opportunities in a racialized society, this study raises a critical awareness about the contested uses of languages across home and school spaces and the challenges for interlocutors in leveraging language use.

Wenyong Zhou and Guofang Li, co-authors of the seventh chapter, transition to an emphasis on teachers’ cross-cultural language and literacy practices by focusing on teachers’ practices in a dual-language Chinese immersion program in a Midwestern state. In this study, the authors work within the context of a 50/50 immersion model where students spent half of their day learning in English and the other half learning Mandarin Chinese. During this process, the authors identified pedagogical challenges in cross-cultural Chinese language teaching by examining the perceptions and experiences of Chinese immersion teachers in the U.S. Findings from the study presented in this chapter indicate that the Chinese immersion teachers in the U.S. encountered six major challenges in the immersion teaching, namely curriculum development, use of the target language, classroom management, subject area teaching, teaching style, and working with American partners and parents. In identifying specific challenges across transnational boundaries, the chapter provides insight into the ways in which international language practitioners may need to adapt to dual-language settings across linguistic and cultural contexts.

Focused instead on teachers’ language and literacy practices across national contexts, Deborah Kozdoras, Christine Joseph, and Karen Kozdoras, in the eighth chapter, outline the importance of cross-cultural affordances for teachers who leveraged digital storytelling in their instruction of language learners across Canadian and U.S. contexts. Through an emphasis on the use of technological tools to facilitate cross-cultural understandings and to validate the cultures and practices of all learners, the authors challenged traditional multicultural perspectives that tend to privilege the linguistic and literate experiences of specific cultural groups and approach cultural difference from a deficit perspective. The chapter presents the argument that adopting a cross-cultural perspective to teach language and literacy across Minority World and “Inner Circle” contexts such as the U.S. and Canada will necessitate a re-envisioning of the potential for transformation and reciprocity. They foresee this process as one that can allow new literacies to reposition monolingual and monocultural learners in ways that allow them to learn from immigrant multilingual language learners in much the same way that language learners are expected to learn from mainstream students as they adapt to new cultures.
The ninth chapter, by Ho-Ryong Park, and Deoksoon Kim, also concentrates on technological affordances for teaching by investigating the experiences and learning of 110 preservice teachers in English for speakers of other languages (ESOL) courses as they planned around, read and used Korean electronic storybooks. The authors explored the experiences and praxis of these teachers in the context of four sections of an online ESOL teacher education course, as they aimed to understand the ways in which preservice teachers used strategies and resources in technology-infused educational contexts. Focusing on ESOL teachers’ perceptions of technology use, the authors highlight the significance for understanding how the teachers’ experiences, knowledge, and responses to linguistically and culturally diverse teaching resources influence their perspectives about the use of multimodal texts and tools for bridging cross-cultural and cross-linguistic gaps for language learners.

Patriann Smith and Alex Kumi-Yeboah, in the tenth chapter, transition from teachers’ learning about pedagogical practices and experiences and focus instead on teachers’ personal experiences by investigating the cross-cultural experiences of an international English-speaking multilingual teacher. Challenging the notion of international multilingual teachers as individuals who naturally possess the capacity to respond to linguistic and cultural diversity, the authors explore one multilingual teacher’s linguistic and literate experiences across the international contexts of the Caribbean nation of Dominica and the United States. By highlighting the teacher’s negotiations, re-positioning, and revisiting of his linguistic and literate predispositions to native and standard languages via three distinct recursive “pathways,” namely, attitude transformation, strategy use, and identity formation, the authors demonstrated the need for further exploration of international multilingual teachers’ linguistic diversity. Moreover, they highlighted the need for a reexamination of such teachers’ capacity to respond to linguistic and cultural diversity based on their personal experiences with language and given the ideological contexts in which these experiences are framed. This chapter represents a contribution to the field of multicultural education because it requires a revisiting of assumptions for recruiting (international) culturally and linguistically diverse teachers and questions whether international multilingual teachers’ personal experiences and ideological beliefs about language may inhibit their ability to meet the needs of culturally and linguistically diverse learners.

In the eleventh chapter, Aria Razfar, Beverly Troiano, Ambareen Nasir, Eunah Yang, Joseph Rumenapp, and Zayoni Torres extend the emphasis on teachers’ ideologies about language by adopting a comprehensive approach to examining the process through which teachers become researchers, and thereby centralize English learners’ linguistic capital as a means of socially re-organizing learning across U.S. home and school contexts. Relying on notions of cultural historical activity theory (Engeström, 1999; Roth & Lee, 2007), funds of knowledge (Moll, 1992), language ideologies (Razfar & Rumenapp, 2011), and third space (Martin, Snow & Franklin-Torrez, 2011), the authors used a longitudinal study to assess the impact of teacher professional development as teachers functioned as researchers. They further explored the impact of teaching within this context and the ways in which it promoted literacy development for English learners across their home and school contexts (Zeichner, 2003). In chronicling the journey and role of the teacher researchers in their professional development and in emphasizing the distinct and interrelated processes within and across teachers’ classrooms, students’ communities, and the educational research community, this chapter provides a framework for engaging teachers in inquiry about their teaching of English learners that empowers them to identify their personal and pedagogical approaches and the extent to which these facilitate language learners’ literate development.

Molly Zhou, in chapter twelve, also focuses on U.S. teachers’ preparation for meeting the needs of language learners. However, this author is more concerned with teachers’ development of the requisite dispositions for teaching such learners within the context of a diversity education course. The author
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examines 30 preservice teachers’ preparation for diversity by analyzing their semester-long reflections and asking two critical questions: (a) What was the learning experience for preservice teachers in the course? (b) What was the collective conscience of preservice teachers for teaching students in increasingly diverse classrooms? Findings revealed that the course offered preservice teachers learning curve experiences, facilitated teachers’ critical thinking skills on history, cultural identity, family and language difference, ethnic experiences, and provided insight concerning the education of children in increasingly diverse classrooms in the United States. By enabling preservice teachers to think critically about the intersections among history, cultural identity, familial, linguistic difference and ethnic experiences, the author demonstrates how cross-cultural factors must be brought to bear on educating children in increasingly diverse classrooms.

In the thirteenth chapter, Robert Jiménez, Caitlin Eley, Kevin Leander and Patrick Smith transition from the empirical research on teachers and initiate conceptual discussions about cross-cultural and transnational language and literacy development. In conceptualizing transnationalism, the authors selectively review a body of literature, situate their discussion of transnationalism within social-literacy practices theory, and discuss the history of immigrant literacy in the United States juxtaposed against literacy practices in central Mexico. Defining transnationals as individuals who participate in flows of people, ideas, capital and goods between regions and highlighting how these bi-directional flows span national boundaries and are sustained over time, the authors argue that all immigrant students, regardless of their ethno-linguistic backgrounds, bring to their host nations assemblages of information, ideology, and specific practices that represent either potential resources or possible damaging effects. This chapter is significant because it invites teachers and educators to engage in a deeper understanding of these practices as they challenge oppressive racial and linguistic hierarchies that marginalize immigrant learners.

In chapter fourteen, James King continues the emphasis on cultural and historical influences and their impact on notions of literacy by focusing specifically on code-switching and the ways in which it is positioned as a socially, contextually and situated practice by language learners across classrooms, disciplines, bilingual language learning contexts, and within local cross-cultural and cross-linguistic settings. The author begins this chapter by arguing that codeswitching (CS), and its significance when used in educational contexts, are deployed in a binary fashion. He goes on to explain that CS may either represent a productive strategy (a translanguage, revisionists’ claim), or a “bad habit” signaling linguistic deficits, to be monitored and remediated. Observing that the variance in the use of CS is the result of specific differential contexts, the author explains how productive uses of CS as a viable strategy for explanation, management, and community building can suffer from a confusion of understanding and become a cause for concern for teachers and their students in language learning classrooms. By drawing from specific instances across the culturally and linguistically rich contexts of South Africa, the author highlights the ways in which teachers and learners’ codeswitch for literate purposes and subsequently, makes recommendations for reconceptualizing codeswitching where literacy serves contextual functions in a globalized world.

Chapter fifteen, by S. Joel Warrican, goes beyond the specific practice of code-switching and focuses instead on the myriad of linguistic practices leveraged by language learners in the region of the Commonwealth Caribbean. Specifically, the author examines the ways in which these practices fail to be integrated into contexts of schooling. Highlighting the disconnection between in- and out-of-school literacies in the Commonwealth Caribbean and the ways in which this contributes to Caribbean language learners’ poor literacy and language development, S. Joel Warrican argues that this disconnection is largely responsible for discrepancies between current reported literacy rates and observed literate inabilities of secondary-
school leaving students in society. By extending ideas concerning already established initiatives in the region, the chapter provides recommendations for empowering adolescent youth in ways that bridge the gaps between their in and out-of-school literacies.

In chapter sixteen, Patriann Smith and Alex Kumi-Yeboah extend the emphasis on challenges for language learners’ performance in the English-speaking Caribbean region by focusing on the ways in which the cultures of literacy and language planning and policy research in academia can become integrated such that they inform language policy development and positively impact language learners’ literacy development. To achieve this goal, the authors first identify patterns in literacy research across countries and contexts in the English-speaking Caribbean region, noting assumptions in the literature. They then discuss the ways in which language use evolved in one of these English-speaking Caribbean countries, noting the impact of historical and global forces. In presenting St. Lucia as a critical case where Language Planning and Policy (LPP) research, and particularly, the historical epochs in which this research has been undertaken, influenced the evolution of language use in the country, the authors identify strategic, epistemological and macro sociopolitical insights emanating from their discussion of language use in this Majority World, “Outer Circle,” Caribbean nation (Ricento, 2013). Based on the assumptions and insights emerging from these discussions, the authors make informed recommendations for language policy development and native and Standard English literacy instruction in the English-speaking Caribbean region. This chapter has implications for (Caribbean) language policy, and by extension, learners of multiple languages, because it demonstrates the ways in which the bridging of cross-cultural gaps in existing research and policy can engender informed decision-making about language policy required to improve literacy instruction.

In the seventeenth chapter, Sandra Robinson narrows the focus on bridging cultural gaps as a function of context by examining one Majority World Caribbean nation: Barbados. The author focuses on instructional delivery of secondary English language arts instruction for multilingual learners in the Eastern Caribbean by providing a snapshot of the context of secondary education an overview of English Language Arts in the Eastern Caribbean. This chapter examines the teaching of secondary English in this context and demonstrates how pedagogical/instructional knowledge functions as a necessity for secondary teachers of English. In these discussions, the author highlights the use of context as a central factor in (a) interpreting secondary schooling; (b) guiding examination and classroom practice, and (c) using professional development and collaborative practice to anchor pedagogical knowledge and experience. Through the examination of contextual and cultural practices related to examination, professional development and English Language Arts instruction, this chapter enables teachers to be better prepared to fulfill pedagogical responsibilities in Caribbean high school classrooms.

Chapter eighteen, authored by Joseph Wiemelt, complements the emphasis on teachers in the previous chapters by exploring how administrators address cross-cultural concerns of language and literacy in schools. In laying a foundation for the chapter, the author argues that traditional school leadership theory and practice are insufficient to truly foster the culturally and linguistically responsive schools that are needed for emergent bilingual students. He therefore presents critical bilingual leadership theory as an innovative conceptual framework useful for enabling school leaders to foster culturally and linguistically responsive structures for emergent bilingual learners. Through an examination of the home and school factors critical to meeting the needs of emergent bilinguals, the author demonstrates how transformative leadership and Latin@ critical race theory serve as frameworks through which equity-oriented leadership
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can be provided to support language and literacy development for emergent bilinguals. This chapter is significant to the field because of its emphasis on administrators and its provision of a concrete framework that allows for leaders in schools to address the needs of language learners.

In the nineteenth and final chapter, Mai Samir El-Falaky identifies the ways in which cross-cultural learning occurs as students acquire the Arabic language through the ‘Language of Journalism’. The author discusses vocabulary in second language learning and focuses on how second language learners develop a knowledge of vocabulary as a result of interaction with neologisms. The author argues that neologisms arising based on contact between and among cultures and languages across a range of journalistic texts can play a critical role in helping second language learners because of the interactive nature of learners in an authentic contexts. By emphasizing the role of authentic linguistic contexts in language learning, the chapter demonstrates how this approach can enable second language learners to recall linguistic rules, translate, imitate, induce and produce linguistic input suitable to their second language contexts.

In summary, sufficient evidence exists to support the need for further research on the ways in which teachers, researchers and administrators respond to cross-cultural challenges with language and literacy use arising from local, national, international, transnational and globalized contexts. As demonstrated in this volume, the deictic, malleable, and contextual nature of literacy and literacies in the 21\textsuperscript{st} century, coupled with the linguistic requirements for language learners across these contexts and the ideological notions that accompany their use, require new ways of thinking about how various literacies are enacted and constrained as they are leveraged across a myriad of cultures for a range of purposes. With international migrants and their bilingual, multilingual, and English learning offspring increasingly representing a larger part of the world’s population, this work impacts the field by attending to the approaches used to instruct, respond to, and create learning environments for these learners in holistic ways that best attend to their differing needs. At the macro level, this work pushes the field to approach cross-cultural language and literacy teaching and learning as less of an “Orientalized” prescription and more of an emerging global discussion of issues, goals and potentialities.

The literature is clear that literacy and learner differences in this era of change and transformation require approaches that emphasize new learning (Cope & Kalantzis, 2009; Kalantzis & Cope, 2012b), new kinds of (multicultural) education (Nicolescu, 1999; Smith, 2013), and new types of pedagogies (Ladson-Billings, 2014; McCarty & Lee, 2014; Paris, 2012; Paris & Alim, 2014). As diverse students’ native languages and enactments of new literacies continue to intersect across spaces and places, the approaches to cross-cultural language and literacy presented here serve a significant role in advancing critical, post-structural and post-modern perspectives that (re)define and (re)position multilingual learners across Minority and Majority Worlds.

REFERENCES


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