Table of Contents

Foreword ............................................................................................................................................... xvii

Preface .................................................................................................................................................. xxi

Acknowledgment ............................................................................................................................. xxxiv

Section 1
Learners’ Language and Literacy Practices in Cross-Cultural Contexts

Chapter 1
An Assessment Project on the “Literacy-on-the-Job” Needs of Young Adults in Sierra Leone .......... 1
Amma Akrofi, Texas Tech University, USA
Amy Parker, Western Oregon University, USA

Chapter 2
Biliteracy and Human Capital in Texas Border Colonias ............................................................... 29
Patrick H. Smith, University of Illinois at Urbana-Champaign, USA
Luz A. Murillo, University of Illinois at Urbana-Champaign, USA

Chapter 3
International Family Configurations in Tokyo and their Cross-Cultural Approaches to Language
Socialization ........................................................................................................................................ 57
Donna M. Velliaris, Eynesbury Institute of Business and Technology, Australia

Chapter 4
Constructing a Third Space: Positioning Students’ Out-of-School Literacies in the Classroom ....... 87
Pauline Millar, The University of the West Indies, Cave Hill Campus, Barbados
S. Joel Warrican, The University of the West Indies, Open Campus, Barbados

Chapter 5
Leveled Literacy Intervention: An Elementary Reading Intervention for English Language Learner Newcomers .................................................................................................................. 118
Kelli Campbell, Rossville Middle School, USA
Chapter 6
Parental Perspectives on Dual Language Classrooms: The Role of the African American Parents...
  Eurydice Bouchereau Bauer, University of Illinois at Urbana-Champaign, USA
  Dorian Harrison, University of Illinois at Urbana-Champaign, USA

Section 2
Teachers’ Language and Literacy Practices in Cross-Cultural Contexts

Chapter 7
Pedagogical Challenges in Cross-Cultural Chinese Language Teaching: Perceptions and
Experiences of Chinese Immersion Teachers in the U.S. ................................................................. 159
  Wenying Zhou, Western Kentucky University, USA
  Guofang Li, University of British Columbia, Canada

Chapter 8
Cross-Cultural Affordances of Digital Storytelling: Results from Cases in the U.S.A.
and Canada ........................................................................................................................................ 184
  Deborah Kozdraz, University of South Florida, USA
  Christine Joseph, Pinellas County School District, USA
  Karen Kozdraz, Halton District School Board, Canada

Chapter 9
Using Culturally and Linguistically Diverse Electronic Storybooks in ESL Teacher Education .... 209
  Ho-Ryong Park, Murray State University, USA
  Deoksoon Kim, University of South Florida, USA

Chapter 10
Exploring the Interstices of Literate, Linguistic, and Cultural Diversity ..................................... 238
  Patriann Smith, University of Illinois at Urbana-Champaign, USA
  Alex Kumi-Yeboah, University at Albany – State University of New York, USA

Chapter 11
Becoming Teacher Researchers: Using English Learners’ Linguistic Capital to Socially Re-
Organize Learning .............................................................................................................................. 261
  Aria Razfar, University of Illinois at Chicago, USA
  Beverly Troiano, Elmhurst College, USA.
  Ambareen Nasir, University of Illinois at Chicago, USA
  Eunah Yang, Independent Researcher, South Korea
  Joseph C. Rumenapp, Judson University, USA
  Zayoni Torres, University of Illinois at Chicago, USA

Chapter 12
Diversity and Teacher Education: Cultural and Linguistic Competency for Teachers .............. 299
  Molly Zhou, Dalton State College, USA
Section 3
Conceptualizing Cross-Cultural Language and Literacy Research and Practice

Chapter 13
Transnational Immigrant Youth Literacies: A Selective Review of the Literature................................. 322
  Robert T. Jiménez, Vanderbilt University, USA
  Caitlin Eley, Vanderbilt University, USA
  Kevin Leander, Vanderbilt University, USA
  Patrick H. Smith, University of Illinois at Urbana-Champaign, USA

Chapter 14
Sociolinguistic and Educational Perspectives on Code Switching in Classrooms: What Is It, Why Do It, and then, Why Feel Bad about It? .............................................................................................................. 345
  James R. King, University of South Florida, USA

Chapter 15
Fostering True Literacy in the Commonwealth Caribbean: Bridging the Cultures of Home and School .................................................................................................................................................. 367
  S. Joel Warrican, The University of the West Indies Open Campus, Barbados

Chapter 16
Consolidating Commonalities in Language and Literacy to Inform Policy: Bridging Research Cultures in the Multilingual English-Speaking Caribbean................................................................. 393
  Patriann Smith, University of Illinois at Urbana-Champaign, USA
  Alex Kumi-Yeboah, University at Albany – State University of New York, USA

Chapter 17
The Role of Context in Defining Secondary Language Arts Instruction: A Cultural Perspective .... 421
  Sandra Robinson, The University of the West Indies – Cave Hill Campus, Barbados

Chapter 18
Critical Bilingual Leadership for Emergent Bilingual Students ......................................................... 446
  Joseph Wiemelt, University of Illinois at Urbana-Champaign, USA & Urbana School District 116, USA

Chapter 19
Learning Arabic through Language of Journalism ...................................................................................... 471
  Mai Samir El-Falak, Arab Academy for Science and Technology, Egypt

Compilation of References .......................................................................................................................... 499

About the Contributors .............................................................................................................................. 556

Index .......................................................................................................................................................... 563