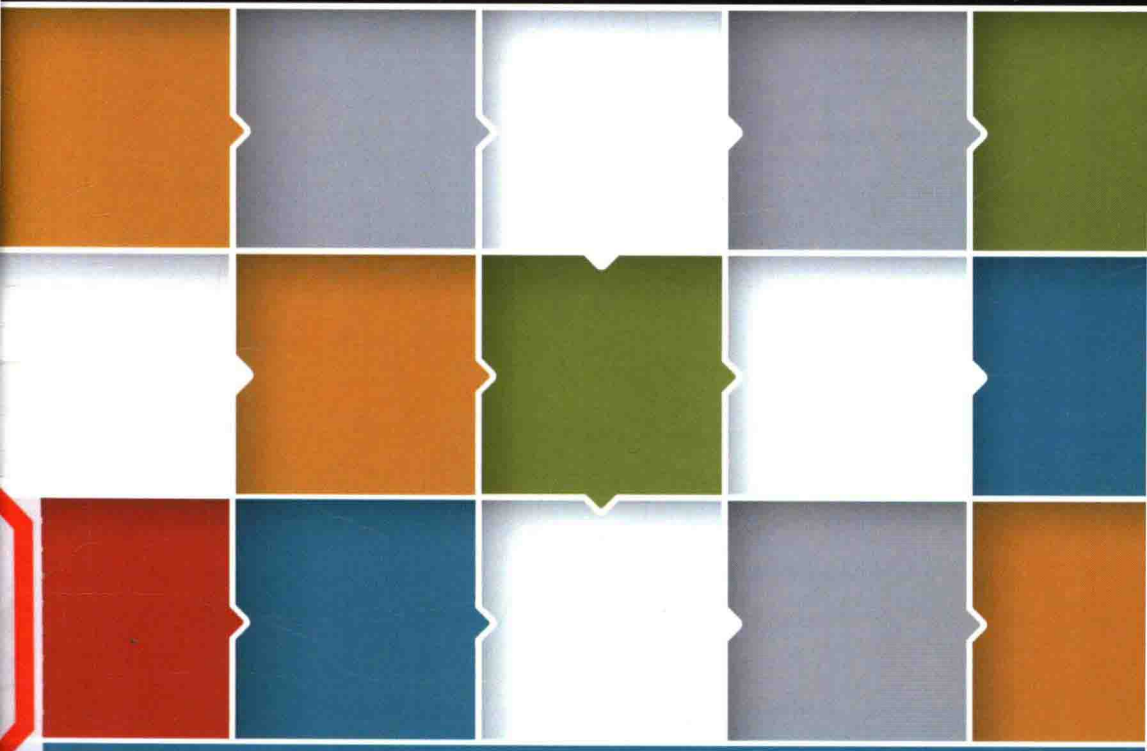
TEACHING TRANSNATIONAL YOUTH

Literacy and Education in a Changing World



ALLISON SKERRETT

FOREWORD BY RANDY BOMER

"This well-researched and engagingly written book brilliantly illuminates the often hidden or sorely misunderstood life and schooling experiences of transnational youth. It is a primary text for courses on literacy theories and practices, and fills a critical gap in how we conceptualize and implement literacy instruction for all youth."

—**Jabari Mahiri**, professor of education, UC Berkeley

"Allison Skerrett makes masterful use of research, deep knowledge of teaching, and transnational voices in this most informative book. Readers meet intriguing young people living extraordinary lives and see how literacy affects and shapes those lives. Transnational lives and experiences are then used to inform the curriculum, teaching, and language learning."

—**Robert T. Jiménez**, professor, Department of Teaching and Learning, Peabody College, Vanderbilt University

"Skerrett's book provides much-needed rigorous and practical insight into transnational learners, who differ greatly in their needs and capabilities from immigrant youth. This book comes at exactly the right moment, as we need precision well beyond the term, 'diverse learners.'"

—**Lisa (Leigh) Patel**, associate professor of education, Boston College

This is the first book to specifically address the needs of transnational youth, a growing population of students who live and go to school across the United States and other nations, including Mexico and different Caribbean islands. The author describes a coherent approach to English language arts and literacy education that supports the literacy learning and development of transnational students while incorporating these students' unique experiences to enrich the learning of all students. Drawing from exemplary teachers' classroom practice and research-based approaches, the book demonstrates how teachers can engage with transnationalism to reap the unique and significant benefits this phenomenon presents for literacy education. These benefits include a deeper appreciation of cultural and linguistic diversity, an increased awareness of world citizenship, and the development of globally informed ways of reading, writing, investigating, and thinking.

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Allison Skerrett is associate professor in the Department of Curriculum and Instruction at The University of Texas at Austin.

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For my parents, Theresa and James Skerrett.
Thank you for your love, wisdom, courage,
and sacrifice in shaping us into a transnational family.

Foreword

Allison Skerrett asks us to think more carefully about borders. She pushes us to reconsider a collection of different ones—borders between countries, of course, but also those that divide school from the rest of life, that divide disciplines and school subjects, and that divide the successful from the struggling students.

As she explains in this book, we might be accustomed to thinking of young people who arrive in our school from another country as immigrants—people who crossed a border once and for all, permanently moving from another nation state to the United States. But for many students, technological and trade changes, such as relatively inexpensive travel and the expansion of Internet access, have made it more likely that they repeatedly crisscross borders over large chunks of their lives. Living in more than one country means that an educational goal of "assimilation" or "Americanization" so common in the early 20th century is quite impractical and not a legitimate goal.

Dr. Skerrett suggests in this book that we educate students to draw on *their own diversity*—the resources and flexibilities they have earned through their crossing of all kinds of borders in their lives. So, teaching literacy goes beyond a teacher setting up an environment with institutionally valued forms of literacy available for students to internalize. Instead, teaching literacy also involves pointing students toward noticing, valuing, and capitalizing upon literate practices that are outside our control—practices they got someplace else. That means teachers have to be open and flexible, noticing and entertaining different types of literacy—i.e., ranges of actions people commit with text—ideas not their own and, moreover, not sanctioned by the official curriculum documents that increasingly seek to control and constrain teaching.

Opening a curriculum so that it builds upon the wealth of resources that transnational students bring to school requires a change in the way educators think about students whose lives include such large and significant movement. Most groups have always regarded outsiders as the Other, as less-than, as dangerous. This negative regard is a logical extension of the impulses that draws borders around nations in the first place. In the United States, there is a strong tradition of seeing newcomers as unwashed hordes—as tired, poor, huddled, yearning masses, as wretched refuse. Those last words are, of course, from Emma Lazarus's poem "The New Colossus," associated with the Statue of Liberty, and that poem does have the substantial virtue of at least being kind toward people from other

countries who want to move to the United States, in sharp contrast to much of today's nativist paranoia and hatefulness. In many contemporary conversations about transnational individuals, calling people wretched refuse is an unusually nice thing to say. But it actually matters—politically, socially, ethically, and educationally—how people regard one another, and it matters, in particular, how teachers regard their students.

South African educator Hilary Janks once said to me, "where there is difference, there will be stratification." People know their own groups and assign value to other groups as "higher than ours" or "lower than ours." In a country like the United States, it is not unusual for people from other nations to be identified as a group at a lower level than individuals born here. That's not justifiable, but it's not surprising, especially since, as a group, those from other countries are being defined for what they are not: U.S. natives. That is deficit thinking by nature: regarding people in terms of what they are not, rather than what they are. This deficit thinking also serves as a cover story, legitimating stratification, oppression, and a curriculum that does not recognize difference.

Schools have a history of regarding difference as a problem, and one form of this negative regard has been directed toward students from other lands, with their obvious cultural and linguistic differences. If they are different—really different—we look for a source of deficiency; maybe it's genetic, or inexperience, or poverty; perhaps it's something amiss in the root culture or the way their home culture makes contact with that of the contemporary United States. Even if this deficit thinking seems unavoidable in U.S. schools as institutions, Allison Skerrett shows in this book that teachers can mitigate its harm through specific choices in their teaching, by viewing difference as a resource that is available to a greater degree when we are fortunate enough to have transnational students in our classrooms.

Randy Bomer

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Preface

This book comes at a time of emergent forms of student diversity in all schooling environments. While we have been hard at work teaching responsively to our culturally and linguistically diverse students, an underrecognized form of student diversity has been rapidly gaining a presence in our classrooms, propelled by the swelling global phenomenon of transnationalism. Transnational people, through a mix of necessity and choice, embark on a mobile international lifestyle to take advantage of economic, social, educational, and other opportunities across two or more nations. Researchers estimate that as many as one in four school-age youths participate in transnational life (e.g., Coe, Reynolds, Boehm, Hess, & Rae-Espinoza, 2011). What this means is that many of our classrooms, perhaps without our knowing, include students who have deep and expansive ties to other countries. Transnational lifestyles enable youths to develop unique forms of knowledge and language and literacy practices that can benefit literacy teaching and learning in our classrooms. Yet transnational life can also introduce educational challenges for our students and our teaching. Literacy researchers have recently begun to explore how young people use and develop their language and literacy practices through transnational life. As this body of scholarship slowly accumulates, literacy educators urgently need professional guidance about how, through our educational practices, we can become more aware of and responsive to the transnational students in our care.

This book is the first of its kind to provide guidance about how literacy education today can better support transnational students. Whether they are seasoned professionals or preservice teachers, literacy teacher educators, or scholars of language and literacy invested in the educational outcomes of transnational youths, all literacy/language arts teachers can learn something from this book. The book draws upon research-based approaches and the exemplary practices of literacy teachers whose classrooms include transnational students to demonstrate how attending to transnationalism in students' lives can deepen and expand the literacy teaching and learning that is already happening in diverse classrooms.

The book is organized into six chapters that progressively build an approach to foregrounding transnationalism in literacy education for the benefit of both transnational students and their mononational classmates. The introductory chapter reviews the literature on transnational youths and the research and educational theories that inform the book. Thereafter, each successive chapter explores

an aspect of literacy educational practice that we can make more inclusive and supportive of transnational youths. Every chapter opens with the voices and experiences of a transnational student, an exemplary teacher of transnational students, or a classroom interaction to highlight the primary concepts being explored in that chapter. Each chapter then closes by providing explicit instructional suggestions that teachers can use to highlight or introduce the educational practices examined in the chapter in their own classrooms.

Chapter 2 explores how we can learn about all our students' knowledge, experiences, and language and literacy practices and conceptualize transnational students' repertoires within the total set of educational resources that our diverse students bring to school. Chapter 3 then takes us through sound curricular and instructional approaches in literacy classrooms—reading, writing, and critical inquiry—and shows us how we can make these teaching and learning experiences more powerful by investing them with the transnational resources, along with the other diverse learning repertoires, we have discovered among our students.

Chapters 4 and 5 foreground transnational students' movements across different national contexts in which they may or may not enroll in formal schooling and discuss the importance of teaching with awareness of the literacy learning opportunities available to our students across transnational life. The chapters offer a variety of strategies through which we can stay abreast of, and provide support to, our transnational students' literacy learning in other countries, whether these happen in school or nonschool contexts. The chapters also provide approaches through which we can enlist the support of other stakeholders who are invested in our transnational students' education, and equip our students themselves to take ownership of their literacy development within and outside of school contexts. Furthermore, I explain how the ideas in these chapters have direct relevance for teachers who want to sponsor the literacy development of all students, regardless of their transnational status, as people who participate in many formal and informal contexts of literacy practice outside our classrooms.

I wrap up the book by framing teaching with awareness of transnationalism as a socially just and equity-minded educational response given the growing numbers of transnational students in schools today. I further highlight unique and important outcomes and gains that all our students will accomplish from engaging with transnationalism in literacy education. These achievements, which are essential for all people in an increasingly globalized world, include in-depth world knowledge, a sense of global citizenship, and cultural and linguistic flexibility. Foremost for our work as literacy educators, all of our students will develop stronger as well as more specialized abilities to read, write, investigate, analyze, interact, think, know, and act in ways that are deeply and critically informed by a transnational standpoint. I hope literacy educators, scholars, and others who read this book will be compelled by its educational urgency and relevance, theoretical and research bases, and explicit instructional guidance into making our educational practices more responsive to the accelerating populations of transnational youths across our schools in this continuously changing world.

Acknowledgments

This book has emerged from a long and diverse line of people, experiences, and opportunities that God has orchestrated as my life and I wish to recognize and thank Him and other highly significant people who have helped me bring this work to fruition. My husband, Peter, and the joy of our lives, Peter Pie, thank you for valuing the work that is important to me while reminding me each evening that our time together is what is most meaningful about each day, and in life. To our immediate families in Boston, thanks for accepting the 2,000 miles that physically separate us and loving us generously across them.

Beyond my family, I belong to the most brilliant, caring, collegial, and fun community of literacy scholars (both students and faculty) at The University of Texas at Austin. To my colleagues Randy Bomer, Nancy Roser, Jim Hoffman, Jo Worthy, Beth Maloch, Melissa Wetzel, Ramon Martinez, and Deb Kelt, thank you so much for your friendship and professional support. Here, I must especially thank Randy Bomer and Nancy Roser. Nancy continues to be a flawless example for me of what it means to be a caring and supportive colleague and friend. Randy has also been my unwavering supporter, but most importantly, my mentor and teacher throughout my 8 years at UT. Anyone who knows Randy's work and reads this book will recognize that I owe a large part of my learning and thinking about young people and their literate lives to his teaching and mentorship.

In a related vein, I must also say a very special thank-you to Deb Kelt for allowing me into your classroom to learn from your exemplary teaching and care for all your students, and especially, in line with the theme of this work, your transnational students. I am, moreover, incredibly fortunate (and I know it was yet another orchestrated moment of my life's plan), that Emily Spangler, my editor at Teachers College Press, picked up an article I published in the *Journal of Literacy Research* that investigated the transnational life and language and literacy repertoires of a young woman I met in Deb's classroom. Emily, thank you for encouraging me to consider writing this book and for investing your substantial professional expertise in shaping this work into what it has become.

Moving in my mind back to Boston for a few moments, I also wish to recognize and thank Professor Andy Hargreaves at Boston College, who first mentored me into educational research; and to Dr. Leigh Patel, also at Boston College, who first encouraged me to seek out the voices of young people as I inquired into issues of student diversity and literacy education. In this regard, I am also deeply indebted

to, and thankful for, all my former students at Dorchester High School in Boston, and more recently, youths in Austin and in the Caribbean islands of St. Martin, St. Maarten, and Dominica, who honored me by allowing me to teach them, and learn from them as well, about what constitutes a powerful and meaningful form of literacy education for diverse youths, including transnational students.

This mention of the geography of the Caribbean brings me to my core identity as an adolescent immigrant to the United States but one whose family had become transnational beginning very early in my childhood and continues to be transnational today. My parents, and in particular my mother (because I saw her experience the benefits, hurts, and uncertainties of their decision daily), were loving, wise, and sacrificial in embarking upon a transnational lifestyle that ensured all their children had opportunities to pursue their educational and other life goals. Transnational life fundamentally shifted our understandings and experiences of family, togetherness, and separation; generated new forms of literacy practice to sustain us in those borderlands; and made us into people who are willing to engage productively with and across diversity and difference, in people, in places, and within our ever-changing identities and lives. Thank you, Mammy and Daddy. All of your children—Daniel, Herman, Jeff, Lucy, Desry, Joanne, and I—owe to you this precious inheritance of transnational life.

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