

JoLLE@UGA®

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction: Language and Literacy through International Citizenship Education

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Welcome to JoLLE's Spring 2022 Issue! This issue is themed *Language and Literacy through International Citizenship Education*. My greatest gratitude goes to our Conference Chair, Olumide Benjamin Ajayi, who shaped and developed this theme for both the issue and our 2022 conference. This year's conference was an exceptional experience featuring two outstanding keynote speakers: Dr. Manuela Wagner and Dr. Irina Golubeva who inspired attendees to envision language and literacy education from global, multilingual, and multicultural perspectives. Their keynote speeches center on the humanizing view of fostering students to be global citizens who are fully capable of developing language and literacy skills while improving cultural awareness and competence. Articles, book reviews, poems, and visual arts selected for this issue add to the discussion of international citizenship education. As the diversity of our team aligns with this issue's theme, we hope our editorship and publications present a meaningful issue and contribute to the discussion of international citizenship education in the field of language and literacy education.

Gratitude and Recognition

I would like to first express my gratitude to the editorial team and keynote speakers that contributed to this issue and the 2022 conference. This issue's Editorial Board includes Jennifer Ervin, Managing Editor; Madison Gannon, Production Editor; Olumide Ajayi, Conference Chair; Xing Wei, CYAL Book Review Editor; Wisnu Agung Pradana, Scholars Speak Out Editor; Saurabh Anand, Communications Editor; and Tugba Nur Dogan, Poetry, Fiction, and Visual Arts Editor. I continued Wei-Yi Lee's position as the Academic Book Review Editor. In addition to the Editorial Board, I would also like to thank our faculty advisor, Dr. Usree Bhattacharya, for her ongoing advice, care, and kindness in and beyond the editorial process. We also appreciate Drs. Wagner and Golubeva's time and scholarship that dedicated to conference planning and presentations. The publication of this issue and the success of the conference are possible because of their support, contribution, and hard work! I also want to thank our external editorial team which plays a pivotal role in the process of reviewing manuscripts and providing suggestions for revisions. As always, we appreciate reviewers' brilliant suggestions and insights, as well as their precious time and support!

The Editorial Board would also like to thank scholars and educators who attended and presented at our 2022 Annual Winter Conference. The presentations truly shaped intellectual exchanges of innovative and critical discussions of language and literacy education around the world. Similarly, the authors whose works are published in this issue also show how diverse the study body and the profession can be in the worldwide context of language and literacy education. The synergy from our conference and publications in this issue is a telling signal of necessary collaborations between students, educators, scholars, and global communities. Meanwhile, we are proud that JoLLE is now an active community space for such a vigorous discussion and further actions.

Conference Keynotes and Featured Speakers

Our team deeply appreciates our Conference Chair, Olumide Ajayi, for planning and organizing our extraordinary 2022 Winter Conference, *Language and Literacy through International Citizenship Education* which took place on March 1st-6th, 2022. Our conference started with pre-conference workshop sessions featuring speakers from different disciplines. The addressed topics include teaching and learning, comparative literature, and language and literacy in K-12 settings.

Our keynote speakers, Dr. Manuela Wagner, Professor at the University of Connecticut, and Dr. Irina Golubeva, Associate Professor at the University of Maryland at Baltimore County, continued the insightful discussion by giving their speeches that centered on issues and topics of intercultural language and literacy education. On March 5th, with an emphasis on intercultural communicative competence, Dr. Wagner's speech highlighted the reasons and benefits of cultivating intercultural competence in language classrooms. Dr. Golubeva's speech on March 6th shed light on the theory and practices of intercultural teaching and learning, as well as the profound influence of intercultural education beyond language classrooms. Both speeches sparked further discussions of justice, teacher education, global citizen education, and other significant topics.

Cover art

This themed issue starts with the cover art, "Propelling Connections and Disconnections", by Shannon Perry, a doctoral student in Learning, Leadership, and Organization Development at the University of Georgia. This digital artwork expresses a posthuman concept of affect as an immanent force that circulates in visual spaces.

Research Articles

The first research article in this issue is titled "Relational Narrating: Supporting a Reluctant Writer in Writing Workshop." Written by Fred Hamel, this narrative ethnography presents the author's interaction with a 4th grader in a writing workshop. This piece conceptualizes writing as a process of becoming and explores the role of co-investment between peers, teachers, and students in the writing process.

The second article published in this issue, “Youth Testimony to Contend with Trauma,” by Leah Panther and Latoya Tolefree, seeks to understand how adolescent students process racial, social, and political trauma during the COVID-19 pandemic.

The third piece, “Representations of Indigenous and Non-Indigenous Rural Ways of Being in Picture Books for Children,” by Karen Eppley, Shelly Stagg Peterson, and Jeffrey Wood explores and demystifies how rural life is portrayed in picture books. This article also offers discussions of diversity and inclusion in children’s picture book from the perspective of rural life and childhood in rural areas.

Catherine Lambert, with the piece “Three Decades of Literacy Preservice Teachers’ Engagement in Research: Operationalizing Critical Reflexivity to Explore Possibility for Increasing Racial Literacy,” featured as the third research report, offers a thorough review to examine how preservice teachers engage in the racial literacy and research that explores such a direction.

The next article is an autoethnography, titled “I Couldn’t Sleep: Tensions in Preservice Teacher Writing Instruction”. The author, David Premont, presents a narrative inquiry, examining how two preservice teachers navigate the writing curricula and develop their identities as teachers.

The sixth research article, “Analysis of Alignment between Secondary Level English textbooks and National Curriculum: A Comparative Study of Public and Private Schools in Sindh, Pakistan,” by Farhan Ali Bhutto, Hassan Syed, Abdul Saeed Rajput, Syed Tanweer Shah, and Zulfiqar Chachar evaluate two textbooks and investigate whether these books meet the objectives listed in the National Curriculum of Pakistan. This article offers great insights in terms of challenges that teachers face and disparities in English textbooks used in public and private sector schools.

This seventh article, titled “Language, Literacy, and Love: A Critical Framework for Teaching Adolescent Emergent Bilinguals,” by Phyllicia Anderson, Mary Amanda Stewart, and Victor Antonio Lozada shares a three-part framework for educating emergent bilinguals, connecting language, literacy, and love. This framework advocates equity-based education for emergent bilingual students.

The last, but not the least, article, “Draw a Picture of Something You Learned: A Critical Analysis of Multilingual Students Using Multiliteracies,” written by Marva Cappello and Reka Barton is a visual-based study. Informed by a critical multiliteracies framework, the authors present drawing from elementary students to reflect on visual strategies that students employed during learning.

Voices from the Field

The Voices from the Field article, “Disciplinary Literacy Strategies to Support Transactions in Elementary Social Studies,” written by Tori Golden Hughes, explores disciplinary literacy strategies to help educators enhance students’ reading comprehension in elementary social studies classrooms.

Academic Book Reviews

Carrying on Wei-Yi Lee's efforts, I work with book reviewers to present book reviews that include various topics: Critical Race Theory, joy in early childhood education, arts and literacy in STEAM education, picture books, and social and emotional education (SEL), and digital support and digital literacies. We hope these reviews help readers broaden understandings of the field and the vast possibilities that arts, digital tools, critical conversations, and SEL can bring to future practices and research.

The academic texts reviewed in this issue are "Review of *Critical Race Theory in Education: A Scholar's Journey*" (Ladson-Billings, 2021), reviewed by Jennifer Arcila; "Review of *Resisting the KINDER-RACE: Restoring Joy to Early Learning*" (Brown, 2021), reviewed by Karole-Ann Friddle; "Review of *STEAM Meets Story: Using Adolescent Fiction and Film to Spark Deeper Learning*" (Campbell-Whatley et al., 2021), reviewed by Leah Master; "Review of *Classroom Reading to Engage the Heart & Mind: 200+ Picture books to Start SEL Conversations*" (Boyles, 2020), reviewed by James Rigney; and "Review of *Digitally Supported Disciplinary Literacy for Diverse K-5 Classroom*" (Coldwell et al., 2021), reviewed by Chyllis E. Scott and Matt Albert.

Children's and Young Ault Book Reviews

Xing Wei, the Children's and Young Adult Literature Book Review Editor, has prepared a set of book reviews that actively engage with conversations about heritage language and food, family, nature, and immigration from justice-oriented perspectives. The books reviewed in this section include "Review of *Somebody Give This Heart A Pen*" (Thakur, 2020), reviewed by Julianna E. L. Kershen and Lucy Kershen; "Review of *Time for Bed, Old House*" (Costa, 2021), reviewed by Andrea Crawford-Pritchett, Jaden Gardener, and Aria Johnson; "Review of *Mi Casa is My Home*" (Sala, 2021), reviewed by Xingyi Meng and Jannel Brito; "Review of *From the Tops of the Trees*" (Yang, 2021), reviewed by Mohit Metha and Ashrit Beskrowni; "Review of *Cat Kid Comic Club: Perspectives*" (Pilkey, 2021), reviewed by Kelly C. Johnston and Lily Johnston; "Review of *Jabari Tries*" (Cornwall, 2020), reviewed by Stacie L. Finley and Greyson D. Finley; and "Review of *Watercress*" (Wang, 2021), reviewed by Yang Wang and CoCo Li.

Poetry, Fiction, and Visual Arts

Tugba Nur Dogan, the Poetry, Fiction, and Visual Arts Editor, has curated a set of artwork to close this issue with featured poems and visual arts. This section includes seven poems and one drawing. The poems published in this issue are "My Open Wound" and "My Librarian" by René Saldaña Jr.; "Shakespeare 是什麼?" by Brooke Bianchi-Pennington; "Progress Sieve", "Diaspora, An Acrostic", "My Pre-Teen Daughter's Not Good at Spelling" & "There Are No Bad Words" by Melisa Cahnmann-Taylor. In addition to these poems, this issue also features a piece of visual arts, "An Attempt to Hold a Mirror to Zaffar Kunial's 'The Word'" by Saurabh Anand.

Reaching wider communities

I would like to, once again, thank individuals and communities that contributed to the publication of this issue and the 2022 conference. As a team, JoLLE, looks forward to reaching more scholars, educators, and artists. If you are interested in submitting your work to JoLLE or serving as an External

Review Board member, please refer to the JoLLE submissions page on our website (jolle.uga.coe.edu) or contact the incoming new Managing Editor, John Williams (jolle.submission@gmail.com). In addition to our Fall and Spring issues, we invite you to read and submit shorter op-ed essays to our Scholars Speak Out (SSO) feature that is published on our website and publicized in our monthly newsletters. To learn more about the SSO feature, please contact our incoming new SSO editor, Ashley Brumbelow (jolle.scholarsspeakout@gmail.com). For regular social media updates, please follow JoLLE on both Facebook and Twitter (@JoLLE_UGA).

Now, it is also my great honor to introduce the next Principal Editor, Jennifer Ervin, who has also served as the Production Editor (2020-2021) and the Managing Editor (2021-2022). We look forward to bringing JoLLE to more successes under Jennifer Ervin's leadership along with a new and supportive editorial team!

Sincerely,

Yixuan Wang

Principal Editor 2021-2022

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