



世界知名TESOL专家论丛

Foreign Language Teacher Education and Development –
Selected Works of Renowned TESOL Experts

Series Editor: Yilin Sun

跨国读写教育中的语言、身份、 权力与跨文化教学法研究

Languages, Identities, Power,
and Cross-cultural Pedagogies
in Transnational Literacy Education

Guofang Li



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出版说明

“世界知名 TESOL 专家论丛”由上海外语教育出版社约请国际知名英语教育和学术机构——世界英语教师协会（TESOL International Association）的前任主席孙以琳（Yilin Sun）教授担任主编，针对国内教师教育发展的需求，精心策划推出。丛书主编及作者均来自 TESOL 协会，在国际英语教学研究领域颇有建树。这是 TESOL 协会专家首次集中与我国外语界合作，联袂将国际教师教育与发展领域的研究精华向广大读者呈现。

丛书每种致力于教师教育发展的一个研究专题，集萃了作者在该领域的研究成果，既有丰富的理论知识，又有鲜活的课堂实例，从国际范围的广阔视野对英语教师的教学、科研和职业发展等领域的热点问题进行了探讨，展现了该研究领域的发展历程和研究成果。

丛书注重理论联系实际，具有很强的实用性和指导性，可供高校外语教师自学阅读，也可作为教师培训机构的辅助教材或参考读物。相信本套丛书的出版将从教学、科研、职业发展等角度为国内高校外语教师的教育和发展提供切实有效的理论指导和实践借鉴。

Preface

This book, *Languages, Identities, Power, and Cross-cultural Pedagogies in Transnational Literacy Education*, is part of the book series *Foreign Language Teacher Education and Development — Selected Works of Renowned TESOL Experts* published by Shanghai Foreign Language Education Press.

As we have witnessed, the field of TESOL has transformed itself over the last 50 years, especially in the last two decades. It is diverse, complex, multifaceted and “glocal”. The increasing demand for global English has resulted in an expanded landscape of ever-diversifying profiles of users, uses and contexts.

This series, titled *Foreign Language Teacher Education and Development — Selected Works of Renowned TESOL Experts*, features a selection of the works of a number of leading researchers and educators in the TESOL field, aiming to exemplify the diversity and complexity of the English language teaching (ELT) field.

Each book in this series focuses on a specific area in the ELT field. Other examples include critical approaches to English language teaching, second language acquisition research, second language writing research and practice, second language reading research and practice, World Englishes, teacher education, corpus based grammar/lexical studies, English for specific purposes (ESP), language assessment, and bilingual/multicultural education and language policy, to name a few.

The purpose of each book is to bring together both earlier and recent articles to show the development of the author's work over his/her academic career. The articles have been selected to address both theoretical issues and practical implications in English language teaching for in-service and pre-service ELT professionals, as this series is intended to not only help foreign language teachers grow professionally, but also serve as textbooks or recommended reading in teacher training institutes in China and other parts of Asia.

Each book begins with an autobiographical introduction by the author in which s/he identifies issues that have been critical in their areas of expertise and how their work has evolved over time. The rest of the book consists of chapters based on articles published over the author's

professional career. The book ends with a chapter where the author provides a summary of the work, as well as predictions and suggestions for moving forward.

Following the trajectory of each author's own research and teaching career (an entire lifetime in some cases), each book provides readers with a vivid snapshot of the development in the author's perspectives on the issues addressed, reflecting the changes in theory, research and practice that have occurred in the specific area of inquiry over a period of time. It is our hope that this series will contribute to a more extensive knowledge base and constructive disciplinary growth for the ELT field.

Guofang Li's book highlights the representative work from her best, more than 20 years of professional career as a prominent researcher and scholar devoted to examining young immigrant and minority students' bicultural and biliteracy practices and connections between home and school settings and in transnational contexts and spaces.

This book begins with a brief account of Guofang Li's inspiring journey starting as a young ELT professional originally from Wuhan, China who went to Canada to pursue a doctoral degree in language and literacy education, and through the study of critical theorists and experiential learning in the doctoral program, how her research interest shifted toward learning not only "just good teaching" methods, but also the identities of Asian immigrant children and their parents who the author shared similar immigration and learning experiences with in the new land, and how such shift has influenced her later research to unpack the critical and overlooked lines of difference and cultural complexities between home and school settings and in transnational contexts and spaces as a Professor and Tier 1 Canada Research Chair in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth.

The articles in this volume, arranged in chronological orders, provide a rich opportunity for readers to explore and reflect on factors that are critical to immigrant students' language and literacy learning across time and space and the dichotomies between home and school, homeland and new land for immigrant English learners.

The carefully selected chapters in this volume clearly illustrate the power of cultural reciprocity and concerted efforts between teachers and immigrant parents in challenging the common deficit views on

immigrants' home language and literacy practices and breaking down the dichotomies for English learners to achieve their full potential in a globalized world. This book is a valuable resource for bilingual education classroom teachers, teacher educators, and researchers.

Yilin Sun

Seattle

September, 2017

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Chapter 1

My Work on Pedagogy of Cultural Reciprocity in Transnational Language and Literacy Education

(A) Introductory study of education
issues of how we teach children

Introduction

Chapter I

My Work on Pedagogy of Cultural Reciprocity in Transnational Language and Literacy Education

[A] truly critical study of education needs to deal with more than the technical issues of how we teach efficiently and effectively — too often the dominant or only questions educators ask. It must think critically about education's relationship to economic, political, and cultural power.
(Apple, 2004, p. vii)

The year 2018 marked the 22nd year I resided in North America as an Asian scholar. During these past 22 years as an immigrant, I have witnessed increased nationalism and xenophobia, resulting in heightened social division along racial, class, and gender lines. The social division, which has reached a tipping point, was evidenced by a series of historical events such as the Black Lives Matter movement and the travel ban on people from several muslim countries and the new immigration policies implemented by the new president in the U.S., the increased racial tensions in Canada, the Brexit in the U.K., the fight against ISIS, and the heightened refugee crisis in Europe and other parts of the world.

In the meantime, the number of international migrants (people residing in a country other than their country of birth) worldwide has continued to grow sharply reaching over 244 million in 2015, up by 41 percent since 2000, 4 years after I arrived in Canada (OECD, 2017). The number of incoming migrants is projected to increase by 5 million in the USA, 1.17 million in Canada, 1.02 million in Australia, and 0.9 million in the UK in the next five years (UN Department of Economics and Social Affairs, 2015). Together with a steady increase of economic migrants, there has been a record growth in the number of refugees and asylum seekers (estimated at 19.5 million in 2014) (OECD, 2017).

The increasing nationalism and xenophobia in the time of massive migration have complicated the issues of languages, identities, and power in immigrant and minority children's education. One the one hand,

immigrant learners live in “layered simultaneity” of different discourses and communities, therefore performing different identities (Blommaert, 2005). As learners move across from one space to another (physically and/or digitally), they not only accrue new linguistic knowledge, but also feel, think, behave in new ways, and put “his or her various languages in relation to one another and in relation to his or her many roles and subject positions” (Kramsch & Whiteside, 2007, p. 918). As the chapters of this volume will demonstrate, immigrant learners’ language and literacy development is characterized by multicultural, multilingual, dynamic practices through engagement in diverse settings and spaces, and multilayered influences of beliefs, ideologies, and discourses.

On the other hand, these varied practices, roles, and subjective positions are constrained by “particular indexical and ascriptive categories” such as linguistic hierarchies, racial, ethnic, and economic inequalities, of a particular discourse community (Blommaert, 2010, p. 10). These categories serve as strategies of exclusion and condemnation of one’s language and culture that foster “disdain for what one knows and who one is” (Moll, 2001, p. 13). According to Moll (2001), they also exert a critical consequence by influencing children’s attitudes toward their knowledge and personal competence and thus create “a social distance between themselves and the world of school knowledge” (p. 13). The immigrant and minority learners in the United States, for example, despite being increasingly multiethnic, multiracial, and multicultural, have been reported to experience an unprecedented backslide toward racial and linguistic discrimination and cultural assimilation (i.e., English-only movement and *de facto* separate and unequal education in many inner city schools), exacerbating the widening achievement gaps between White and other minority ethnic groups, English learners and non-English learners, middle- and upper-class and low-income students (NCES, 2016; Nieto, 2017).

These tensions between immigrant learners’ distribution of multiple identities and language practices and the tightening of linguistic, economic, cultural and educational control within their context of reception in the age of globalization reveal the need to reconceptualize the relationship between language, culture, identity and power, especially in terms of how they intersect translocally and across time. The articles in this volume, chronicling my work on these topics during the past two decades, provide an opportunity to reflect on factors that are critical to immigrant students’ language and literacy learning across time and space and help

to problematize common deficit views on immigrants' home language and literacy practices and the dichotomies between home and school, homeland and new land for immigrant English learners. As the chapters will demonstrate, I believe in the power of cultural reciprocity and concerted efforts between teachers and immigrant parents in challenging these deficit views and breaking down the dichotomies for English learners to achieve their full potential in a globalized world.

MY JOURNEY

Upon my graduation from Wuhan University, China with a master's degree in applied linguistics in 1996, I arrived at the University of Saskatchewan, Canada to pursue my doctoral degree in language and literacy education in the Department of Curriculum Studies. Like many international students, I came to the West with great ambitions for my professional goals: I wanted to learn about Western teaching methods to improve what I saw as "static teaching" in Chinese English as a foreign language (EFL) classrooms that resulted in persistent low English proficiency among Chinese students despite years of investment in learning it (Li, 1995). I also came with several predispositions about English language learning and teaching: English learning involved learning the four skills, and language teaching mainly took place in the school settings as a subject area of study. As well, I saw English learning as a neutral, normal activity that had nothing to do with issues of power and social inequalities outside the classroom. To me, traditional Chinese virtue of working hard on the part of an individual learner was also an important factor in language learning success.

My views quickly changed after my first year of study, during which I studied critical theorists such as Jürgen Habermas, Michael Apple, Henry Giroux, Paulo Freire and Pierre Bourdieu who argued that educational practices are not neutral but ideological. I learned that schools as one of the key agencies of the social, economic, and political institutions are not educational equalizers but instead, they may work to maintain if not produce the inequalities in the society because they preserve and distribute what the powerful groups in relation to race, class, and gender in the society perceive to be "legitimate knowledge" (Apple, 1979). Critical theorists in TESOL, such as Alastair Pennycook, concurred that the field of TESOL is no exception: Unequal power relationships in the broader socio-political contexts, in particular, the intersections of race, class,

gender and sexuality issues, are embodied in the TESOL curriculum and pedagogy; and the various forms of embodiment contribute to the multiple ways of inequality, discrimination, resistance, and struggles operating in the various spaces and places in the TESOL classrooms and beyond. My advisor Dr. Sam Robinson took me to visit one of the elementary schools in an underprivileged school district that served mostly children who were learning English as a dialect (EAD) as well as immigrant families of lower socio-economic backgrounds. In this school, I met children of diverse racial, ethnic, and economic backgrounds and I witnessed firsthand how inequality and discrimination were embodied in the curriculum and instruction. I learned that these students of poor, minority and non-standardized language backgrounds suffered persistent achievement gaps (and unfortunately these gaps still existed, if not widened, today in 2018 two decades later).

Both my theoretical and experiential learning in the doctoral program made me realize that my pursuit of “more dynamic” teaching methods (Li, 1995) as a neutral activity was not enough to understand the power and consequences of English teaching I observed in China and now in the West. Pennycook (1997) cautioned that the so-called student-centred approaches to teaching or even the so-called communicative or task-based approaches cannot be elided with critical work that aims to address the structural inequalities of power and differences on the basis of the complex intersection of different forms of identity (i.e., race, class, ethnicity, gender and sexuality) that can have much more profound impacts on individual learners’ educational and learning outcomes. Gee (1989) argued that language and identity are ideological and are intimately related to the distribution of social power and hierarchical structure in particular sociocultural contexts and discourses. My interest then was shifted toward learning not only “just good teaching” methods, but also the identities of Asian immigrant children and their parents who I shared similar immigration and learning experiences in the new land.

My renewed interest in this area was also profoundly influenced by a group of scholars such as Denny Taylor, Shirley Brice Heath, Luis Moll, James Paul Gee, David Barton, Mary Hamilton, and Guadalupe Valdes, who challenged the traditional power relationships in language and literacy learning in school, especially those deficit perspectives on minority children and families, by focusing on their voices, experiences, and practices outside school. These groups of scholars’ works, including