

## Preface

A world of diversity brings along the necessity for multilingual perspectives. Linguistic diversity constitutes a serious challenge at school for students, classmates, and teachers (Higgen & Mösko, 2020, p.1). People need to unite and understand each other more than ever before to overcome the challenges of miscommunication across borders. Today's educators aim to value linguistic diversity in their daily curriculums to encourage emotional intelligence and empathy for new generations to alter the world into a more civilized and peaceful setting. One way to achieve this goal is to internalize how the essence of cultures shapes the way communities think and act. Through linguistic diversity, understanding and respecting other cultures, and preventing miscommunication due to linguistic and cultural differences, is possible, regardless of the challenges. From another perspective, there are 7,000 languages around the world, which signifies the critical and global approach of teaching English through the latest technologies without leaving any language culturally behind (Joshi et al., 2021, p. 1).

Across borders, whether in developed or developing countries, teachers continue to struggle with the implications of home and community languages as part of classroom pedagogy, and many writing programs do not have explicit language policies or program initiatives that address linguistic diversity in the classroom. While policymakers and teachers generally agree in theory that linguistic and cultural differences represent a significant change in their work with diverse students, many teachers continue to struggle to understand the role of linguistic diversity and its pedagogical implications in practice within educational programs. On the one hand, most teachers understand the need to accept the language of their students on the grounds that it is the language of nurture, the students' home language. On the other hand, many of those same teachers who respect language diversity are uncomfortable in finding approaches, methodologies and implications to enhance the concept of "linguistic diversity" within their practice.

Often, teachers might be inexperienced to explore the relationship between dialectical or contextual English language variants versus the standard socially higher status one in schools and universities. Such attitudes toward language and dialects are shaped by what Trimbur (2006) called the "relentless monolingualism of American linguistic culture" (p. 584), a force that silences not only other languages but also dialects of English often mistakenly thought to be "wrong" or "bad English." As educators, we are compelled to raise questions and explore alternative views of language if we believe some students struggle as language learners and writers because of home or community circumstances beyond their control. In today's globally shaping linguistic environment, it no longer makes sense to plan for teaching a monolingual class as though all students share a common language or dialect. Serious consideration needs to be given to how students' language varieties figure into education. As Bean et al. (2003) reported, "The rise of 'world Englishes' around the globe is causing diverse varieties of English to be widely

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used, published, and sanctioned, thereby creating contexts in which the idea of a ‘standard English’ is recurrently questioned and critiqued” (p. 37).

This questioning and critiquing of linguistic diversity, in general, and of English, across borders, led to the following themes and thematic questions that were explored in this book.

## **THEORIES AND PRACTICE OF TEACHING LINGUISTIC DIVERSITY**

- How do teachers establish and maintain linguistic diversity in today’s global classrooms?
- Is linguistic diversity a fact or a myth in today’s classes? In what particular ways?
- What is the interpretation of linguistic diversity in the 21st century?
- Is linguistic diversity a global concept that’s applicable to all cultures?
- What is the context of diversity in language classrooms?
- What is your pedagogical approach to including linguistic diversity in the classrooms through texts? (Many teachers teach respect for linguistic diversity through the exploration of canonized texts, such as Anzaldua’s *How to Tame a Wild Tongue* and Tan’s *Mother Tongue*). What other, non-canonized works can/should be explored to achieve the same pedagogical goals?)

## **DIVERSITY IN CLASSROOMS**

- How are teachers being prepared to work in culturally and linguistically diverse classrooms?
- What are the effective methods of teaching linguistic diversity in today’s classrooms?
- What are the principles of teaching linguistic diversity?
- How could teachers be proactive in promoting linguistic diversity?
- How could linguistic diversity be promoted in a school setting?
- What are the best practices for respecting linguistic diversity from an institutional perspective?
- How could policy-makers enrich the concept of linguistic diversity in classrooms

## **EXERCISING LINGUISTIC DIVERSITY IN CLASSROOMS**

- How do teachers encourage students to exercise their own linguistic diversity in their classrooms?
- How would it change a classroom’s atmosphere if the diversity of the students is celebrated?
- How could students be encouraged to use their culturally determined linguistic values in the class?
- How are linguistic cultures represented across the curriculum?
- How are linguistic cultures similar and different in classrooms?
- What are the effective methods of exercising linguistic diversity in classrooms?

## LINGUISTIC DIVERSITY AMONG TEACHERS

- How do teachers' prior experiences with language learning inform their current teaching practices?
- Are multilingual teachers—that is, teachers who have learned a second language themselves—better positioned than monolingual teachers to understand and meet the needs of their linguistically diverse students?
- How can monolingual teachers better relate to their linguistically diverse students?
- In what ways do teachers cultivate linguistically diverse professional relationships in order to engage in the lifelong learning about and appreciation for linguistic diversity they encourage among their students?
- How do teachers showcase their own linguistic diversity in the classroom or model for students practices of celebrating one's own linguistic diversity as a writer or speaker?
- How do teachers' prior experiences drawing on their own linguistic diversity in their writing inform their current teaching practices?

## ORGANIZATION OF THE BOOK

The book's 17 chapters are organized in two sections, which consist of seven and ten chapters, respectively. Section 1, "Language Studies," presents researchers' examinations of linguistically diverse participants and explores the inner world of them through rich and empirical perspectives and contexts. Section 2, "Language Pedagogy," presents educators' classroom experiences with multilingual students and demonstrates how the richness of language variety within a single educational setting enhances language learning and development. A brief description of each of the chapters follows.

Chapter 1 investigates the influence of first language transfer through semantically ill-formed sentences when speakers of multiple languages process their linguistic knowledge across different languages.

Chapter 2 explores the gender differences in committing linguistic errors by Turkish students in English and Arabic.

Chapter 3 draws on a framework of culturally sustaining pedagogy (CSP), translanguaging, and intersectionality to reveal and analyze a participant's school-based literacy practices using English and one of her heritage languages, Mandarin.

Chapter 4 explores the experiences of two Black male professionals and illuminates the challenges and opportunities that are faced in relation to linguistic diversity from their personal narratives, with the aim to share the importance and value of creating Black space within whiteness to share our linguistic backgrounds and stories.

Chapter 5 discusses the power struggles of those who speak Nigerian Pidgin English versus those who use the preferred standard, Standard English (SE) and examines how Nigerian films can propagate societal stereotypes, thus reinforcing social biases against Nigerian Pidgin English speakers.

Chapter 6 investigates Dutch and Turkish pre-service teachers' pedagogical insights on cultural diversity and critical cultural awareness in a telecollaboration project integrated into practicum.

Chapter 7 explores the crosslinguistic interactions of multilingual English language learners living in Mardin, Turkey, in their writing tasks and thinking processes.

Chapter 8 reflects on theoretical, pedagogical sources, and the author's firsthand techniques reflecting on the theoretical and practical implications of diverse linguistic inclusion.

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Chapter 9 examines the mismatch between educators' tendency to expect multilingual students to produce highly polished, error-free English texts without necessarily providing much instruction or support. The chapter describes the language variation and development of some multilingual writers; presents common ideologies held by educators or proposed by theorists that can prevent multilingual writers from obtaining language support; and proffers suggestions for embracing grammatical diversity and supporting language development to better align teachers' expectations with the reality of grammatical diversity in higher education.

Chapter 10 examines the process of increased awareness and identity transformation of teachers who were enrolled in a graduate Teaching English to Speakers of Other Languages (TESOL) program as they worked with English language learners (ELLs) through field work experience in a teacher education program.

Chapter 11 describes classroom activities designed to aid multilingual First-Year Writing (FYW) students' reading comprehension of assigned course texts that enhance students' ability to comprehend and respond to those texts.

Chapter 12 details the author's student-centered-book-writing pedagogy, in which the students' texts as produced in the classroom over the course of the semester become 'the text' for the Composition class.

Chapter 13 examines the challenges inherent in multicultural, diverse, and multilingual classrooms, and proposes that the language classroom be seen as a "mixed salad bowl" where all the students mix but get to keep their own identity and culture.

Chapter 14 hypothesizes that a preference for Native English Speaking English Language Teachers (NESELTs) has a marginalizing effect on the professional identity of English language teachers of foreign descent.

Chapter 15 concerns adult migrants to a new country who are learning the language and literacy of the country and have limited education and literacy in their heritage language. After describing this learner population, the authors discuss trends in language education in different countries, which include a shift toward respecting and developing their heritage language, to enable programs and practitioners to serve these migrant populations.

Chapter 16 explores how two in-service content area teachers responded to translanguaging pedagogy that was briefly introduced in a teacher education course. The use of qualitative analysis of the online course work, interviews, and researcher journals revealed that each teacher demonstrated a translanguaging "stance," as well as potential in creating "design" and in initiating "shifts" while their understandings and implementation were refined.

Chapter 17 raises some of the debates related to using literature with language learners, and highlights some pedagogical strategies that could equip instructors with the tools to alleviate students' tension and elevate their human motives and psyches to make the learning constructive and dynamic.

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