



Introduction

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The *International Journal of Literacy, Culture, and Language Education (IJLCLE)* is a peer-reviewed, open-access international journal committed to publishing research in the fields of literacy, culture, and language education from multi-, inter-, and transdisciplinary perspectives. Its mission is to foster the global exchange of ideas and promote the dissemination of research among scholars and researchers across diverse academic disciplines. *IJLCLE* invites manuscript submissions that present scholarly work on a wide range of topics related to language, literacy, and culture in education. Submissions may include theoretical and conceptual studies, empirical and applied research using qualitative and/or quantitative methodologies, critical essays, special issues, and book reviews. The journal welcomes contributions from various disciplines, including sociolinguistics, sociology of language, psycholinguistics, educational linguistics, applied linguistics, linguistic anthropology, raciolinguistics, literacy studies, cultural studies, language and gender studies, language and political economy, media and technology, language education, teacher education, educational policy, semiotics, pragmatics, language policy and planning, language revitalization, and linguistic landscapes. *IJLCLE*'s audience includes researchers, scholars, educators, and graduate students around the world.

This fifth volume features sixth research articles and three book reviews, carefully selected from the 2024 submissions. The first article, titled “Liminality in Immigration-Adjacent Stories: A Critical Content Analysis of Identity Negotiation in Intercultural Graphic Novels” by Chen Su and Jason J. Griffith, explores how intercultural graphic novels serve as powerful tools for identity exploration among historically marginalized and immigrant-adjacent students. Drawing on *Identity Negotiation Theory* and a multimodal analytical framework, Su examines six graphic novels to uncover how characters navigate identity insecurity, inclusion, transformation, and ultimately a form of “satisfactory” identity negotiation within liminal spaces, transitional zones where belonging is fluid and contested. The study highlights how multiple semiotic modes, visuals, text, and layout interact to express complex identity dynamics, providing insights into how these narratives represent the multifaceted experiences of cultural hybridity, migration, and adaptation. Su argues that these graphic novels can function as transformative educational resources that affirm the lived experiences of students from diverse cultural and linguistic backgrounds. By bringing to the fore underrepresented stories, the research contributes to inclusive practices in multilingual education and culturally responsive pedagogy. This article offers valuable implications for educators and researchers seeking to amplify the voices of intercultural, immigrant, and immigrant-adjacent students. It demonstrates how graphic novels can create meaningful spaces for identity affirmation and dialogue in increasingly diverse classrooms.

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The second article, titled “Culturally Sustaining Literacy Pedagogies within an Anti-CRT Climate: A Mediated Discourse Analysis” by Kelsey Deklerk, explores the impact of culturally sustaining literacy instruction in a politically charged context marked by resistance to Critical Race Theory (CRT). Using a mediated discourse analysis framework, the study focuses on the actions of a student who, after engaging in culturally relevant literacy lessons, responded to anti-CRT rhetoric by writing a letter to the District Board of Education. In this letter, the student advocated for the continuation of culturally inclusive content in the school curriculum, directly challenging claims that such instruction constituted “indoctrination.” Deklerk analyzes this mediated action by examining the discourses, historical bodies (i.e., the student’s accumulated experiences), and social interactions that informed the student’s response. The findings underscore the importance of integrating culturally sustaining pedagogies that acknowledge and address power relations within educational contexts. By understanding the influence of historical experiences and broader societal discourses, educators and policymakers can more effectively support diverse student populations and confront systemic inequities. The article calls for future research into how these elements shape educational experiences across cultural and socioeconomic boundaries. It also highlights the need to incorporate insights from mediated discourse analysis into teacher preparation and policy development to promote equity and inclusivity in schools.

The third article, titled “*We Don’t Want Their Yoruba Language to Fade*”: Examining the Home Literacy and Cultural Practices of Yoruba Families in the Midwest U.S.” by Adetutu Fabusoro and Giselle Martínez Negrette, explores how Yoruba immigrant families support their children’s bilingualism and biliteracy in English and Yoruba. Grounded in sociocultural theory and New Literacy Studies, this qualitative study uses ethnographic methods to examine the home literacy and cultural practices used by Yoruba parents and how they view the relationship between language and culture in their children’s development. Findings reveal that parents intentionally engage in a range of culturally sustaining practices, such as oral storytelling, poetry, proverbs, songs, and the use of religious texts, to reinforce both languages. These practices are not only educational but also serve to maintain cultural identity, build moral understanding, and foster family cohesion. Parents emphasized that language and culture are inseparable and expressed concern about cultural loss within U.S. society. They also highlighted a disconnect between home practices and school expectations. This research offers valuable insights into the strengths of African immigrant families and calls for greater recognition of home literacy practices in educational settings. It contributes to efforts that bridge school-home divides and promote culturally sustaining pedagogies.

The fourth article, “Multicultural Education Contents, Attitudes, Practices, and Challenges in Nigeria’s Social Studies Education” by Adaobiagu Obiagu, Confidence Onyekachi, Roseline Amadi, and Emmanuel Eze explores how multicultural education (MCE) is understood and implemented within the context of Nigeria’s diverse and multi-ethnic society. Recognizing the nation’s vast cultural richness as a potential driver of inclusive development, the study aims to support peacebuilding and social cohesion amid ongoing regional and ethnic conflicts. Using a mixed-methods approach that combines quantitative and qualitative data, the researchers administered closed- and open-ended questionnaires and conducted classroom observations in the Nsukka Local Government Area of Enugu State. The study included responses from 267 students, 31 teachers, and observations in 18 social studies classrooms across six schools. Findings show that while social studies teachers generally hold positive attitudes toward multicultural values, their classroom practices often fall short of effectively implementing MCE. This gap is confirmed by students’ responses and direct classroom observations. Contributing factors include teacher skepticism, insufficient training, limited understanding of diversity issues, and a lack of appropriate instructional resources. The authors argue that meaningful policy reforms, professional development, and resource allocation are essential to

bridge this gap. Strengthening MCE practices is vital for promoting inclusive education and fostering unity in Nigeria's complex sociocultural landscape.

The fifth article, "Supporting Young People's Identity through Translanguaging in English as a Second Language Classroom" by Eucharia Okwudilichukwu Ugwu, explores how English-only instruction in Nigerian schools undermines both literacy development and the formation of positive bilingual identities among young learners. Using a narrative qualitative inquiry, this critical case study focuses on elementary school children whose mother tongue is Nsukka Igbo, a regional dialect spoken in southeastern Nigeria. Data was gathered through classroom observations and both formal and informal interactions with the students. The study is grounded in translanguaging as a decolonial framework and pedagogical approach, enabling a nuanced understanding of how imposed language hierarchies shape learners' identities. Through this lens, the author examines how children navigate their English language learning experiences while simultaneously grappling with marginalization of their native language. The research reveals that the rigid monolingual structure of instruction restricts students' self-expression, identity formation, and overall engagement in learning. While the intervention was brief and thus not generalizable, the findings underscored the transformative potential of translanguaging to create more inclusive, identity-affirming classroom environments. The study offers valuable insights for educators and policymakers, advocating for the integration of students' home languages into formal education to support both academic achievement and cultural belonging.

The sixth and final article, "Engaging Comunalidad as Theory and Praxis in Language Reclamation" by María Cecilia Schwedhelm Ramírez, explores comunalidad as a powerful framework for understanding and advancing Indigenous language reclamation. Rooted in the lived experiences, resistance, and collective reflection of Indigenous communities in the Sierra Norte of Oaxaca, Mexico, comunalidad embodies a way of being, knowing, and acting that is inherently relational and grounded in community life. This essay examines comunalidad as theory, praxis, and pedagogy, and considers its transformative potential for language revitalization. Language reclamation, like comunalidad, is more than a technical endeavor—it is an ongoing, dynamic, and collective process tied to identity, autonomy, and self-determination. Drawing on the work of comunalistas and local grassroots movements in Oaxaca, the author asks: What is comunalidad, and how does it shape language revitalization efforts? She argues that comunalidad reorients language reclamation toward a community-driven purpose that reinforces relational practices and collective responsibility. As a theoretical lens, comunalidad offers insight into the socio-political and cultural dimensions of language; as praxis, it guides actions that integrate language into daily communal life. Ultimately, this perspective emphasizes the importance of locally grounded pedagogies and affirms language reclamation as a vital act of resistance, relationality, and Indigenous resurgence.

This fifth volume of *IJLCLE* concludes with three insightful book reviews. The first review, contributed by Yanjuan Huo, focuses on *Multilingual Education Yearbook 2023: Teaching with Technology in English-Medium Instruction Universities in Multilingual China*, edited by John Corbett, Edith M. Y. Yan, Jackie Yeoh and Juyoung Lee. The second, by Mengjie Lei, examines *An Introduction to Language and Social Justice: What Is, What Has Been, and What Could Be* by Nelson Flores Avineri and Patricia Baquedano-López. The third review, by Christine Anne McLellan, discusses *In Pursuit of English: Language and Subjectivity in Neoliberal South Korea* by Joseph Sung-Yul Park. Together, these reviews offer critical perspectives on recent scholarships at the intersections of language, education, identity, and sociopolitical contexts.

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Disclosure Statement

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