

***Internationalization in Action:
Leveraging Diversity and Inclusion in the
Globalized Classroom***

Ching-Ching Lin and Christina M. Zaccarini (Eds.) (2020).
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"It's a call to action!" This poignant quote by co-editor Ching-Ching Lin signifies both the purpose and essence of the book *Internationalization in Action: Leveraging Diversity and Inclusion in the Globalized Classroom*. The book addresses the conundrum of diversification and internationalization in higher education from multiple perspectives. This is in and of itself not a small task. In the question posed by one author, is it indeed possible to "make a global citizen" (Alatrisme, p.116)? While the book and its rich plethora of carefully chosen contributions is carried forward by relevant sociocultural, linguistic, and critical literacy theories, it is mainly driven by purposeful and well-designed studies in classroom action research that appeal to researchers, higher education administrators, and stakeholders involved in campus life and student services alike. Moving along the lines of the four quadrants of higher education—theory, curriculum, policy making, administrative planning, and decision-making—it seeks to explore the relationships between these complex elements that are often elusive and tend to diverge rather than converge when examined more closely. The book is organized into three main parts: I. Negotiating Language Policy in Higher Education, II. Cross-Cultural Interaction, and III. Globalizing the Curriculum. The chapters in each part are critical reflections based on studies in action research and ultimately rooted in best practices in the areas of language acquisition, global learning, and curricula in the fields of sociocultural studies, ethics, and global citizenship.

As pointed out by Alatrisme, diversity, multicultural understanding, and global citizenship are "becoming almost a jingle of sorts" (p. 113) in mission and policy statements produced by higher education stakeholders around the country. The attempt to lift the veil and examine the reality behind these buzzwords in academia is a much needed and honest undertaking from which both researchers and practitioners can benefit. Editors Lin and Zaccarini have set out to mine the field and uncover the interrelationships between diversification, internationalization, and critical and global literacies and their impact on curricula and social mobility in academic English-speaking programs. By pursuing this complex, interwoven make-up of new academia we can follow the contributors' meaningful and critical discussion of definitions and their practical values, as well as their theoretical embeddings. The three parts in the book are mainly built around strands of constructivist theory as applied through methods of culturally

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responsive teaching (Gay, 2010) and the multimodal and critical literacy theories and their application in the multilingual approaches as developed by Jim Cummins and Ofelia García. Methodological discussions regarding collaborative and intercultural learning are often aligned with Canale and Swain's (1980) approach to discourse and communicative competencies. Given the multilayered topic of diversity and inclusion, it would be hard to find an all-encompassing theoretical approach or linear path for the many scholarly strands in the chapters. The commitment to a robust discussion of internationalization of curriculum and pedagogy based on individual studies necessitates an inclusive approach. As a result, the book leads the reader on to multiple tracks in language acquisition, bilingualism, communicative and intercultural competencies, and multiple literacies. What dominates in the chapters, however, is the role of language and communication of ideas and knowledge using culturally diverse discourses. Hence, to anchor the chapters, the book would have benefitted from an initial, common discussion of current scholarship in bilingual/multilingual theories, communicative competence, and questions related to discourse and power (Bialystok, 2001; Van Dijk, 2010).

From a reader's point of view, the major goal that shines through in and between the texts seems to be the call for a paradigm shift from a deficit model to a resource model in internationalization and global learning, which can leverage diversity as a resource and translate to programs, curricula, and their implementation in the classroom. The book's authors achieve this by examining, analyzing, and in some cases applying current theoretical discussions. The answer to the overall question of how internationalization and diversification converge or diverge is carefully traced in Chapter One through the explorations of linguistic readings or interpretation of the diverse, multilingual classroom and globally mobile students (Cummins, 1996; García & Sylvan, 2011), and in the application and discussions of the intriguing concept of glocal literacy, or the sociocultural concept of ethical caring (authors Graham and Eslami). How, for instance, do we transcend monolithic categories involved in the monolingual view of bilingualism to embrace the multilingual competencies that are readily available in culturally diverse classrooms (Parmegiani)? How do we break up the cemented, biliteral approach of "us and them" and open up to integrating multiple discourses of knowing? In other words, we do not have to bring the world to the classroom—the world is already residing within the walls of our education institutions. We need to learn how to embrace communicative competence as a form of intercultural communicative competence and navigate new "designs of meaning," negotiate and uncover the many threads that make up the tapestry of diverse knowledge perspectives and intellectual cosmopolitanism we harbor in today's global learning institutions. Finally, how do we capitalize on the "dialectic power relationship between the local and the global," explore the "ThirdSpace" as a form of situated learning and foster how to "negotiate differences in intercultural dialogue" (author Lin), or bring about exchange between the often-marginalized invisible international students and native, first language students (Edwards Dormer)? By and large, the overarching scholarly approach to this issue is carried forth by the ideas of global learning as an equitable, collaborative, and generative experience.

The three parts of the book mirror the ambitious intention of its editors to pursue a paradigm of inclusion which integrates the multiple perspectives represented in theory, curriculum, policy making, administrative planning, and decision-making and campus life. This is where the four quadrants cited above meet. Part I, *Negotiating Language Policy in Higher Education*, targets critical threshold moments we currently face in academic second language learning programs. Set canons rooted in traditional, monocultural curricula from monolingual perspectives serve as limiting boundaries for academically enhancing, inclusive, and linguistically diversified teaching practices. Based on the assumption that weaknesses in institutional policies and higher education cultures perpetuate these hurdles, the chapters in Part I offer intriguing solutions through well-crafted methodological approaches that aim at breaking up the stifling mold of monolingual and unilateral frameworks of English language learning programs and turning second language learners into agents and carriers of knowledge, rather than as passive recipients of "foreign" and unfamiliar content. Graham and Eslami target the lack of linguistic and cultural inclusivity

in IBC (International Branch Campus) programs by arguing for translanguaging methods in the classroom to enhance academic learning and success. They further discuss the advantages of “ethical caring” (Noddings, 2013), a reciprocal form of inclusion and acceptance of the needs in a two-party relationship: the one caring, and the one who is cared for; both approaches are believed by Graham and Eslami to validate the identity and background knowledge of L2 participants and foster a sense of belonging. On the other hand, Richards and Harkness explore the intriguing potential of a glocalized “Thirdspace” (Bhabha, 2006) in ESL and expand the radius of inclusivity and diverse perspectives utilizing students’ background knowledge through situated learning practices to promote learning through negotiation of meaning, inquiry, exchange and translingual experiences, and “intentional inquiry between L1 and L2 learners. An outstanding highlight is Parmegiani’s discussion and presentation of his integrative learning model for English language learners. Using Bourdieu’s hierarchical stratification of discourse practices, Parmegiani challenges English as a “dominant code” in higher education learning institutions, which persists despite the multilingual composition in the student population and the overall call for diversification and global citizenship in academic programs. To achieve a higher level of linguistic equity, the alternative co-learning model uses the first language of the students to work on par with English to utilize their L1 academic writing skills to move away from the idea of a *tabula rasa* and foster a sense of validation of already available linguistic resources. On a slightly critical note, the chapter would have gained from a more in-depth discussion of the relationship between “familiar means” and “deep learning” (Parmegiani, p. 45), which is the original tenor in the introduction of the chapter. What are some of the examples of deep learning and why did this activity promote epistemic access in Parmegiani’s point of view? It may also have been helpful to compare deep learning to Cummins’ CUP (Common Underlying Proficiency model) to shed some light on why the students were more successful using both L1 and L2 during the writing activity (Cummins, 2000). Overall, Part I of the book successfully addresses and counteracts through examples the deficits and resistance in confining institutional policies and English language learning programs which hinder the goal to effectively leverage the ideas of diversification and internationalization in academic institutions.

Part II, Cross-Cultural Interaction, is centered around the powerful dynamics of cross-cultural interaction and collaboration, either locally or internationally across sociocultural strata and geopolitical landscapes. Here the benefits of interwoven discourses and diverse knowledge perspectives available in the globally mobile student population are made visible either through enhanced collaborative in-classroom methods or multimodal tools. The three studies featured in this part of the book highlight students’ agency as active participants in innovative teaching practices and encompass important, often left out aspects of the second language methodology—for instance, the role of authenticity for pre-service teachers, the high-impact learning effect in L2 through task-based language teaching in a virtual exchange project, or the role of pragmatics in intercultural exchange and language acquisition. In Chapter Six, for example, the detailed description by Hilliker, Lenkaitis, and Bouhafa of a virtual exchange project shows how the TBLT approach can be used to foster intercultural communication skills and points to the importance of ownership and authenticity in the second language acquisition process. Virtual exchange in the L2 classroom is a powerful tool for language acquisition, intercultural communicative competence, and global cross-cultural exchange. The task-driven model lends itself to a well-structured, authentic communication which can be carried out asynchronously or synchronously. The activity involved in this project embraces multimodal opportunities that allow L2 students to go beyond cultural boundaries and engage with students using all four language skills. The activities, which consist of an icebreaker, exchange of information, and a compare and contrast assignment, are learner-driven and allow for self-exploration, the sharing of new information, and language enhancement. This project is especially significant for teachers in urban college communities with globally mobile students, as these language programs are often driven by high-stakes testing goals and lack of authentic communication opportunities. The chapter would perhaps benefit from a more precise summary of how the virtual

exchange project engenders linguistic gains and communicative competency in L2 learners. Edwards Dormer's contribution, on the other hand, addresses the "experiential needs" (p. 82) of L1 pre-service teachers and second language learners of English by facilitating a collaboration between L1 pre-service teachers and international students of English, and challenges traditional power relations and linguistic imbalances in content area college courses. Her carefully organized collaborative project points to the significance of authentic learning experiences where students' agency makes up an important part of the learning outcomes. Part II of the book addresses the much-neglected role of pragmatic competence in second language acquisition. Authors Hilliker, Lenkaitis, and Bouhafa highlight the embedded benefits for teacher candidates and L2 students that can be achieved through virtual exchange. While several studies underscore that virtual exchange is of benefit to the development of language skills, the pragmatic aspects of virtual exchange are less examined. The outcomes of the study outline the promotion of teaching strategies and intercultural competence through virtual exchange; the discussion highlights the importance of this project. Utilizing the collaborative, authentic learning environment to explore strategies that enhance students' communicative competency and pragmatics skills is an essential contribution to the field of second language methodology. Further, the virtual exchange project emphasizes the role of speech- and act-driven tasks and real-world communication for L2 students.

Part III, *Globalizing the Curriculum*, brings back the holistic creed of the four quadrants—theory, curriculum, institutional policy-making, and administrative decisions—as the interwoven mechanisms that ultimately determine whether higher education fulfills its commitment to diversification and global citizenship. How far have we come and how successful are we in integrating internationalization in public universities? This is the driving question Alatrisme poses in "Integrating Global Perspectives at Urban Universities from Campus Life to the Writing Classroom." She addresses the question by presenting her observations at the physical campus level, the educational/curricular level, and finally the classroom teaching level. This robust and much needed discussion presses for answers regarding honest definitions and the implementation of buzzwords such as global citizen, global learning, and the integration of diverse cultural perspectives and linguistic identities. Where is the true platform for sharing of world views and knowledge perspectives on our campuses, in core curricula, and classroom methodologies? Alatrisme demonstrates how a carefully crafted writing assignment can serve as a vehicle for the sharing of different cultural points of view when tackling relevant and universally valid topics. Her observations end on a positive note with the statement that "any classroom can become a site for globalization" (p. 128). However, she notes, professional development, curricular guidelines, and a "uniform and systemic approach" (p. 128) are needed for a successful implementation of the vision of true global citizenship.

The rest of Part III treats the questions of diversification and internationalization from the perspective of content area disciplines, self-exploration, and different aspects of literacy. The focus is on the value of cross-cultural dialogue between domestic and international students and on the rewards of deeper self-reflection and the replacement of a one-sided lens vis-à-vis the other in favor of differentiated perceptions of culture. Concepts such as mindful engagement, global interdependence, and transcultural interaction are at the center of these studies. Kolluri and Lee (Chapter Eight) and Zaccarini (Chapter Nine) present innovative pedagogical approaches which seek to improve communication between domestic U.S. students and their Asian counterparts. Their studies are delineated through mindful conversations that help sensitize the participants and break up stereotypes. Zaccarini's goal to facilitate a cross-cultural dialogue through mindful practice is achieved through scaffolded, mindful activities in a history class where international students interact with their U.S. peers. To unravel inherited stereotypes and counteract learning styles that may limit students' ability to engage with students from a different culture, this project, which is heavily learner-driven, offers students on both sides the opportunity to interact through in-person or online collaborative group work. Lin, on the other hand, engages the readers in a scholarly, rich discussion about concepts in critical and intercultural literacies and brings back the idea of a glocal space. Important reflections on intersections of cultural, social, and academic knowledge include

the need to honor and validate the linguistic and cultural capital that students bring to the classroom. Lin further expands on the concept of multiple literacies by the New London Group to frame the necessity to build a fully integrated and inclusive campus that works toward a network of interrelationships among diverse cultural perspectives.

Conclusion

By linking a theoretical discussion to hands-on classroom observations and analyses the book fulfills its promise to examine the divergencies and convergencies between diversification and internationalization from a multiple-perspective approach. The outcome of this undertaking is a rich portmanteau filled with innovative pedagogical materials and food for thought. Above all, the book unknots the many threads that make up the vision of a truly global learning institution. It unravels the deficits created by confining and limiting policies, administrative hurdles, and lack of clear definitions and rigor in implementation. Further, the discussion of necessary curricular revisions is enhanced by exemplary demonstrations of original and theoretically well-founded projects which highlight the international and globally mobile students as an agency and carrier of generative knowledge. The focus on interdependence and intersections of cultural, linguistic, and academic knowledge offers a promise of the paradigm shift through which international students will be included in the fabric of higher education as a resource rather than a deficit. The editors' competence and scholarly weight shine through in the last part of the book, whose chapters seem to offer the most substantial discussion of current, scholarly approaches essential for continued growth in the field of global learning and internationalization. By and large, the three parts of the book constitute the beginning of a comprehensive and indispensable discussion in higher education and make up an essential step toward the realization of an all-encompassing vision of intermingling diverse discourses and multiple literacies in the global learning environment.

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