A COMPREHENSIVE REVIEW OF DISSERTATIONS FROM 2010 TO 2019

INSTRUCTIONAL PRACTICES AND PREPARATION FOR PRE-SERVICE

TEACHERS IN USING MULTICULTURAL AND INTERNATIONAL

CHILDREN'S AND YOUNG ADULT'S LITERATURE: A

COMPREHENSIVE SYSTEMATIC LITERATURE REVIEW

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A Dissertation

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by

Ragina Dian Rice Shearer

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DEDICATION

I dedicate this to the outstanding professors who have guided my way through all my doctoral studies, both at Sam Houston State University and at the University of North Texas. I have had many incredible experiences I have engaged in many extraordinary encounters and have been blessed to work with multiple intellectual and knowledgeable professors.

I want to thank each one of my children Miranda, Nathan, and Ashley for listening to all my stories over these past few years. These years have been a blessing for me, and I will never forget them. I am thankful for the many of hours of studying together and the late-night runs for fast food. I am thankful to have always known you were supportive and behind me, I could not have done it without your love and support.

I want to dedicate this along with my love of reading to all my grandchildren who have slowed down this process, but who have filled my days with laughter and love. Thank you, Hallie, Shawnee, Olivia, Anna Kate, Anders, Eleanor, Malaki, Damien, Kaden, Rayley, and Colten. I love you all and I hope you will always love reading about adventures with your peers around the world.

ABSTRACT

Shearer, Ragina Dian Rice, *A comprehensive review of dissertations from 2010 to 2019 instructional practices and preparation for pre-service teachers in using multicultural and international children's and young adult's literature: A comprehensive systematic literature review.* Doctor of Education (Literacy), December 2020 Sam Houston State University, Huntsville, Texas.

The goal of this comprehensive literature review is to show the importance of using multicultural and international children's and young adult literature as a needed resource within classrooms across grade levels in order to develop and maintain societies of people around the globe who are knowledgeable of, empathetic toward, and accepting and understanding of one another. A second goal is to show students who work collaboratively using multiple sign systems express their understandings of literature, have encouraged critical thinking skills and are enabled to develop their cultural strengths and talents.

This study researched and analyzed the reported importance of the use of multicultural and international children's and young adults' literature and promoted awareness of the need for pre-service teachers to be prepared to use this literature in their future classrooms. Numerous dissertations with the topic of cultural literature were rigorously studied and selected or deselected according to questions pre-chosen by the researcher. The fieldnotes taken from two prominent International Literature conferences were meticulously examined as well, for the input of the need for forth coming teachers to be prepared in using this literature in their classrooms.

The findings and conclusions found it to be necessary for pre-service teachers to be prepared on using cultural literature in the most efficient ways according to a conglomeration of award winning authors, illustrators, and prestigious professors who

specialize in the area of multicultural and international children's and young adult's

literature. Implications prevail heavily that detailed preparation for pre-service teachers

in the implementation of the use of this literature is imperative.

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CHAPTER I

Chapter Overview

In this chapter there is an introduction, a statement of the problem and the purpose of the study. I will describe my cultural beliefs towards the implementation of multicultural and international literature and the extension of literacy activities that can relate to developing global citizenry and encompass understanding, empathy, comradery, and relationships between peers across diversities and nations. In addition, I will introduce the methodological framework in seven steps. I will choose to use Onwuegbuzie and Frels (2016) seven steps toward constructing a comprehensive literature review. Finally, chapter one includes the goal of the study, statement of the problem, purpose of the study, my philosophical stance, methodological framework, theoretical framework, guiding research questions, significance of the study, definitions of terms, limitations and delimitations relevant to conducting this study.

Introduction

Before the mid to late part of the twentieth century, children's and young adult's literature was predominantly written about and for middle class Anglo-Americans (Bishop, 1992, 2000, 2014; Freeman, Lehman, & Scharer, 2001; Sims1983, 1993). According to Banks (1988, 1991, 1994, 1999, 2016, 2017) the goal in the mid- to late-twentieth century was to make readers believe the Anglo middle class to be the norm so all others would conform to that norm and all be and do the same. Grant and Sleeter (2012) agreed with Banks' findings in a later study that the beginning of multicultural education was to change children that were not fitting the dominant mainstream culture,

not to change schools, but to encourage all children to blend into the status quo of the educational environment as one.

During the last half of the twentieth century, American schools were moving toward a more diverse mindset, as many teachers were incorporating the background knowledge of all students into the school curriculum and multicultural literature had become more available in American society and education (Bishop, 2009, 2014; Esteban & Moll, 2014; Moll, Amanti, & Gonzalez 1992). From the 1950s to 1970s the limited selection of literature depicting minority (non-Anglo) characters featured these characters as looking the same, wearing the same style of traditional clothing and hairstyles. The characters' feelings, thoughts, and actions were collective, not individualistic (Bishop 1987, 2000, 2014; Gilton, 2007, 2012; Short, 2009, 2018, 2019). Overall, there was little to no individuality within specific cultures (Bishop 2000; 2014 Sims 1993). Of the limited selections of literature focused on non-dominant cultures, the focus was stereotypical and involving ancient cultural traditions and folklore (Gilton, 2007, 2012; Short, 2003, 2009, 2018, 2019). Not only did children's and young adult literature need to be changed to be less stereotypical; it needed to be more inclusive of all ethnicities, cultures, and diversities (Bishop, 2008, 2014; Harris, 1993; Mizell, Harris, & Mizell, 2018; Nieto, 2009; Yamate, 1996).

Textbooks as well as children's and young adult's literature, began to emerge with an emphasis on diverse cultures following the Civil Rights Movement (Banks, 1994; Goodman, et al. 2013; Nieto 1983; Yamate 1996). The Civil Rights Act of 1964 and the passing of the Elementary Secondary Educational Act (ESEA, 1965) (Anderson, Meredith, Schmidt, Pratt-Williams, Jonas, Vandersall, 2019), one of President Lyndon B.

Johnson's acts implemented to battle the "War on Poverty," contributed to the awakening of the need for multicultural literature. The ESEA (1965) was a response to unequal access to resources in communities and schools of the poor and urban communities. Specifically, Title II of ESEA (1965) was meant to provide money for literature and to promote diversity in children's literature (K. Goodman, Calfee, & Y. Goodman, 2013). In 2001, the United States House of Representatives passed No Child Left Behind (NCLB) Act. United States Congress passed the NCLB Act in 2001 and President George W. Bush signed the bill, the NCLB Act in 2002 with the intention of extending ESEA (Gewertz, 2015). The NCLB Act (2002) could have been beneficial to public education; however, by introducing high stakes testing, along with punitive sanctions, the freedom of teachers to incorporate the use of multicultural children's literature was limited (Gewertz, 2015; Goodman et al., 2013). The astringent accountability measures were put into place when President Obama (2015) mandated Every Child Succeeds Act (ECSA), which extended high stakes testing and disciplinary sanctions. This extension sustained minimization of diversity in children's and young adult's multicultural and international literature (Goodman et al., 2013). Multicultural education and the use of authenticity and accuracy by authors and illustrators in multicultural and international literature was an attempt to reduce and ultimately prevent prejudices and stereotypes across cultures.

The new aim in the 1980s and 1990s was to implement equality and cultural pluralism throughout the schools (Bishop, 2000, 2014; Leland, Harste, & Shackley, 2007). Earlier research in the implementation of multicultural education did not examine communities of practice and inquiry, but it did examine the attitudes and expectations of

readers (Harste & Short; 1988). During the 1980s the idea of multiculturalism began to weave authentic aspects of various cultures into the curriculum (Esteban-Guitart, & Moll, 2014). The four main cultural groups depicted in multicultural literature at this time were African American, Hispanic American, Native American, and Asian American (Bishop, 1987, 2000, 2014).

One of the primary purposes for the use of multicultural literature was to increase open-mindedness and acceptance of one another among various races living in the United States. Authors and illustrators of multicultural literature began to take a less stereotypical approach with the inclusion of all races, genders, and other diversities (Short, 2009; Takas, 2003;). Individuality among characters emerged along with the importance of all children being able to see themselves within stories (Bishop, 2000, 2014; Short, 2003, 2019). Literature that included ethnicity, as well as other diversities, such as disabilities, gender, socio-economic class, along with any other denotations of difference, were labeled multicultural. Multicultural and international literature during the 1980s and 1990s began to include gender, socio-economic class, and other denotations of difference (Harris, 1993; Mizell, Harris, & Mizell, 2018; Short, 2018, 2019). Multicultural literature, a term that refers to literature written in and about non-dominant cultures within the United States, has been discussed thus far (Levinson, 2005; Moreillon, 2013; Smith, 1993).

The term international literature, as it is used in this paper, refers to literature written by or about people outside of the United States (Freeman & Lehman 2001; Levinson, 2005; Moreillon 2013). A founding mother of the concept of using international literature to remedy world problems, Jella Lepman, was a Jewish woman

who had fled Germany during World War II (Skeeles, 1999). She was hired by the

United States Army to return to Germany in its aftermath to explore and determine what

the most appropriate path of rehabilitation would be for women and children who had

been scarred by living through the devastation of World War II. After touring several

areas of destruction, Lepman (2002) immediately recognized what the children needed

were books to bring hope back into their lives. She began a mission to bridge children

across the world, cultures, and languages together using children's and young adult's

international books. Lepman's idea was that if children grew up reading about others and

connected with the characters in the books across nations, then once they are grown, it

might be less likely for them to become enemies and rage war on one another (Lepman

2002; Skeeles, 1999).

Lepman (2002) was successful in establishing the first and largest international

children's and young adult's library in the world in Munich, Germany. The International

Board on Books for Young People began because of Lepman's efforts in building bridges

across diversities through international children's and young adult's literature (Lepman,

2002). This organization is worldwide with many national sections whose mission is to

bridge the world together in understanding through books. The emphasis of this

organization is to promote understanding through children's and young adult's books.

Another focus is to help provide books to poverty-stricken children or children who live

in regions where catastrophic events have happened (Short et al., 2015).

Short (2003, 2009, 2018, 2019) attributed international literature invites students

to explore worlds through literacy they may never otherwise encounter, or truly

understand. When teaching diverse cultures, students must learn that they each have their

own culture, values, beliefs, and ideas. "At the heart of any curriculum that is international is personal and social knowing the experiences that learners bring from their personal experiences of living in the world and being part of specific cultural groups and social contexts" (Short, 2003, p. 3). Equipped with the awareness of their own culture and points of view, students are encouraged to step into the lives and hearts of other children, using international literature. The cultural values, traditions, and beliefs revealed within the literature reflect similarities and differences around the globe. Languages and dialects spoken by the characters of these texts also reflect similarities and differences among readers and characters of other regions (Freeman & Lehman, 2001; Short 2003, 2018).

Young readers' imaginations are often stimulated as they travel through experiences, bonding with characters and traveling through experiences within international literature (Freeman & Lehman, 2001). Children and young adult perspectives grow and develop as they journey with people from diverse cultures, and places through the words and stories of international literature (Freeman & Lehman, 2001; Short, 2003, 2009, 2018, 2019). Freeman and Lehman (2001), as well as Bishop (2014) agreed readers often see themselves in the characters in books from around the globe as they develop intimate empathy and compassion for them. International literature can encourage student's promotion of empathy, identity, loyalty, and acceptance (Freeman & Lehman, 2001; Short 2009, 2018). According to Freeman and Lehman, (2001),

> the parallels between the lives of… and the journeys they undertake, as
> well as

the differences in the purposes, contexts, and settings in their journeys"

between   the characters and the children reading the text "will provide rich

material for student" thought and reflection concerning people and places

with vast differences and perspectives but great similarities in human needs,

both physical and emotional. (p. 20)

In a global society, many researchers agree that students should read and discuss

multicultural and international literature to ensure that they have the opportunity to learn

about diversity in a natural and unbiased setting (Baja, 2015; Short, 20032009, 2018,

2019; Short et al., 2015). Multicultural and international literature and its uses as

discussed in this paper are prime resources that can be used in the implementation of

multicultural and global education. Bennet (2003) declared:

Multicultural education in the United States is an approach to teaching and learning that

is based upon democratic values and beliefs and that affirms cultural pluralism within

culturally diverse societies in an interdependent world. In a pluralistic democracy, such as

the United States, multicultural education argues that the primary education is to foster

the intellectual, social, and personal development of all students to their highest potential

(p. 14).

Goal of the study

The goal of this comprehensive literature review is to show the importance of

using multicultural and international children's and young adult literature as a needed

resource within classrooms across grade levels in order to develop and maintain societies

of people around the globe who are knowledgeable of, empathetic toward, and accepting

and understanding of one another. This does not mean that students must learn to read

about and agree with everyone in every matter, but to be accepting of one another's cultures, languages, values, lifestyles, customs, beliefs, and perspectives. I will define the importance of, as well as give a history of, multicultural and international children's and young adult literature that has affected citizen's and their identities across time while reading and responding to these types of literature. I will also identify research-based literacy strategies that are producing effective literacy skills while promoting cooperative and collaborative global citizens. Ultimately, I will analyze how pre-service teachers are being prepared to use this literature in their classrooms.

Statement of the Problem

Multicultural and international literature in the curriculum is beneficial in academia and for the social well-being of children and young adults (Albers, Vasquez, & Janks, 2019; Baja, 2015; Banks, 2016, 1990. 2017, 1991; Bishop, 2014; Esteban-Guitart & Moll, 2014; Moje, 2015; Short, 2018; Tiera Greene, 2016). Reading aloud diverse material often allows students to read about their own familiar customs and exposes students to cultures and concepts they may not otherwise be exposed to (Krashen, 2006). Read-aloud experiences engaging students in on-going discussions about the literature, the characters, the students' real lives and experiences allows students to share their initial aesthetic responses (Rosenblatt, 1978). While discussing the literature, students who are being encouraged to express their responses and understanding of literature using multiple sign systems are using critical thinking skills; therefore, deepening their understanding (Albers, Holbrook, & Harste, 2010; Albers, Flint, & Matthews, 2019; Harste. 2019; Kress & van Leeuwen, 2006; Serafini, 2010; Short, 2018). Students working collaboratively using multiple sign systems to express their understandings of

literature encourages critical thinking and enables students to develop their cultural strengths and talents (Short & Harste, with Burke, 1996). Sign systems, such as art, drama, and music are potential tools used in the system of critical thinking and developing understanding while pulling from heritage talents as well (Albers, 2007; Albers et al., 2019; Kress, & van Leeuwen, 2006; Serafini, 2010; Short et al., 2000).

Purpose of the Study

The purpose of this research is to analyze the reported importance of the use of multicultural and international children's and young adults' literature and to promote awareness of the need for pre-service teachers to be prepared to use this literature in their future classrooms (Short 2003, 2009, 2018, 2019). Using multicultural and international literature known also as heritage literature (Jimenez, 1997, 2013; Krashen,1998, 2016), helps students from minority or estranged cultures develop text-to-self, text-to-text, and text-to-world connections (Rosenblatt, 1978), while also building their self-worth and the importance of their own community and culture (Krashen, 1996, 1998, 2006, 2016; Moll et al., 1992; Moll, 2015, 2017). The importance of authenticity and accuracy within all quality literature, specifically reviewed here in multicultural and international literature, is to effectively promote tolerance and understanding across cultures and to dispel stereotypes and prejudices (Bishop, 1992; Freeman, Lehman, & Scharer, 2001; Short 2003, 2009, 2018, 2019).

Promoting authenticity and accuracy, dispelling stereotypes. When multicultural literature representing cultures other than Anglo Americans first began to enter the field it was predominantly stereotypical (Banks, 1988, 1991, 1991, 1999, 2016,

2017; Bishop 1996, 2000, 2014; Harris, 1993, Larrick, 1965, Mizell et.,2018). Pre-service teachers should be aware of and prepared to recognize stereotypical multicultural and international literature that perpetuates stereotypes toward the race or ethnic group featured. The stereotypes mentioned include: specific groups having the physical characteristics across characters exactly the same; and all people of one ethnic group eating the same foods, working the same jobs, living in the same type dwellings, or carrying out the same traditional and daily activities (Leland, Harste, & Clouse, 2013; Short, 2009b). Many prominent researchers, such as Bishop (1987, 2000, 2014), began to recognize the detriment of reinforcing the use of stereotypical literature. Yet, it was not until the Civil Rights Movement of the 1960s through the 1970s that the influence of multicultural literature became prominently and positively recognized (Bishop, 2008; Nieto 1983; Yamate, 1996). Authors of children's and young adult's literature of various cultures began to emerge during the1960s and 1970s with a desire to tell their own stories to hopefully dispel popular stereotypes and prejudices (Bishop, 1992; Freeman, Lehman, & Scharer, 2001; Larrick, 1965).

Since the 1980s, multicultural and international literature has taken a more pragmatic outlook of all races and genders (Bedford, 2007, Bishop 1998, 2000, 2014; Short, 2018, 2019). The characters in multicultural literature began to take on individual characteristics, which allowed children to see themselves and their communities reflected in the stories (Mathis, 2007; Short, 2009, 2018, 2019). Reading multicultural and international children's and young adult literature in classrooms, along with enriched experiences that promote text-to-self, text-to-text, and text-to-world (Rosenblatt, 1978), opens multiple opportunities for students to view and learn about the world around them

(Bishop, 1998, 2000, 2014). The focus and importance of authenticity and accuracy in children's and young adult multicultural and international literature to dispel stereotypes and prejudices is an imperative aspect of these types of literature; therefore, pre-service teachers should carefully select only authentic and accurate literature in this area (Short 2000, 2003, 2009, 2018, 2019). Promoting understanding, appreciation, as well as community and global service is another crucial contribution of children's and young adult's multicultural and international literature (Au & Raphael, 2000; Baja, 2015; Bishop, 1987, 2000. 2014; Dressel, 2005; Landt, 2006; Moreillon, 2013). Instruction provided by well-prepared pre-service teachers, in the promotion of children's and young adult multicultural and international literature will allow for reflection of the reader responses of students through multimodalities, including socio-cultural, semiotic sign systems (Albers, 2007; Albers et al., 2019; Albers et al.,2010; Albers, & Murphy, 2000; Albers et al., 2011; Kress, & van Leeuwen, 2006; Short et al., 2000). Lastly, reflecting on reading multicultural and international literature can increase positive outcomes and help students develop an appreciation for diverse cultures.

Philosophical Stance

The rationale of the research philosophy of this comprehensive literature review is social culture constructivism focusing on the social well-being of people and how they learn the most effectively, allowing the use of socio-cultural semiotic sign systems (Kress, van Leeuwen, 2006). Onwuegbuzie (2016) states "Social Cultural Constructivism focuses more on the social processes and interactions and seeks to understand how social influences result in an intersubjective understanding of life and life's circumstances" (p. 72). Heath (1983), Gate (1995) and Moll, Amanti, Neff, and

Gonzalez (1992) all produced seminal ethnographies and qualitative research under the lenses of both sociolinguistics and socio-cultural constructivism that have shown the importance of letting students find their own voice deep within those of their native culture and heritage language. Moll (2017), as well as Krashen (1998, 2016), have pinpointed the use of heritage language and native learning styles as an asset for students' learning.

One of Moje's (2017), main philosophies is that learning is improved when students can build their inner third spaces on their own funds of knowledge from their personal culture and heritage. This cultural learning is easily integrated when teaching; experiences are developed or linked to students' personal experiences and language (Krashen, 1996, 1998, 2016; Moll, 2017). Moll (1992, 2017) believes for the individual learner to become actively involved in the dynamics of reading and writing he must be guided to make personal connections to the text and use his own funds of knowledge.

The position of using multicultural and international children's and young adult literature in classrooms in this research is one of embracing inquiry, self-identity, expression and the use of socio-cultural semiotics/various sign systems such as art, drama, poetry, music; the use of heritage language, speaking, listening, reading, and writing (Albers, Holbrook, & Harste, 2010; Kress & van Leeuwen, 2006; Leland, Harste, Shockley, 2007). Short (2003, 2009, 2018, 2019) believes students should be guided in learning how to explore, discover, and inquire into areas as they take ownership of their own learning. Children who are given the opportunities to delve deeper into subject matters, to read and reflect on what others have done, and to shape their own questions with inquiring minds are learning skills they will need to problem solve in the future

(Harste & Short, 1988; Leland, Harste, & Shockley 2007; Krashen, 1996, 2016). When

students are commended for prior knowledge, their self-concepts develop positively and

they become more comfortable sharing their interpretations of the text (Freire 1970,

1985, 1998, 1998, 2007; Moll, Gonzalez, Gutierrez, 1992; Moll, 2015, 2017; Rosenblatt,

(1978). Students have different strengths and weaknesses. If pre-service teachers seek to

find those areas of interest and strengths and allow personalized expressions, perhaps

students will become more inclined to build on those areas of strength. The use of various

sign systems such as art, drama, poetry, and music can free students' expressions to

literacy in an element that is natural to that individual (Albers, Holbrook, & Harste, 2010;

Kress & van Leeuwen, 2006; Leland, Harste, Shockley, 2007) and allows for a greater

depth of learning. While doing this, students should be able to learn to collaborate and

work together. As students learn to accept and use the strengths of each member of the

group, as well as discuss and reason as they problem-solve, students learn what it is to be

a responsible citizen (Harste, & Short, 1988; Short, 2019). Students allowed the

opportunity to immerse themselves in multicultural and international literature both as

shared reading and as independent reading develop their own cultural identities at a

higher critical thinking level than those not encouraged in shared and independent

reading (Krashen, 2016). Through multicultural and international literature students may

be able to see reflections of themselves and look through windows into the cultures,

values, and lives of others Bishop (2000), Lepman (2002). Students of all cultures have

"funds of knowledge" that should be acknowledged, shared, and built upon for all to

learn from. In doing this we will begin to create a society that is more tolerant,

understanding, and compassionate for one another (Moll et.al., 1992).

Methodological Framework

In organizing this study, I have chosen to follow Onwuegbuzie and Frels (2016) the *Seven Steps Toward Constructing a Comprehensive Literature Review*. The seven specific steps are as follows: Step one, Exploring Beliefs and Topics; Step Two, Initiating the Search; Step Three, Storing and Organizing Information; Step Four, Selecting and Deselecting Information; Step Five, Expanding the Search Using MODES; Step Six, Analyzing and Synthesizing Information; Step Seven, Oral and Written Presentation. These seven steps are accomplished in the following three phases:

Phase one - The Exploratory Phase – steps one through five

Phase two -Interpretive Phase – step six

Phase three - Communication Phase – step seven (Onwuegbuzie & Frels, 2016).

Phase One: Exploratory Phase

Step One: Exploring beliefs and topics

Researcher cultural background and beliefs. As a child growing up with *Dick and Jane* in a predominately white world, I was concerned about the hidden worlds of children of different races. I went to the public library and my school library asking for books about children in far off places, children who lived their lives differently than I did. My remembrance is that the librarian directed me to non-fiction books, listing facts about people and places, or simply told there were no storybooks about children different than I was. I remember the school librarians often became frustrated that I continually asked for the same thing, which in their point of view did not exist. Sadly, children's and young adult literature with culturally diverse settings and characters did not exist at that

time, at least not within my reach. As I grew into the older elementary years, in the early 1970s, I remember being excited to hear that *Dick and Jane*, from my earlier years, had acquired some friends of color in their books. I was relieved to know that children of color could see characters of their own color, but little did I know then how assimilated these books were and even these characters with color had only Anglo attributes (Allington, Pihlaja, 2016; Laugessen, 2017). "The rationale for the need for diversity in children's literature is poverty, inequality, and injustice that are historically embedded in all aspects of our society, such as class, race, ethnic, gender, sexuality, disability, zip code…and immigration" (Nieto, 2009, p. 269).

Believing that all children needed to read about children everywhere, I moved into my secondary years of schooling. The Cold War was ending, the end of Vietnam War brought many controversial bits of news and movies about the war, and the devastation of the war flooded the cinemas and television. There were even a few books that were written in a contemporary format about people and places. My interest, at that time, was always focused on the children whose lives had been ravaged by the war. I began to dream about helping these young children, I thought if I could just hold them, or be with them and read from children's books they might be comforted and able to lose themselves in the safety and security of the pages of a book. Later in life, as a teacher across grade levels K-12 for the past twenty-eight years, I have incorporated multicultural and international children's and young adult literature from picture books to novels, informative books, and poetry in classrooms.

I have spoken about reading diverse material and incorporating talents and heritage related skills in professional development with teachers across content areas and

grade levels. I have attended these conferences as well as presented at them, using multicultural and international literature in classrooms in order to allow children of diverse cultures to view themselves within the pages of a book where they have been unable to previously, while allowing children of all cultures to look through windows into differing worlds of their neighbors far and near. Most of the teachers I have engaged with about using multicultural and international literature in their classrooms have held very little to no interest and have not followed through with more than reading a book or two with no follow through discussion nor extension literacy activities.

While speaking with teachers over the years, I have come to believe it is because the benefits of reading this literature have not been revealed to them and they simply do not understand what they could be doing to benefit the future citizens of a global world. As I began researching the topic of children's and young adult multicultural and international literature and the uses of this valuable resource in the classroom, I did not find research on whether or not teachers and pre-service teachers are being prepared to implement this literature to benefit our global society, hence my reasoning for undertaking this particular study.

Theoretical Framework

My theoretical frameworks include the transactional reader response theory as explained below by Rosenblatt (1978), as well as four precepts of the constructivist theories – Inquiry Learning as explained by Dewey (1932); Sociolinguistics as explained by Gee (2005, 2015, 2016) and Halliday (1975). Whole Language as explained by Goodman (1992); Goodman (1989). Socio-cultural semiotic sign systems as explained by

Au (1997); Davidson (2010); McNamee (1995); Perez (1998); Gutierrez and Rogoff (2003).

Transactional/reader response theory. Rosenblatt (1978) claims readers interpret text differently read at different stages in life. She also asserts that transactional/reader responses of students may be different as they reveal self-text, text-to-text, and text-to-world in their contributions to discussions and in their writing.

Transactional/Reader Response Theory explains that all readers have unique experiences with each text due to the background knowledge and experiences they each bring to a text at a certain time in life (Rosenblatt, 1978). Constructivism uses the active role of the reader in meaning making. Each time the reader comes to the text he can have a different understanding due to the reader's level and experiences, which he brings to the text.

I have chosen four of the Constructivist Theories that also contribute to my theoretical framework in this Comprehensive Literature Review of Children's and Young Adult's Multicultural and International literature, which are discussed below.

Inquiry learning. Dewey (1932) claims only when the learner is actively engaged, and new learning is built on old learning and results from inferencing or filling in what is known in the gaps of what is unknown. One comprehends what is read while reading in this way. In order that students will be able to identify, investigate, and solve problems, an inquiry learning (Dewey, 1932) must take place. Inquiry learning is where students are motivated to learn by cooperating and collaborating as they explore, solve problems, discover, and participate in their learning (Short, Pierce, Beck, Cool, Finfenkeller, Koblitz, & Hass, 2015). While involved in inquiry learning teachers must

apply Schema Theory, that is to build, or scaffold upon the student's' background

knowledge (Leland, Harste & Clouse, 2013).

Sociolinguistics. Linguist have studied specifically the development of language

and language acquisition (Gee, 2005, 2015, 2016; Halliday, 1975). Gee (2005, 2015,

2016) and Halliday (1975) both sociolinguists, agreed that everyone's culture influences

the development of his or her heritage language, as well as the acquisition of additional

languages. Halliday (1975) stated "…sociolinguists believe language is acquired

through a social and cultural lens, which leads to an ability to read and write. The

development of vocabulary in oral language assists reading and writing, as well as the

development of vocabulary during reading enhances oral vocabulary" (p.118).

Socio-cultural theory. Au (1997) writes reading and language coincide because

the author writes in a language for use by people, which is a result of a social

collaboration. The social, language, and financial status of a group of people affect the

way in which literacy is conducted in the community and effectively the way in which it

is learned according to Davidson (2010). "This reality is particularly relevant today in an

increasingly globalized world where political, economic, and social exchanges challenge

individuals and nations" as the world becomes more engaged with one another

(Davidson, 2010, p. 246). McNamee (1995) and Perez (1998) concur looking through

the lens of the sociocultural perspective children's understanding of literacy is based

upon their historical and cultural backgrounds, as well as their dialects and languages.

Davidson (2010) goes further to claim that literacy in school "tends to reflect the values

of the dominant and powerful socioeconomic group" (Davidson, 2010, p. 250). In

addition, Gutierrez and Rogoff (2003) also found in their literacy studies that the literacy

curriculum in school reflects the main and most influential socioeconomic group, thus reinforcing the sociocultural perspective. The sociocultural approach tries to ensure that all students are given opportunities to interact with literacy in a way that coincides with their sociocultural and historical backgrounds (Davidson, 2010),

Balanced Literacy. Balanced Literacy, earlier known as whole language as claimed by Goodman, Y. (1989), Goodman, K. (2016), Goodman, Calfee, Goodman (2013) & Jurich, 2019) is constructed upon the student's own experiences, which allows for a teacher to know what is going on in the reader's mind as pertains to his own experiences. Using the theory of whole language invites the reader to connect personally with the characters and/or events in multicultural and international literature. Modeling for this type of thinking often occurs during a think aloud class discussion to help readers think about what they are thinking. This type of thinking is text to self-connections, text-to-text connections, or text to world connections (Rosenblatt, 1978) it is also a metacognitive way of thinking. Metacognitive theory is a constructivism form of reading in where the reader is actively thinking about how he can socially engage with what is being read.

Figure 1 shows how each of these theories overlap and entwine with one another throughout this study.

Theory	Transactional Reader Response	Balanced Literacy	Socio-Cultural	Sociolinguistics	Inquiry Learning
	Rosenblatt 1978	Goodman (originally Whole Language) 1989	Au (1997), McNamee (1995), Perez	Gee (2005, 2015, 2016) Halliday, (1975).	Dewey (1932)

			(1998), Gutierrez and Rogoff (2003), Davidson (2010)		
	Efferent and aesthetic responses	Balanced literacy uses one's experiences and learning styles	Emphasizes the social facet of learning, centers more on the larger version of culture.	Emphasizes the social facet of learning, concentrates more on the language attributes.	Problem-based, interests, curiosity, explore, discover
Traits	self-text, text-to-text, and text-to-world	Writing focuses on self-experiences relationships	connect personally with the characters and/or events	Language begins and is interacted with others with whom you are communicating	identity
Traits	Children use their background knowledge which influences their reader responses	help readers think about what they are thinking	children's understanding of literacy is based upon their historical and cultural backgrounds, as well as their dialects	children's understanding of literacy is based upon their historical, cultural, and socio-economic backgrounds, as well as their dialects and languages	new learning is built on old learning

		and languages		
Traits	experiences they each bring to a text at a certain time in life	constructed upon the student's own experiences	connect personally with the characters and/or events	language is acquired through a social and cultural lens, which leads to an ability to read and write	results from inferencing or filling in what is known in the gaps
Traits	Individualized reader response	constructed upon the student's own experiences	stresses the social facet of learning	stresses the social facet of learning	learner is actively engaged
Traits	Background knowledge begins within your culture	Culture is your community experiences	Social, historical, cultural community is the background of this theory	culture influences the development of his or her heritage language	Interests may develop according to your environment
Traits	One's experiences help provide comprehension in what is read	Reading is mainly a language development	reading and language coincide because the author writes in a language for use by people	language is acquired through a social and cultural lens, which leads to an ability to read and write	Identifying, collaborating, hypothesizing all use language

Figure 1

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Red print matched in a second column

Green print is concept from *Lenses on Reading* (Morrow & Tracey, 2017)

Research Questions

After years of studying the use of and using multicultural and international literature and seeing the benefits in the classroom, as a scholar, researcher, and teacher, I became passionate about the literacy outcomes I saw. I intend to continue working towards helping teachers to see the value in using multicultural and international literature within our diverse society, and to guide them towards this end. I have had the privilege of training teachers in professional development and presenting in teacher and research conferences on this topic. Currently, my goal is to conduct classes and classroom work experiences for pre-service teachers while creating and/or enhancing the development of a Children's and Young Adult's Multicultural and International Literature department in a university program.

The research questions that will be chosen for this research will delve into the importance of children's and young adult multicultural and international literature and the value and necessity of preparing today's and tomorrow's teachers to infiltrate this literature throughout the curriculum. The research questions that will be used are as follows.

1. According to the research identified in a comprehensive, systematic literature review, what are specific research-based strategies for pre-service teachers to use in the effective integration of multicultural and international literature into their instruction, and how will they been implemented in classrooms?

2. Based upon the information obtained in a comprehensive literature review, are pre-service teachers being taught to incorporate multicultural and international literature in the classrooms, if so, how are they being taught, what is included in the instruction?

3. Based on the findings in this research, how are pre-service teachers being educated on the authenticity and accuracy of this literature?

The selection criteria used in collecting research documents for this review was guided by the following criteria:

1. Authenticity and accuracy of international and multicultural children and young adult text to avoid stereotyping and prejudices (Leland, Harste, & Clouse, 2013; Fox & Short, 2003, 2009, 2018, 2019).

2. Importance of using international and multicultural literature within curriculum, how it benefits all students and promotes global friendship and understanding (Baja 2015; Banks, 1990, 1991, 1999, 2016, 2017; Freeman, Lehman 2001; Lehman, Freeman, & Scharer, 2010; Short, 2003, 2018, 2019).

3. Social semiotic sign systems immersed with reading and writing to enhance literacy understanding and interpretation, while allowing for students to respond in their own cultural way (Freire 1970, 1985, 1998, 2007; Harste, 2019; Kress & van Leeuwen, 2006; Serafini, 2010).

In the following sections I will explain to the reader the significance of this study, the definition of terms, and the delimitations and limitations found within this study.

Significance of the Study

Words, stories, dance, other forms of art, and communication of all types connect the deep, often cultural meanings, values, and understandings that bring worlds and

people together (Ada & Campoy, 2004; Albers & Harste, 2007). Students engaged and encouraged to express their thoughts and feelings, recognize the power in their own words that relates their lives to the world surrounding them close to home and afar (Dudley-Marling, 2003; Short, 2003; Short, 2009). Multimodality researchers such as Albers, Holbrook, & Harste (2010); Kress & van Leeuwen (2006); Leland, Harste, Shockley (2007) express the importance of allowing and encouraging students to use various forms of art, music, and theatrical responses to represent their understanding of and relationship to cultural literature. These art forms are often heritage inspired and learned traits. This study looks at are student teachers understanding the value of the connections between multicultural and international children's and young adult's literature and what students bring to the page. They also need to realize how student's experiences may connect with these books, and how students led in authentic and accurate multicultural and international children's and young adult's literature experiences learn to relate to their peers around the world? When students see themselves and their global peers in all forms of effective communication and working collaboratively they will be better equipped to find purpose in their writing, to become excited about their writing and other multimodal means of understanding and expression as it becomes intrinsic in their literacy lives (Banks, 2007, 2016, 2017).

Through the use of multicultural and international literature students are given opportunities to find images of themselves (Bishop, 1998, 2000, 2014), relate the experiences that take place within the stories to those of their own (Short, 2003, 2009, 2018, 2019), build bonding relationships with the characters from the stories (Freeman, Lehman, & Scharer 2001), show compassion and empathy (Freeman & Lehman, 2001),

become empowered to take a step, reach out a hand and make a difference in this world both globally and in their own diverse communities (Banks, 1998, 1990, 1991, 1991, 1999, 2003, 2016, 2017; Moje, 1999). International literature, as all literature, can spark the imagination, arouse curiosity, entertain, comfort, and rejuvenate the mind and the heart as it ties together the intellect and the heart (Freeman & Lehman, 2001). Many researchers have agreed that as students begin to relate text with their own lives and experiences their self-concepts improve (Coady and Escamilla, 2005), a desire for reading broadens (Louie, 2005), an internalized eagerness to express their own thoughts and ideas in writing (Ada & Campoy, 2004; Bishop, 1997, 1998, 2000) and other multimodal means (Aronson, 2003; Kress & Jewitt, 2003; Louie, 2004) is improved as they extend their own interpretations and understandings.

The ideas and prior knowledge all readers and writers bring with them to the page should be valued and praised (Bennett, 2003) regardless of the syntax as they are in turn led by literary example toward correct grammatical standards within authentic literature written in traditional grammar, form, and style (Langer, 1999). Writers come with multiple voices; therefore, allowing the free flow of ideas on the page is the foundation for the inspiration and internalizing of the power of their own words. Once students begin to see the power of their own words, a purpose for their ideas put into writing, they will be more apt to comprehend a purpose for writing in a standard form that all can read, respect, and understand (Albertini, 2008).

Definition of Terms

       Culturally relevant teaching. Culturally relevant teaching is to be open and willing to accept and include all cultures actively within the curriculum as vital, equal, and active parts (Au, & Raphael, 2000).

       Diversity. Diversity is having a difference within groups such as different races, ethnics, cultures, genders, abilities and disabilities (Bishop, 2014; Hinton, & Berry, 2004; Janks, 2005).

       Multicultural literature. Multicultural literature is written about diversity in American cultures. Characteristically, this literature is associated with the main four cultural groups of non-European American in the United States—African American, Asian American, Latino, and American Indian. In more recent groupings of multicultural literature diversities in socioeconomic groups, beliefs, cultures, language, sexual orientation, and physical and academic distinctiveness (Levinson, 2005; Moreillon, 2013).

       Global citizenship. Global citizenship is not referred to a national citizenship in this paper. Yet it is referred to as a citizen of caring, respect, understanding and empathy for diverse perspectives (Banks, 1990; Banks, 2017; Freeman & Lehman, 2001).

       Globalization. Globalization is a cultural and social experience which leads to the ability to listen to and accept one another's perspective even when they may not be the same viewpoint as one's own. The ability to interact with industries and other daily commodities across the globe (Moreillon, 2013; Short, 2019; Short, 2018).

Global literature. Global literature is referred to literature written by or about people from all around the globe, not limiting to any specific country (Freeman & Lehman, 2001; Moreillon, 2013).

Heritage language. Llang (2018) in her research of seventeen studies concerning heritage language, uses this term in reference to a person's strongest language which is the predominantly and easily used language. Krashen (2008, 2014) uses the term heritage language often in his research to represent the first or native language that a person learned to speak through natural day to day speech.

International literature. International literature is initially published in countries outside of the United States. Some explanations propose that this literature may also be written by United States newcomers about their former countries and published in the United States. A final type of international literature includes books set in countries outside of the United States, written and published in the United States by US citizens (Levinson. 2005; Moreillon, 2013; Freeman & Lehman 2001).

Delimitations

The comprehensive literature review (CLR) will primarily include scholarly peer-reviewed articles and doctoral dissertations and expand to the MODES (Onwuegbuzie & Frels, 2016). Based on the overwhelming number and after reading several abstracts of the dissertations from 2000 to 2009, I decided to limit my selection dates to 2010 to 2019, thus making my information more current, and to effectively delve deeper into a manageable number of while more current dissertations.

The doctoral dissertations will be from various research traditions for example, qualitative case studies, content analysis, and phenomenological approach. published from 2010 to 2019.

In Addition, the selection of articles and dissertations I will use in this CLR will be guided through selection and deselection questions, as mentioned in Chapter III. I will include the use of the MODES organization as described in (Onwuegbuzie & Frels, 2016). I will use MODES guided by categories that coincide with my research questions.

1. M – media, I will select work from award winning children and young adult multicultural and international authors' public websites

2. O – observations, I will use my own reflexive notes, taken during sessions of two children's and young adult's multicultural and international literature conferences each held in October 2019.

3. D – documents, I will use information pulled through the articles and dissertations I have obtained and selected to use based upon my selection/deselection questions mentioned in Chapter III.

4. E – experts, I will use my reflexive notes taken during conversations with professional higher educators, as well as professional authors and illustrators of children's and young adult's multicultural and international literature.

5. S- secondary data, I will use information gathered from scholarly and often seminal works gathered based on my topic and dated prior to 2010 (Onwuegbuzie & Frels, 2016).

Further, possible delimitations of this research, of which the research has no control, may be in the fact that it covered a broader array of sampling researches in a

diverse manner of styles, age groups and topics addressed, than would have been possible through a single study.

Limitations

The comprehensive literature review will be focused solely on multicultural and international literature written for children and young adults, the importance of using this material in the classroom, and the means in which pre-service teachers are being prepared to implement this part of the curriculum adequately in a manner that will ultimately add to the literacy intellect and global citizenship and comradery of students both presently and in the future. In addition, as a synthesis of dissertations, posted on the Sam Houston State University's Newton Grisham Library's website as well as scholarly articles obtained from the same site, and the MODES (Onwuegbuzie & Frels, 2016) is also limited by the essential features of meta-analysis and meta-synthesis. Specifically, the synthesis are interpretive and they require coding and analysis which are systematic. The researcher bias must be taken into consideration as she will be selecting, and deselecting information based on questions which she created. The researcher may have personal bias. The research keywords are produced by the researcher. Decisions will be made by the researcher on which information collected in the MODES will be used.

The limitations and delimitations to internal and external credibility, as discussed in Onwuegbuzie and Leech (2007) will have the findings' dependability, reliability, and truth. A specific concern is my years of professional experience and growth as I have implemented children's and young adult's multicultural and international literature across grade levels and diversities for 28 previous years, I have found through these experiences may have grounded multiple biases. However, I intend to study the data I gather with an

open mind and attempt not to let my own personal bias of teaching experiences alter any of the facts found in this study.

Chapter Summary

This study will be organized into six chapters as follows: Chapter I, Introduction; Chapter II, Review of the Literature; Chapter III, Methodology; Chapter IV, Methodological Procedures in Context; Chapter V, Findings: Data and Analysis; and Chapter VI, Summary, Implications, and Recommendations. Chapter I reveals what will be found within this research which will be pertaining to research dated 2010-2019.

Chapter II will present the comprehensive literature review as compiled based on Onwuegbuzie and Frels' (2016) seven steps to a comprehensive literature review. Chapter III will encompass the research methodology. Chapter IV will document my research journey, Chapter V will present the findings of my study, Chapter VI will offer discussion and implications, as well as suggestions for further research. These steps are following the guidelines of Onwuegbuzie and Frels (2016).

CHAPTER II

Review of Literature

Chapter Overview

This chapter lays the foundation and expands the first steps mentioned in the introduction, (Step 1) exploring researcher's beliefs and topics. Chapter Two stands as a foundation of this Comprehensive Literature Review (CLR) with the following steps. (Step 2) Initiating the Search, (Step 3) Storing and Organizing Information, (Step 4) Selecting/Deselecting Information, (Step 5) Expanding the Search to Media, Observation, Documents, Expert, and Secondary Data, (Step 6) Analyzing and Synthesizing Information, and (Step 7) Writing the Report.

This chapter presents an overview of the literature regarding children and young adults multicultural and international literature. In Chapter One, I introduced the history of children and young adults' multicultural and international literature, importance of this literature and its impact on students' self-identity, global aspirations, and literacy competence (Baja, 2015; Banks, 1991; Bishop, 1992, 2000, 2009, 2014; Esteban & Moll, 2014; Freeman, Lehman, & Scharer, 2001; Moll, Amanti, & Gonzalez 1992; Sims, 1983, 1993).

Chapter Two lays a foundation for the importance of children and young adult multicultural and international literature and its significance in helping to establish a global community that is willing to listen to and respect one another's perspectives. The need for expertise among prepared teachers in the field of the use of children and young adult multicultural and international literature is essential. The significance of emphasis

in using students' heritage knowledge and skills, enhancing self-identity, becoming globally educated and developing literacy expertise will be reviewed.

Introduction

Phase One: Exploratory Phase

  Step two. Initiating the search.

  History and importance of multicultural and international children and young adults' literature. Based upon the importance of the appropriate use of multicultural and international children and young adult literature in classrooms, a comprehensive literature review of the research will be implemented in order to find the gaps in what is missing in the research of children and young adult multicultural and international literature. Throughout this research, I will search for research about the necessity for appropriate training of all pre-service teachers in order to meet the needs of our K-12 students in the years ahead in the growing diversity within the United States. I will begin with a background of the study, which will include the goal of the study, the research objective, the philosophical paradigm which will be used to determine the rationale of the study, the research purpose and questions.

  Fostering multicultural and international literature. Multicultural and international literature may be considered critical to literacy objectives (Bennett, 2003; Bishop, 1987, 2000, 2014; Fox & Short, 2003; Nieto 2009; Short 2003, 2009, 2018, 2019) in order to provide literacy that is easily written, read, and understood globally. An approach to teaching literacy skills should take into consideration the learning styles that may vary by cultural norms including, but not limited to, oral, auditory, and written

skills; learning environments that embrace both independent work as well as collaborative work, as well as encouraging literacy through the use of art, drama, poetry (Albers, 2007; Albers, Holbrook & Harste, 2010; Albers, Flint & Matthews, 2019; Harste, 2019; Kress & van Leeuwen, 2006). Multicultural and international literature helps readers both reflect themselves and their own lives in a mirror with the characters and events, while also allowing readers to look through windows to see how others are living (Bishop, 1987, 2000, 2014; Glazer & Jung, 2005; Sims, 1983, 1994). However, many teachers may not be using this literature within their classrooms and if they do per chance read an occasional book containing diverse cultures they may not extend literacy activities and comprehension to help students think critically and compassionately about the world and people around them as well as about themselves and their own beliefs and customs (Banks, 2016). Many pre-service teachers may not be prepared in the selection of and understanding of the importance of multicultural and international children's and young adult's literature and the ways in which to incorporate the use of this material in a classroom setting that will benefit the students' academic as well as socio-cultural identity and well-being (Esteban-Guitart & Moll, 2014; Heath, 1983; Purcell-Gates, 1995).

International Literature. Jella Lepman (2002), a Jewish woman who had fled Germany during WWII was hired by the United States Army to return to Germany in its aftermath to explore and determine what the most appropriate path of rehabilitation would be for women and children. After touring several areas of destruction Lepman (2002) immediately recognized what the children needed were books to bring hope back into their lives. She began a mission to bridge children across the world, cultures, and

languages together using children's and young adult's books. Her idea was that if

children grow up reading about others and become friends with the characters in the

books across nations then once they are grown it may be less likely for them to become

enemies and rage war on one another. She was successful in establishing the first and

largest children's and young adult's library in the world. The organization of

International Board on Books for Young People (IBBY) stemmed off of Lepman's

(2002) efforts of building bridges across nations through developing relationships

between children across different nationalities as they read about and learn to understand,

appreciate, and become empathetic toward their peers across the world. International

Board on Books for Young people is a worldwide organization with many national

sections whose mission is also to bridge the world together in understanding through

books. The work promoted through this organization is to promote understanding through

children's books and to help provide books in poverty or catastrophic regions that might

otherwise be impossible for children to have access.

     In this comprehensive literature review, after I share the importance and history of

multicultural and international children's and young adult literature, I will also look at

what researchers have found as beneficial literacy activities covering the scope of the

curriculum of literacy. Examples of documented successful classroom experiences with

using the production of socio-cultural semiotic sign systems explicitly oral, written, art,

music, drama as well as other socio-semiotic meaning making sign systems (Kress & van

Leeuwen, 2006; Harste, 2019), illuminating with the use of multicultural and

international children's and young adult's literature specifically will be shared. Numerous

evaluations have indicated implementation of this literature into a curriculum may lead to

a strong sense of identity and cultural heritage (Aronson, 2003; Banks, 2007; Kucan, 2007; Short 2003, 2009, 2018, 2019). Implementing multicultural and international children's and young adult literature in classrooms with well-planned literacy extensions may increase a purpose for literacy in one's daily life, value of one's strengths, and talents in developing and strengthening of students' literacy skills (Ada & Campoy, 2004; Freire 1970, 1985, 1998, 1998, 2007; Short, 2003, 2009, 2018, 2019). This review will also discuss the need and importance for pre-service teachers to be informed about the need for this literature, aware of the importance of accuracy and authenticity of this literature, and undergo expert training in historical and on-going research supported strategies (Allington & Pihlaja, 2016; Au && Raphael, 2000; Baja, 2015; Louie, 2006; Massey, Dixie, & Vaughn, 2017, Short, 2003, 2009, 2018, 2019).

   Global literacy. According to Au & Raphael (2000), literature in classrooms should be one that "represents the many cultures that make up our world this is crucial because of the diversity in the student population" (p. 182).

   Students should be given opportunities to read and learn from literature that represents culture of themselves as well as the world around them. Due to the diversities in our everyday world students should be able to read about contemporary diverse populations, both as a mirror for those who see themselves reflected in the story, and as a window for those who are able to look in to people, places, and ideas that are different than themselves. When students are allowed to do use literature as a mirror and a window, they have a greater opportunity to become empathetic, understanding willing to listen to and understand those that have cultural differences than their own

Sarker & Shearer (2013) studied a group of adolescent students in a culturally diverse United States classroom and students in a Bangladesh classroom who worked together through a pen pal system. The students fostered intercultural communication through their drawings and displayed understanding after reading aloud and discussing an international piece of literature focusing on Bangladesh (Albers, Flint, & Matthews, 2019; Albers, Vasquez, & Harste, 2011; Albers, Vasquez, & Jamks, 2019; Glazier & Jung, 2005; Kress & van Leeuwen, 2006).

Furthermore, the United States students demonstrated a heightened interest and concern for global issues and recent immigrants from Bangladesh. In addition, the United States students that were Bangladesh immigrants provided valuable cultural insights that supported the competency development of their classmates. Therefore, culturally and linguistically diverse students were not only empowered while sharing their expertise regarding their home country and culture, but a global community of respect developed within the diverse classroom itself. In practice, by incorporating activities that focus on the development of global citizenship competencies, educators can thereby transform their classrooms into learning communities that prepare students for an increasingly interconnected, interdependent world and develop citizens that can produces compassionate and positive impact (Sarker & Shearer, 2013)

Teachers Using Multicultural and International Literature with Literacy Extensions

This section will provide information found in literacy-based doctoral dissertations and peer-reviewed literacy articles that will be analyzed in this CLR. The articles and dissertations will be categorized in the following subsections:

1. Professional development and pre-service teachers;

2. Selection of multicultural and international literature;

3. Funds of knowledge;

4. Blacks and Latinx;

5. Diverse ethnicities;

6. Insider outsider perspectives;

7. Socio-cultural semiotic sign systems;

8. Art and literacy; and

9. Socio-cultural identity.

Professional development and pre-service teachers. Professional development for teachers that is fun, involving personal experiences as well as directing focus to the concepts being taught is critical for children's learning (Albers, Flint, & Matthews, 2019). For teachers to become involved in and take the practice of what is taught at professional development, it must contain aesthetic experiences. In professional development where the pre-service teachers and teachers "experiences positioned teachers to feel learning through engagements that integrated the arts, develop stronger relationships with their colleagues and see the value in professional development" (Albers, Flint, & Matthews, 2019, p. 39). Pre-service teachers may not be familiar with authentic and accurate multicultural and international literature for children and young adults, nor may they understand the potential for curriculum and cultural understanding in this literature. Fortunately, there are researchers and teachers who are taking an educational stance toward the use of said literature. "We owe our pedagogical stance to teachers who shared multicultural literature with us during our formative years" (Hinton, & Berry, p. 2004, p. 284) along with their love for and expertise of the cultural

understanding that can be formed with the appropriately engaged use of multicultural and international literature. Unfortunately, this literature is ignored or not used to its capacity in building bridges across cultural groups (Hinton, & Berry, 2004). In this research, I hope to show the necessity of preparing pre-service teachers to use multicultural literature to enhance the growth of cross cultural understanding, empathy, and knowledge of one another's daily lives in order to build a global society that cooperates and is willing to share their perspectives without fear of condemnation.

Heineke (2014) conducted a study in which she investigated using culturally relevant literature in literature circles with teachers and pre-service teachers over a period of five academic semesters. She found that these teachers and pre-service teachers gained a deeper understanding and empathy towards their English Learner (EL) students. She found that the discussions during the literature circles helped many of the teachers and candidates hear and become aware of other perspectives about their Els than they had thought of prior to reading and discussing the culturally relevant text.

This comprehensive literature review will address findings that significant researchers have found and information from two events that placed multicultural and international literature at the forefront of teachers' pedagogy and researchers' agendas. These events are:

1. The Neustadt Festival of International Literature – featuring Margarita Engle - October 15 – 17, 2019, held at The University of Oklahoma Norman Campus.

2. The International Board on Books for Young People – The Shape of Hope: Finding Wonder, Joy, and Strength in Children's Literature – October 25 – 27, 2019, held in Austin, Texas.

Selection of multicultural and international literature. According to Short (2003, 2009, 2018), authenticity and accuracy in multicultural and international literature is imperative to prevent the use of stereotypical representations and inaccuracy. Bala (2015) agrees "authenticity and validity of experiences narrated in multicultural literature should be scrutinized by experts properly in order to avoid stereotyped experiences" (p. 6).

Funds of knowledge. Moll, Gonzalez, and Gutierrez's (1992) work with Funds of Knowledge led the way for an understanding of the importance of using the cultural and heritage knowledge and traditions that students bring with them. The importance of students' self-identity empowers and motivates them to inquire (Esteban-Guitart & Moll, 2014). As students of all ages read about characters with whom they can relate their self-esteem may increase and when the diversity that is our society is recognized and seen in a positive light all become more ready to meet the challenges of contributing to an autonomous society (Bishop, 1987, 2000, 2014; Nieto, 2009). According to Banks, (1991, 1994, 1999, 2016), an expert of the drive of multicultural education with roots that trace back to the Civil Rights Movement of the late 1950's through 1970's, literature that introduces students and teachers across the curriculum to the values, beliefs, and heritage of a diverse society will open doors for understanding and social change.

Blacks and Latinx (Barker, 2016). Jimenez (1997, 2013) and other researchers (Pacheca, David & Jimenez, 2015) promote the use of multicultural literature for blacks and Latino (a) students so that these students can see something within the pages of a book that looks like, sounds like, feels like, and even often taste like they are reading about something they live day to day. Students need opportunities in which they see

themselves and their communities as a respected part of literacy in order to improve and empower their own self-images and voice (Bishop, R. S., 1987, 2000, 2014; Enrique, 2014; Prabhakar, M., 2018; Short 2009, 2019; Tatum, 2013; Tiera Green, 2016). Within the pages of multicultural literature black and Latino(a) students may be inspired and motivated to read, write, and inquire more thus enabling them to overcome their oppressed state and become productive citizens (Banks, 1990,1991, 1988, 2016; Freire, 1970, 1998). The power of accurate and authentic multicultural literature that does not perpetuate stereotypes and prejudices can reinforce equality, acceptance, and tolerance of all students regardless of race, ethnicity, or disabilities that have been silent in previous history and need to penetrate the curriculum (Bishop, 1987, 2014; Harris, 1993; Mizell, J. D., Harris, Y., & Mizell, D., 2018; Short 2000, 2003, 2009, 2018, 2019).

  Diverse ethnicities. Multicultural literature that permeates the curriculum attempts to challenge discrimination and affirm impartiality (Moje, Ciechanowski, Kramer, Ellis, Carillo, & Collazo, 2004; Nieto, 2009; Short, 2003, 2009. Strategies that are used across the content areas with a critical pedagogy focusing on prior knowledge, new knowledge, reflection, collaboration, and action as the foreground for social change follow a need to help students become productive citizens of an autonomous society (Moll, 2017; Nieto, 2009). Multicultural and international literature is for students of all ethnicities and it needs to permeate the curriculum so that all students can learn from the customs, traditions, and basic knowledge provided through multiple points of view (Moreillon, 2013). All students should be allowed the opportunity to view the world from various viewpoints and to critically understand and empathize with others. Authentic multicultural literature with true-life contemporary stories provides the

opportunities for both non-dominant cultures to connect with dominant culture students to increase their understanding and decrease their biases and prejudices (Nieto, 2009). Educators that listen to and encourage use of personal talents can learn, inquire, and build upon the ideas of others; they will be able to more efficiently join their students in discovering how far they will move forward in an academic world. Readers of non-dominant cultures need to see their own cultures, values, and beliefs represented in books (Esteban-Guitart & Moll, 2014; Moll, 2017; Moll, Amanti, Neff & Gonzalez, 1992). Nieto (2009) and Short (2003, 2009, 2018, 2019) stress that multicultural literature should be used regularly throughout the curriculum, not as a particular unit, but as a part of the everyday curriculum to educate and inform all students about the daily life experiences and lifestyles of all races and ethnicities. As an everyday part of the curriculum, multicultural and international literature can assist in developing cultural understanding and empathy, which can ultimately lead to citizens with a more understanding and compassionate feeling toward one another (Baja, 2015; Banks, 1990, 2017; Hirsch 1988; Knowles & Smith, 2007; Lepman, 2002; Levin, 2007; Short, 2003, 2009, 2018, 2019). Students that are given the opportunity to read beyond images of their own selves and critically reflect and consider ways in which the world truly is, are usually more open to another's perspective different from their own (Bishop 1987, 2000, 2014; Glazier & Jung, 2005; Harste & Short, 1988; Moreillon, 2013). Students need to be given the opportunity to learn how to read and to see the world as it is (Freire 1970, 1985, 1998, 1998, 2007; Short, 2003, 2009, 2018, 2019). It is imperative for Anglo Americans, as well as all others, to learn from culturally authentic texts that being white is not necessarily the norm and being of another racial group is not seen as exotic (Short. 2003,

2009, 2018; Sims 1983). All students regardless of color have a cultural heritage and similarities and differences can be found within and among culturally authentic texts (Bishop, 1987, 2000, 2014; Fox & Short, 2003; Freire 1970, 1985, 1998, 1998, 2007). Multicultural and international literature allows for the silenced cultures of the world to have a voice. A knowledgeable educator can use these tools to guide their students in enjoying aesthetic readings at first and then to critically dig deeper for an efferent aspect that can be learned (Bishop, 1987, 2000, 2014, Rosenblatt, 1978).

Socio-cultural semiotic sign systems. Socio-Cultural Semiotic Sign systems are the artistic representations, which include drawings, music, dance, sculpture, theatre arts, and other fine arts within multicultural and international literature (Albers, 2007; Albers, Flint, Matthews, 2019; Albers, Halbrook, Harste, 2010; Albers, & Murphy, 2000; Albers, Vasquez, Harste, 2011; Kress, & van Leeuwen, 2006; Short, Kauffman, & Kahn, 2000). Students of all cultures have various strengths and are often capable of applying deep critical thinking strategies while reflecting about literature using multimodal literacy extensions. Encouraging students to use multiple sign systems allows them to freely express their understandings and interpretations (Albers, 2007; Albers, Flint, Matthews, 2019; Albers, Halbrook, Harste, 2010; Albers & Murphy, 2000; Albers, Vasquez, Harste, 2011; Kress, & van Leeuwen, 2006; Short, Kauffman, & Kahn, 2000). Encouraging students to use their cultural heritage talents and strengths increases the development of critical thinking (Harste. 2011).

Art and literacy. Understanding literacy through an artistic lens is a meaning-making form of understanding literacy allowing understanding of literacy to be expressed in forms other than writing (Albers, Holbrook, & Harste, 2010; Albers, Vasquez, &

Janks, 2019). Art can be a release of emotions and a way of expressing one's self; it is also a critical response to social justice issues and artistic responses enable the reader to allow identity feelings to surface as he responds to global literacy (Albers, Vasquez, & Janks, 2019). Teachers, as well as students, need to have the opportunity to practice and discover so that when they express themselves using multiple sign systems, their understandings expand (Albers, et al., 2019). According to Albers et al., (2019) meaning making is "necessarily entwined with identity and makes visible ideologies, experiences, and beliefs of the maker" (p. 65). Multimodal semiotic sign systems make resource accommodations for literal and figurative new discoveries about resources, methods, and developments (Albers, et al, 2019). Students engaged with multimodal sign systems make inquiries and discoveries as they are working. The research conducted by Albers et al. (2019) recommends that "it is this quest for answers or solutions" that leads students "to try different approaches, adjust their processes, and work with different materials" (p. 69). Multimodal sign systems work very well in allowing English Language Learners (ELL) to bridge their culture and understandings and help them to express their own voice, as noted by Albers et al., (2019).

Literacy researchers use their artistic skills to communicate. For example, Holbrook is a practicing artist in photography, Albers communicates through sculpting, and Harste speaks through his water-coloring. Likewise, students, as practicing artists, can draw, sculpt, paint, or use other various sign systems to express their feelings and comprehension, while expressing their own voice (Albers et al., 2010). In addition, Serafini (2010) states that the "semiotic resources used to create multimodal texts are different from the ones drawn upon to create printed texts and bring with them different

potentials for making meaning" (p. 41). Harste (2019) declares that it is beneficial for students to be able to move freely between multiple sign systems. Albers, Flint and Matthews (2019) agree with incorporating multiple sign systems within artistic work, as they explain that "aesthetic experiences open up imaginative spaces for learners to make deep personal and world connections" (p, 36). Albers et al., (2010) agree that a concern is "education's failure to tap the full range of human potential" (p. 165).

Harste (2019) recommends that "if you want children to read, give them a piece of paper and let them write. If you want children to write, give them a book and let them read" (p. 12). Agreeing with Harste, Sarker and Shearer (2013) conducted a pen-pal/children's literature study between a United States middle school language arts classroom and a first grade Bangladesh classroom. All students listened and interacted with a picture book, *Yasmin's Hammer* by Ann Malaspina, read aloud by their teacher in their native language. After reading and discussing as a group each classroom of students illustrated their interpretations and understandings on drawing paper and sent them to the students in the other country. Allowing their feelings to be expressed by responding to literature through multimodal sign systems, students were able to express themselves openly, confirming the research by Short et al. (2010). Following, this initial exchange they continued throughout the year communicating through drawings using various art tools. The findings were that empathy, understanding, along with amazement and appreciation of the other part of the world and culture emerged. The global understanding and appreciation flourished through these shared drawings. Visual images are used with increased frequency to make sense of one's world, often overshadowing the once dominant mode of written language (Serafini, 2010). Students from each country were

able to communicate their feelings and interpretations through drawings. As readers interact with images on the computer screen, as well as in printed materials, we must remember the world shown is different from the world told (Kress & van Leeuwen, 2006). A shift from the single mode of written language to multimodal texts that include extensive design and visual elements requires a parallel shift in the strategies and skills required by readers (Serafini, 2010). Kress & van Leeuwen (2006) explained that a change in consideration from the rudimentary strategy elements, substances and semiotic resources used in creating visual images and multimodal texts to the socio-cultural contexts of production and reception is necessary, but should not abandon the analytical approaches put forth by perceptual psychology. In written text, meaning is derived from position in the temporal sequence, whereas meaning is derived in visual images from spatial relations or visual grammar (Kress & van Leeuwen, 2006). Short et al. (2010) explained that responding to literature through multiple sign systems is a way to think about and share feelings, encouraging students to reflect on and analyze responses which produces critical thinking. Using multiple sign systems as a tool for thinking about what is read enhances broader thinking (Kress. & van Leeuwen, 2006).

Socio-cultural identity. In a university class for doctoral students of literacy, three students, along with professors, conducted Action Research focusing on the socio-cultural identity of themselves as educators each from different perspectives. Mandy as a student taking a Spanish literature to enable herself to feel the estrangement of her English learning students firsthand. Ragina as a middle school Language Arts teacher, and Juan as a college teacher of pre-service teachers. These action research found

positive results that informed their methods of teaching in the future (Patterson, Baldwin, Araujo, Shearer, & Stewart, 2010).

When researchers use language whether it be spoken or in writing researchers must respect the cultural identity and the attitudes, values, and beliefs of those of whom we speak or write (Gee, 2005, 2015, 2016). Authentic and accurate multicultural literature represents people across cultures accurately in a way that shares their beliefs, values, and lifestyles while respecting and valuing individual identity (Short, 2009, 2018). Pre-service teachers need to be prepared to guide students in discovering both similarities and differences across cultural societies. "Ignoring differences between people" is a form of dissimulation, which is "the process by which relations of domination are concealed or obscured" (Janks, 2005, p. 37). According to Janks (2005) "we need to do these things in the hope that the collective flap of our wings will make the global village a place of home for all" (p. 42). Thus, we must ensure that teachers and pre-service teachers are prepared to use multicultural and international children and young adults' literature in a manner in which unfolds both similarities and differences in a non-judgmental way (Leland, Harste, Clouse, 2013; Short, 2009, 2013).

Global Literacy. Adolescent students in a diverse U.S. classroom and young students in Bangladesh engaged in a pen pal exchange that fostered intercultural communication skills and understanding. Students demonstrated heightened interest and concern for global issues, and U.S. classroom "experts" who were recent immigrants from Bangladesh themselves provided valuable cultural insights that supported the competency development of their classmates. Culturally and linguistically diverse students were not only empowered while sharing their expertise regarding their home

country and culture, but a "global community" of respect developed within the diverse classroom itself. Through activities focusing on the development of global citizenship competencies, educators have the opportunity to transform their classrooms into learning communities that prepare students for an increasingly interconnected, interdependent world, developing citizens that can produce compassionate, positive impact (Sarker and Shearer, 2013).

Global Citizenship. According to Newstreet, Sarker, & Shearer (2019) in their quest to help students develop global competence, starting with awareness of and empathy toward perceived "others" across the globe, the authors of this article guided students in navigating particular authentic literacy activities that cultivated such dispositions. A focus on international contexts and social conditions opened both windows and mirrors for students, taking digital and print forms as students responded to international children's literature selections and utilized the Internet in their inquiry. Adolescent students in a diverse U.S. classroom and young students in Bangladesh engaged in a pen pal exchange that fostered intercultural communication skills and understanding. Students demonstrated heightened interest and concern for global issues, and U.S. classroom "experts" who were recent immigrants from Bangladesh themselves provided valuable cultural insights that supported the competency development of their classmates. Culturally and linguistically diverse students were not only empowered while sharing their expertise regarding their home country and culture, but a "global community" of respect developed within the diverse classroom itself. Through activities focusing on the development of global citizenship competencies, educators have the opportunity to transform their classrooms into learning communities that prepare students

for an increasingly interconnected, interdependent world, developing citizens that can produce compassionate, positive impact.

Recommendations are given for pre-service teachers, as well as teachers, in this article with directions for using children's international literature text sets and student guided open-ended literature responses in the classroom. These responses are encouraged to use socio-cultural semiotic sign systems (citation) to engage students in critical literacy while promoting interest and awareness. Numerous genres and reading levels suitable for students of different ages, skills, and interests to encourage reading, writing, communication. English learners as well as struggling readers may benefit from and experience accomplishment with children's literature because these texts are of high-ranking importance and contain appealing, instructive illustrations with shorter reading pieces (Sarker & Shearer, 2013).

Chapter Summary

Chapter Two reveals various research that has been completed, and/or is ongoing today that searches for the importance of using, children's and young adult's multicultural and international literature in classrooms, and the benefits that may be reaped across diversities, economic status, disabilities, and gender. Examples of award-winning cultural author's and their works along with work that is being done to promote books in areas where they may not otherwise have them are presented. In all Chapter One and Two lay a groundwork for the importance of this literature and the multiple researchers whose main goal has been to spread this word to teachers and to provide books where needed. The foundation has been laid to show the extensive value of this literature across diversities in guiding students to become more empathetic,

understanding, and open to multiple perspectives across languages, cultures, and traditions.

The following, third chapter of this comprehensive literature review will reveal detailed steps of the methodology used to study the phenomenon studied in multiple research dissertations across the topic of using multicultural and international children's and young adult's literature in classrooms and the benefits reaped by students exposed to well-presented literacy extensions of this literature.

CHAPTER III

Research Methodology

Chapter Overview

In this chapter, I will submit a thorough description of my research methods, research questions, multicultural and international conference information, data collection methods, data analysis approach, and a summary of my methodology. As organized in Chapter I, this comprehensive literature review seeks to examine the research previously written on the topic of multicultural and international children's and young adult's literature, its history, useful purposes in the classroom and to uncover any gaps in the former research. I will discuss the research methods I intend to use to create a Comprehensive Literature Review (CLR). This current CLR follows Onwuegbuzie and Frels (2016) seven steps methodological framework. This chapter will describe the three main phases of the CLR: exploration, integration, and communication. The exploration phase will include Steps 2-5: Initiating the Search, Storing and Organizing Information, Selecting/Deselecting Information, and Expanding the Search to MODES (Media, Observations, Documents, Expert, Secondary data). The integration phase, Step 6, will be describe Analyzing and Synthesizing Information. The communication phase, Step 7, will explain the writing and communication of the report. The findings and implications and will be addressed in detail in Chapter IV.

Step two: Initial search. This study will be a review of former research on children's and young adult's multicultural and international literature; therefore, the sampling has not been based on living participants, but on written research open to public domain. I did attend two conferences pertaining to children's and young adult's

multicultural and international literature, at each of these conferences I took notes at the sessions open to the public, and I spoke to conference participants, who were authors, teachers, and literacy professors, about the benefits of using children's and young adult's multicultural and international literature in classrooms, and their perspective of the importance of teaching pre-service teachers how to select and use this literature in their future classrooms.

      Task 1. Identify Database. To begin the process, I followed the Sam Houston State University's Newton Grisham Library (NGL)'s path to dissertations. First, I selected Articles and More, then I chose Education under the subject database tab. Then, I clicked on Additional Databases and under that I chose Dissertations and Theses. I choose Dissertations only, found in abstract, dated 2000-2019. After reading many of the titles and abstracts for the first ten years, 2000-2009, recorded on Audit Trails 1 and 2. I found these to be not up to date with current curriculum; therefore, I decided to look at only the last half of my original search, 2010-2019. Using the latest ten years of dissertations pertaining to the use of multicultural and international children's and young adult's literature would be a more manageable number. This more manageable number would allow me to examine closely whether or not I would be able to ascertain if the research questions of my study pertaining to the importance of this literature and the further importance of preparing pre-service teachers may be contained within each article

      Task 2. Performing a Search. I conducted and recorded my first Audit Trail (see Audit Trail 1) beginning with my first Boolean Search strategy, Multicultural literature for children. This was followed by using seven additional Boolean Search strategies in

my research. Each of these eight Boolean strategies were recorded on the following Audit Trails 1 – 3, on Tables 1, 2, 3.

Audit Trail 1 revealed 552 hits.

Table 1:
Audit Trail 1: Keywords Used to Search Databases (All searches accessed via Newton Gresham Library, and limited to 2000-2019)

Date	Number	Database	Search qualifiers/keywords (with Boolean Search strategies noted) including fields searched	Number of Hits	Notes
8/19	1	Education Research Pro Quest Dissertations & Theses Global	Multicultural literature for children (in abstract)	97	Doctoral Dissertations only
8/19	2	Education Research Pro Quest Dissertations & Theses Global	International literature for children (in abstract)	394	Doctoral Dissertations only
8/19	3	Education Research Pro Quest Dissertations & Theses Global	Literature written about multicultural children (in abstract)	23	Doctoral Dissertations only

8/19	4	Education Research Pro Quest Dissertations & Theses Global	Literature written about international children (in abstract)	11	Doctoral Dissertations only
8/19	5	Education Research Pro Quest Dissertations & Theses Global	pre-service teachers AND children's multicultural literature (in abstract)	4	Doctoral Dissertations only
	6	Education Research Pro Quest Dissertations & Theses Global	pre-service teachers AND children's international literature (in abstract)	0	Doctoral Dissertations only
	7	Education Research Pro Quest Dissertations & Theses Global	using children's multicultural literature in classrooms (in abstract)	18	Doctoral Dissertations only
	8	Education Research Pro Quest Dissertations & Theses Global	using children's international literature in classrooms (in abstract)	5	Doctoral Dissertations only
			TOTAL	**552**	

I removed all duplicate dissertations; there were a total of 82 dissertations that were duplicated on one or more Boolean

keywords in the first audit trail, this brought the total down to 470.

Table 2:
Audit Trail 2. Keywords Used to Search Databases, limited to 2000-2019 (Table reveals the number remaining after all duplicates removed)

Date	Number	Database	Search qualifiers/keywords (with Boolean Search strategies noted) including fields Searched	Total Number of Hits After duplicates removed	Notes
	1	Education Research Pro Quest Dissertations & Theses Global	Multicultural literature for children (in abstract)	97- 21 duplicates =76	Doctoral Dissertations only
	2	Education Research Pro Quest Dissertations & Theses Global	International literature for children (in abstract)	394-6 duplicates = 388	Doctoral Dissertations only

	3	Education Research Pro Quest Dissertations & Theses Global	Literature written about multicultural children (in abstract)	23-20 Duplicates =3	Doctoral Dissertations only
	4	Education Research Pro Quest Dissertations & Theses Global	Literature written about international children (in abstract)	11-11 duplicates = 0	Doctoral Dissertations only
	5	Education Research Pro Quest Dissertations & Theses Global	pre-service teachers AND children's multicultural literature (in abstract)	4-4 duplicates = 0	Doctoral Dissertations only
	6	Education Research Pro Quest Dissertations & Theses Global	pre-service teachers AND children's international literature (in abstract)	0	Doctoral Dissertations only
	7	Education Research Pro Quest Dissertations & Theses Global	using children's multicultural literature in classrooms (in abstract)	18-16 duplicates = 2	Doctoral Dissertations only

	8	Education Research Pro Quest Dissertations & Theses Global	using children's international literature in classrooms (in abstract)	5-5 duplicates = 0	Doctoral Dissertations only
			TOTAL	**470**	

All duplicates are subtracted on Audit Trail 2, there were a total of 82 dissertations that were duplicated on one or more list.

this brought the total down to 470.

After completing the first two audit tables, I reduced my search to the most recent ten years, 2010-2019, for the most current and

manageable data possible.

Table 3:
Audit Trail 3. Keywords Used to Search Databases (All searches accessed via Newton Gresham Library, and were limited to 2010-2019; Table 3 reveals the number remaining after all duplicates removed)

Date	Number	Database	Search qualifiers/keywords (with Boolean Search strategies noted) including fields Searched	Total Number of Hits 2010-2019 And After duplicates removed	Notes
	1	Education Research Pro Quest Dissertations & Theses Global	Multicultural literature for children (in abstract)	26	Doctoral Dissertations only
	2	Education Research Pro Quest Dissertations & Theses Global	International literature for children (in abstract)	262	Doctoral Dissertations only
	3	Education Research Pro Quest Dissertations & Theses Global	Literature written about multicultural children (in abstract)	6	Doctoral Dissertations only
	4	Education Research Pro Quest Dissertations & Theses Global	Literature written about international children (in abstract)	7	Doctoral Dissertations only
	5	Education Research Pro Quest Dissertations	pre-service teachers AND children's multicultural literature (in abstract)	3	Doctoral Dissertations only

		& Theses Global			
	6	Education Research Pro Quest Dissertations & Theses Global	pre-service teachers AND children's international literature (in abstract)	0	Doctoral Dissertations only
	7	Education Research Pro Quest Dissertations & Theses Global	using children's multicultural literature in classrooms (in abstract)	3	Doctoral Dissertations only
	8	Education Research Pro Quest Dissertations & Theses Global	using children's international literature in classrooms (in abstract)	3	Doctoral Dissertations only
			TOTAL	**310**	

All duplicates are subtracted on table 3, there were a total of 310 articles.

  Task 3. Exploring Information. I read 48 abstracts recorded on Audit Trail 3, this included every article found under seven of the keywords and phrases used. I did not read the entirety of each of 262 abstracts listed under the keyword International literature for children, because it was apparent to me that the articles were not relevant to my topic, simply by reading the title and abstracts.

  Task 4. Identifying Key Terms. The eight key terms, I used in this research were as follows, in this order.

1. Multicultural Literature for children

2. International literature for children

3. Literature written about multicultural children

4. Literature written about international children

5. Pre-service teachers AND children's multicultural literature

6. Pre-service teachers AND children's international literature

7. Using multicultural literature in classrooms

8. Using international literature in classrooms

  Task 5. Focusing the Search. The first key term with the most hits was International literature for children, yet after looking at the 262 abstracts and titles, I found not even one pertains to using multicultural and international literature in classrooms and /or the preparation of pre-school teachers. The second key term with the most hits was multicultural literature for children, for this and all the rest of the key terms found on Audit Trail 3, I read each abstract, theoretical framework, and methodology and recorded this information on an Excel Summary Table found in the Appendix. The

Select/Deselect column reveals S or D indicating whether this article was selected or deselected. In this column, for the Deselected dissertations, a number has been placed which indicates which number of my Select/Deselect Questions listed in numerical order below, recorded in Step four: Selecting and deselecting information, determined that it should be deselected.

Step three: Storing and organizing information. Data will be stored in audit trails that lead the direction of the research. Detailed data will be stored in a literature summary table composed in an Excel file. Both the audit trails and the summary table will be stored on my personal hard drive. All bibliographic data will be stored on Mendeley (August 2008), a bibliographic software.

Step four: Selecting and deselecting information. The procedures I will be following in this comprehensive systematic literature review will be to look up dissertations on the topic of using multicultural and international children's and young adult's literature in the classroom, along with the preparation of pre-service teachers for this service. I used the information found on Audit Trail 3, with a total of 310 hits for this purpose. As I read these dissertations, I analyzed if I was able to answer my select deselect questions within that dissertation as a means of selecting or deselecting each dissertation. My select/deselect questions are as follows.

1. Does this study address the implementation of multicultural and/or international children's and young adult's literature in classrooms?

2. Does the study provide information about the literacy extensions and the academic and social well-being foundation of these extensions?

3. Does this study address the necessity of providing guidance in selecting and implementing the use of multicultural and/or international children's and young adult's literature in classrooms?

4. Does this study reveal the curriculum included in the execution of developing the instruction of pre-service teachers to provide well informed and beneficial instruction using multicultural and international children's and young adult's literature in classrooms?

5. Does this study include instruction that implements socio-cultural semiotic sign systems within responses to literature?

6. Does this study reveal methods being taught to pre-service teachers in the instruction of multicultural and/or international children's and young adult's literature in classrooms?

The dissertations that I selected are recorded on my Excel Summary Table in the Appendix. There were 48 remaining after Audit Trail 3, I studied and analyzed the text that I determined appropriate to address the research questions of my study. The selected papers chosen for this study will be determined according to the selecting and deselecting questions and criteria I created to determine the study's applicability toward addressing my research questions for this study

The instruments I have used are the internet and the access to material and information which I am able to obtain as a student of Sam Houston State University through Newton Grisham Library I also attended two conference sessions and spoke with professionals of renowned prestige in the field of Multicultural and International Children's and Young Adult's Literature where I gathered information as I listened to speakers and spoke individually with people. Each of these conferences were held in

October of 2019. The first I attended on October 15-17, 2019, was the Neustadt

International Literature Conference 2019, held at the University of Oklahoma in Norman,

Oklahoma. The second international conference I attended was the International Board on

Books for Young People IBBY Conference 2019, which was held at the AT&T building

in Austin, Texas on October 25-27, 2019.

      Step five: Extension to MODES. I will study and analyze my notes from the

two international children's and young adult's conferences I attended to address the

research questions of my study. The instruments I have used are the internet and the

access to material and information which I am able to obtain as a student at Sam Houston

State University through Newton Grisham Library. I will use MODES guided by

categories that coincide with my research questions.

      M – media, I will use the internet to search the Newton Grisham library at Sam

Houston State University on my laptop.

      O – observations, I will use my own reflexive notes, taken during sessions of two

children's and young adult's multicultural and international literature conferences each

held in October 2019.

      1. The first I attended, on October 15-17, 2019, was the Neustadt

International Literature Conference 2019, held at the University of Oklahoma in Norman,

Oklahoma.

      2. The second international conference I attended was the International

Board on Books for Young People IBBY Conference 2019, which was held at the AT&T

building in Austin, Texas on October 25-27, 2019.

D – documents, I will use information pulled through the dissertations I have obtained and selected to use based upon my selection/deselection questions mentioned in Chapter III.

E – experts, I will use my reflexive notes taken during open sessions and conversations with professional higher educators, as well as professional authors and illustrators of children's and young adult's multicultural and international literature.

S- secondary data, I will use information gathered from scholarly and often seminal works gathered based on my topic and dated prior to 2010 (Onwuegbuzie & Frels, 2016).

Further, possible delimitations of this research, of which the research has no control, may be in the fact that it covered a broader array of sampling researches in a diverse manner of styles, age groups and topics addressed, than would have been possible through a single study.

Phase two Interpretive Phase

Step six: Analyzing and Synthesizing Information

Integrating and synthesizing information. The Interpretive phase includes multiple tasks: (a) I will begin with reading the dissertations that I will have stored in Mendeley in their entirety in order to select and deselect in an orderly process; (b) I will analyze the selected dissertations to discern possible literature gaps; (c) I will categorize the dissertations according to their themes and topics; (d) I will organize the information gathered from the MODES; (e) I will plan my writing. The goal of the integration phase is to analyze and synthesize all my information to have a complete a succinct final writing.

The data will be analyzed and interpreted for this comprehensive, systematic literature review using qualitative comparative analysis. I will choose Microsoft Word on Microsoft 365 as recommended by Onwuegbuzie on page 118 of his book *Seven steps to a comprehensive literature review: A multimodal and cultural approach* (Onwuegbuzie & Frels, 2016).

Next, I will follow the Onwuegbuzie & Frels guideline for his seven-step model which includes the use of Media, Observation, Documents, Expert(s), and Secondary sources (Onwuegbuzie & Frels, 2016).

Role of the Researcher, myself, is to research and gather data from various modes, categorize, and analyze all of the data to determine what is missing in the research of implementing the use of multicultural and international children's and young adult's literature in classrooms, according to the descriptions outlined in Onwuegbuzie and Frel's book *Seven steps to a comprehensive literature review: A multimodal and cultural approach.* (Onwuegbuzie & Frels, 2016).

Phase Three: Communication Phase

Step seven: Writing the report. The final step, step seven is the written culmination of the search and the findings. This step will give a summary of the research completed in each of the three phases mentioned earlier the exploration phase, the initiation phase, and the communication phase; within each of these summaries I will provide details of what has been completed, decisions made by the researcher, and any other information that is relevant to the study.

Step seven is the report writing phase in which the details of the research will be communicated to the reader in an understandable method. The purpose for sharing these

details in writing is so further research may follow these guidelines to replicate and/or extend this topic for further research. Further importance of communicating in formal writing is to further the knowledge about multicultural and international children's and young adult's literature and the valuable contributions that it can bestow on generations of global learners and citizens. Guided by the theoretical framework of this comprehensive literature review, the overall findings will be discussed and implications will be drawn that pertain to the use of children's and young adult's multicultural and international literature, its benefits, and the preparation of pre-service teachers in the direction of implementing this literature in their future classrooms. Many concepts, theories, and research perspectives will be discussed, and future research suggestions will be recommended.

Chapter Summary

Chapter Three explains the research methodology for my comprehensive literature review pertaining to the use of multicultural and international literature in the classroom. Multiple academic and social benefits for the students of using this literature in the classroom were pointed out as well. The importance of preparing pre-service teachers in using multicultural and international literature with students was a focal point as well. I provided a description of a comprehensive, systematic literature review.   Then I discussed my data collection procedures, including instrumentation and data storage. After that, I explained how I will analyze and interpret data and outlined the role of the researcher. Next, I shared strategies for validating the data; those include data saturation, triangulation, member checking, and reflexivity. Finally, I outlined possible limitations and delimitations of my study.

In Chapter Four I will discuss doctoral literacy dissertations, written in 2010 – 2019, in which the areas of focus were using multicultural and international children's and young adult's literature in classrooms. I will document my journey through the dissertations found published in 2010-2019. I will categorize the selected documents on my Excel Summary Sheet. according to the recommendations for student benefits, teacher preparations and future research in alignment with my research questions.

CHAPTER IV

Search

Chapter Overview

In Chapter three I discussed the methodology used in acquiring my research information pertinent for my CLR in which the importance of using multicultural and international children's and young adult's literature in classrooms and the importance in accurate training for pre-service teachers in this area is. Following this, I detailed the role of the researcher and how I will analyze and interpret the data. Finally, I shared strategies for validating the data; those included data saturation, triangulation, member checking, and reflexivity, along with possible limitations and delimitations of my study.

In Chapter Four I will discuss the components of doctoral literacy dissertations, written in 2010 – 2019, in which the areas of focus were using multicultural and international children's and young adult's literature in classrooms. I will record my journey through the dissertations found published in 2010-2019 on Audit Trails 4, 5, and 6, and in my writing. I will record selected documents on my Excel Summary Sheet according to the suggestions in alignment with my research questions. I will examine and arrange selected data gathered from the two international children and young adult book conferences I attended, in MODES as found   Throughout the recording of the pre-specified data, I will provide examples of multicultural and international children and young adult's literature along with literacy extensions that have been employed with comprehensive success.

Introduction

This Comprehensive Literature Review (CLR) did not require an Institutional Review Board (IRB), since this review did not have participants. Instead it was conducted using previously published literacy doctoral dissertations published during 2010 – 2019 and focusing on the use of children's and young adult's multicultural and international literature in classrooms and the preparation of pre-service teachers in this endeavor. The second piece of data that formed part of my triangulation was the fieldnote data from two international children's and young adult's literature conferences. Each of these conferences main goals are to highlight and award international authors and illustrators, to emphasize the global need of sharing this literature with students of all ages and diversities in hopes they will grow to be friends, not strangers, more understanding, compassionate, empathetic, and willing to work together and for one another. The speakers at each of these conferences were renowned authors and professors and the conferences were open to the public; therefore, information obtained here did not require an IRB.

Selection and Deselection

I used select/deselect questions that I created, based upon my research questions and the purpose and goal of my study to determine which dissertation studies were relevant to my study. I read the abstract, theoretical framework, and findings to obtain information needed within the 49 dissertations remaining in Audit Trail 3. The selection/deselection questions are as follows.

Selection / Deselection Questions

1. Does this study address the implementation of multicultural and/or international children's and young adult's literature in classrooms?

2. Does this study provide information about the literacy extensions and the academic and social well-being foundation of these extensions?

3. Does this study address the necessity of providing guidance in selecting and implementing the use of multicultural and/or international children's and young adult's literature in classrooms?

4. Does this study reveal the curriculum included in the execution of developing the instruction of pre-service teachers to provide well informed and beneficial instruction using multicultural and international children's and young adult's literature in classrooms?

5. Does this study include instruction that implements socio-cultural semiotic sign systems within responses to literature?

6. Does this study reveal methods being taught to pre-service teachers in the instruction of multicultural and/or international children's and young adult's literature in classrooms?

Table 4

Audit Trail 4: Selection/Deselection Questions used. These 25 dissertations were chosen from the remaining 48 dissertations listed on Audit Trail 3. The choices were made based on information in the dissertations pertaining to my research questions.

		Selection / Deselection Questions	Does this study address the implementation of multicultural and/or international children's and young adult's literature in classrooms?	Does this study provide information about the literacy extensions and the academic and social well-being foundation of these extensions?	Does this study address the necessity of providing guidance in selecting and implementing the use of multicultural and/or international children's and young adult's literature in classrooms?	Does this study reveal the curriculum included in the execution of developing the instruction of pre-service teachers to provide well informed and beneficial instruction using multicultural and international children's and young adult's literature in classrooms?	Does this study include instruction that implements socio-cultural semiotic sign systems within responses to literature?	Does this study reveal methods being taught to pre-service teachers in the instruction of multicultural and/or international children's and young adult's literature in classrooms?
	Title of Dissertation Published 2010-2019							
1	Fear of Freedom: Critical Lenses For		Yes	Yes	No	Yes	Yes	yes

	Pre-Service Teachers In Rural Settings						
2	Multicultural Education in Action: A Multiple Case Study of Black Elementary Aged Children's Identity Development and Engagement with Civil Rights Literature		yes	yes	no	no	yes	no
3	Subversion and Cultural Distance: Black Speculative Fiction, White Pre-Service Teachers, and Anti-Racist Pedagogy		yes	yes	yes	yes	yes	yes
4	Implementing Culturally and Linguistically Responsive Strategies using Children's Literature in the Urban Multicultural Preschool: Examining Teachers' Language		yes	yes	yes	yes	yes	yes

	Dialect Beliefs and Practices						
5	A Study of the Construction of Cultural Authenticity in Children's Picture Books Portraying Chinese People and Chinese Culture		Yes	Yes	Yes	Yes	Yes	yes
6	What the Children are Reading: A Content Analysis of Minority Male Character in Preschool Children's Libraries		Yes	Yes	Yes	Yes	Yes	yes
7	Home Literacy Practices in Diverse Families: Parental Involvement in Kindergarten Children's Literacy Development		No	No	No	No	No	no
8	Relationships of Home, Student, School, and Classroom Variables with Mathematics Achievement		No	No	No	No	No	No

9	Jamaican Children's Literature: A Critical Multicultural Analysis of Text and Illustration in Jamaican Picture books for Children published between 1997 – 2012		Yes	No	no	Yes	Yes	No
10	In the Figured Worlds of Culture and Religion: Prospective Teachers' Discourse Around Latino Literature for Children		Yes	Yes	Yes	Yes	Yes	Yes
11	How Fares the Selective Tradition? Racial Representation of Characters in Second Grade Classroom Libraries		Yes	Yes	Yes	Yes	Yes	Yes
12	Prospective Teachers Developing Fraction Ideas: A Case Study of Instructor's Moves		No	No	No	No	No	No

13	Critique, Hope, and Action: A Critical Content Analysis of Teacher-Selected Literature for the Elementary Classroom		Yes	Yes	Yes	Yes	Yes	yes
14	Korean Parents' Perspectives on Korean American Children's Literature		No	No	No	No	No	No
15	The Representation of Asian Americans in Children's Literature: A Content Analysis of Texas Reading Basals		Yes	Yes	Yes	Yes	Yes	Yes
16	Toward Multicultural Narratology: A Narrative Analysis of Multicultural Children's Literature		No	No	Yes	No	No	No
17	It's in Black and White: Preservice Teachers' Perceived Abilities to Facilitate		Yes	Yes	Yes	Yes	Yes	Yes

	Literary Conversations About African American Picture Books							
18	Through the Eyes of a Child: Cultural Awareness via Appalachian Literature		Yes	Yes	Yes	Yes	Yes	Yes
19	Developing Critical Thinking Skills Through Multicultural Literature in Kindergarten: A Qualitative Case Study		Yes	Yes	Yes	Yes	Yes	Yes
20	An Exploration of the Critical and Reflective Thinking and the Culturally Relevant Literacy Practices of Two Preservice Teachers		No	Yes	No	No	No	No
21	An Elementary Level Annotated Bibliography of Middle Eastern and Arab World Themed Literature		Yes	Yes	Yes	Yes	Yes	yes
22	Applied Critical Race		Yes	Yes	Yes	Yes	Yes	Yes

	Theory: The Impact of a Counter-Storytelling Curriculum							
23	Korean/Korean American Adolescents' Responses to Young Adult Fiction and Media Created by Korean/Korean Americans		Yes	Yes	Yes	Yes	Yes	Yes
y	Counter-Storytelling and Ethnicity in Twenty-First-Century American Adolescent Historical Fiction		Yes	No	Yes	No	No	No
25	Recasting an "Alien" Veil on the Asian Body: The Western Imagery and South Asian Identity in Youth Literature		Yes	No	Yes	No	No	No

See also Excel Table Summary in Appendix 1

I narrowed down the dissertations as I read each of the 48 abstracts remaining in Audit

Trail 3, I selected the 25 of the remaining 48 dissertations shown on Audit Trail 3, based

on information found in the abstracts, theoretical frameworks, and findings that appeared

to pertain to my research questions. These 25 dissertations are listed on Audit Trail 4

After further examination with my Selection / Deselection questions, I eliminated 8 more

dissertations. Four dissertations on Audit Trail 4 were deselected by all six questions.

Two of the deselected dissertations *Relationships of Home, Student, School, and*

Classroom Variables with Mathematics Achievement and *Prospective Teachers*

Developing Fraction Ideas: A Case Study of Instructor's Moves were predominantly

focused on math, not literature. Two other deselected dissertations *Home Literacy*

Practices in Diverse Families: Parental Involvement in Kindergarten Children's Literacy

Development and *Korean Parents' Perspectives on Korean American Children's*

Literature were about diverse literature but focused solely on home aspects and not

school. The second set of four, in Audit Trail 4 obtained more deselections than

selections and were therefore eliminated. *Counter-Storytelling and Ethnicity in Twenty-*

First-Century American Adolescent Historical Fiction and *Recasting an "Alien" Veil on*

the Asian Body: The Western Imagery and South Asian identity in Youth Literature each

addressed the implementation of multicultural / international children's and young adult's

literature in classrooms and provided guidance for the selection of this literature; yet they

were deselected in the four remaining questions. The dissertation *Toward Multicultural*

Narratology: A Narrative Analysis of Multicultural Children's Literature was an

excellent analysis of multicultural literature but was not school focused. Finally, *An*

Exploration of the Critical and Reflective Thinking and the Culturally Relevant Literacy Practices of Two Preservice Teachers did provide culturally relevant literacy extensions but not about cultural literature. This left 17 remaining dissertations which I categorized according to the Selection / Deselection questions and recorded in Audit Trail 5.

Table 5

Audit Trail 5: Dissertations categorized after Select/Deselect questions

Teachers Using Multicultural and International Literature with Literacy Extensions

		Categories Focused on:	Professional development and pre-service teachers	Selection of multicultural and international literature	Funds of knowledge	Diverse ethnicities	Socio-cultural semiotic sign systems	Socio-cultural identity.
	Title of Dissertation **Published 2010-2019**							
1	Fear of Freedom: Critical Lenses For Pre-Service Teachers In Rural Settings		Study focused on preservice teachers (PT) planning cultural lenses with critical thinking activities				Found PT planned Well, but follow thru was not implemented well.	Stated that a social justice action was missed
2	Multicultural Education in Action: A Multiple Case Study of Black Elementary Aged Children's Identity Development and Engagement with Civil Rights Literature			Civil rights literature was selected		Black children reading about black children		Students were able to form social identity with characters in stories and themselves.
3	Subversion and Cultural Distance: Black Speculative					Black children reading	Does not mention what	simply talks about while privilege

#	Title							
	Fiction, White Pre-Service Teachers, and Anti-Racist Pedagogy					about black children	students do or are given to do,	
4	Implementing Culturally and Linguistically Responsive Strategies using Children's Literature in the Urban Multicultural Preschool: Examining Teachers' Language Dialect Beliefs and Practices			Study was about linguistic abilities of culturally diverse	Let the preschool children and parents read from their heritage language	Using heritage language across diversities		Preschool students need the heritage language and culture to form self-identities
5	A Study of the Construction of Cultural Authenticity in Children's Picture Books Portraying Chinese People and Chinese Culture		Teacher preparation for using multicultural literature	Study was about the evaluation of the accurate authenticity of Chinese picture books		Chinese		
6	What the Children are Reading: A Content Analysis of Minority Male Character in Preschool Children's Libraries			Study of selection of picture books with minority male characters		Minority male characters		
7	Jamaican Children's Literature: A Critical Multicultural Analysis of Text and Illustration in Jamaican Picture books for Children published between 1997 – 2012		Teacher prep	Specifically, about Jamaican literature	Reggae music and other cultural affects through literacy		Reggae music and other cultural affects through literacy	Social identity can be found in literature
8	In the Figured Worlds of Culture and Religion: Prospective Teachers' Discourse		Teacher prep	Religious Mexican literature				

#	Title						
	Around Latino Literature for Children						
9	How Fares the Selective Tradition? Racial Representation of Characters in Second Grade Classroom Libraries		Survey of what type books are in classroom libraries and what are being used				
10	Critique, Hope, and Action: A Critical Content Analysis of Teacher-Selected Literature for the Elementary Classroom	Teacher needs to be prepared	Selection of authentic and accurate		Literature across diversities	Literacy extensions in classrooms	Able to identify socio culturally
11	The Representation of Asian Americans in Children's Literature: A Content Analysis of Texas Reading Basals		Check for authenticity and stereotypes	Literature brings in cultural aspects	Asian	Literacy extensions in classrooms	Able to identify socio culturally
12	It's in Black and White: Preservice Teachers' Perceived Abilities to Facilitate Literary Conversations About African American Picture Books	Study of preservice teachers and using racial books			African American		
13	Through the Eyes of a Child: Cultural Awareness via Appalachian Literature		Selecting specifically Appalachian literature	Bringing into the classroom cultural aspects of the Appalachians		Classroom literacy extensions in a wide diverse array	Social cultural identity met in Appalachian literature
14	Developing Critical Thinking Skills Through	Found teacher preparation was needed	Not specified			Using activities and multicultural lit.	

	Multicultural Literature in Kindergarten: A Qualitative Case Study						to build critical thinking skills in kindergartners	
15	An Elementary Level Annotated Bibliography of Middle Eastern and Arab World Themed Literature		Critical to be prepared	Arab and Middle East	Use mirrors and windows to let all see culture	Arab and Middle East	Use literacy extensions that are culturally related	Self-identity preeminent
16	Applied Critical Race Theory: The Impact of a Counter-Storytelling Curriculum		Teacher prep needed	Latina	Students need to see and use their funds of knowledge	Latino	Use literacy extensions that are culturally related	Self-identity preeminent
17	Korean/Korean American Adolescents' Responses to Young Adult Fiction and Media Created by Korean/Korean Americans		Teacher prep	Korean	Students need to see and use their funds of knowledge	Korean	Use literacy extensions that are culturally related	Self-identity preeminent

In Audit Trail 5 I read only 48 abstracts recorded on Audit Trail 3, this included every dissertation found under seven of the keywords and phrases found in my study. I did not read all 262 abstracts listed under the keyword International literature for children, because it was apparent to me that these dissertations were not applicable to my topic, merely by reading the titles. I further narrowed the selections looking into details that addressed my selection/deselection questions in Audit Trail 5, ending with 17 dissertations that were used in my analysis and synthesis.

The second portion of my data collection were the two international children's and young adult's literature conferences. I interviewed only one author, Margarita Engle, who is a world-renowned author with multiple publications for children and young adults and she has been awarded numerous prestigious awards in this field. The information organized from my fieldnotes, along with Audit Trail 6 culminating the information follows.

International Literature Conferences

I attended the Neustadt International Literature Conference 2019, held at the University of Oklahoma in Norman, Oklahoma, on, on October 15-17, 2019. I was invited to this conference by the featured author in 2019, Margarita Engle. Engle writes numerous historical novels about Cuba, her mother's homeland, in verse for youth. She has won numerous awards such as Pura Belpre, Newberry, Americas Award and many others. She was served as the International Poet Laurette 2017-2019. I spoke with her throughout the conference on many issues concerning international and multicultural literature. I have listed a few relevant questions and her answers that pertain to my research questions here. She is a proponent for sharing children's and youth's literature

across ethnic and diverse groups in hopes that the youth of today will grow up compassionate, understanding, with empathetic desires to reach out and help those in need rather than war against them.

1. As a creative writer, what strategies do you believe pre-service teachers should be prepared to use as they introduce multicultural and international literature in classrooms?

2. As a historical fiction author, do you feel it is important for teachers to use your books in their classroom? Do you feel as though teachers may need some type of special preparation to present multicultural / international literature in their classrooms effectively?

3. As a creative writer, how important do you feel the authenticity and accuracy of your literature is and why?

4. As a multiple award-winning creative writer, are there any further ideas you may have to inspire pre-service teachers as they prepare to use multicultural and international children's and young adult's literature in their future classrooms?

5. What would you say to a young teacher or pre-service teacher that confronted you saying, he/she loved your books (as well as others like yours) but did not feel comfortable sharing them with students because the material was unfamiliar?

I also took fieldnotes at every session and breakout which I attended. I have organized those fieldnotes and will address the paraphrased comments and remarks I noted which were relevant to my research questions. I have recorded these notes here matched with the acclaimed author or professor speaking in the public forum of this conference.

Speakers such as Anna Badkhen and Edith Campbell proclaimed the wonderful works of international authors that they be shared in classrooms across our nation and others. These speakers along with others believed teachers and home school parents should explore authentic works that inform youth about the daily lives of their peers across nations. The ideas and aspirations found within the pages are often within the hearts and minds of most all youth. The speakers at this conference agreed it is up to university professors of education to enlighten future teachers about multicultural and international children's and young adult's literature.

During the festival we all enjoyed a performance choreographed by Austin Hartel, an associate professor of modern dance at the University of Oklahoma. He co worked with Leslie Kraus also a choreographer and professor of dance at the University of Oklahoma and designed a beautiful dance displaying the desire to read and learn about others from around the world. The dance portrayed places and people coming to life through the pages of books and the empathy and companionship that was built through the pages.

There were multiple speakers, authors, professors, and alumni who spoke on the importance of preparing teachers as well as others to share authentic and accurate international literature and build enriching literacy extensions from these books the let the

students of today become empowered and understand the importance and power of their voice as they become leaders in our global society. There were two that stood out for me. The first is J. L. Powers, she is an award-winning author of multiple novels written about a contemporary life of youth in South Africa. She and I spoke following her session and she continued her expression of the need for students of the United States to read and learn about the daily lives of students in South Africa. She feels the need for youth everywhere to investigate the hearts, wants, desires, and discouragements of youth across the globe. The second author I will speak about, Lilliam Rivera, another award-winning novelist, spoke in her session about the Latinos which is the nationality which her characters portray. Rivera has written novels such as *Dealing in Dreams* and *The Education of Margot Sanchez*. She spoke about the need for students in other countries to read her Latino books to understand Latinos.

Overall, this conference was an overwhelming praise and push for international authors, their books, and how to best share the knowledge and compassion held within these pages. Ultimately the focus of this conference appeared to agree that international literature for youth today should be shared within the curriculum and extended upon with rich literacy extensions to enhance the development of global citizens that understood and appreciated one another.

The second international conference I attended was the International Board on Books for Young People IBBY Conference 2019, which was held at the AT&T building in Austin, Texas on October 25-27, 2019. This conference was three days long and attended by professors from across the globe, but predominantly from the United States. The speakers were children's and young adult's international award-winning authors.

Friday, October 25th there was a General Session featuring Naomi Shihab Nye and Jaqueline Woodson, hosted by Junko Yokota. These young adult authors have written multiple award-winning books about contemporary youth in each of their respective heritages. During their session they spoke about the importance of young adult's from everywhere should have the opportunity to read about their peers across diversities. They also spoke about their own passions in writing and the importance of teachers becoming informed and sharing these novels in classrooms. There was also a meeting of the USBBY Ambassadors, I am a Texas Ambassador. During this meeting we all shared the ways in which we had been promoting the use of Children's and Young Adult's International Literature in our school districts, communities, and libraries.

Saturday, October 26th there were two separate General Sessions, each had renowned international authors speaking. The authors in the first session were Gusti, Ekua Holmes, Baptiste Paul, Cynthia Leitich-Smith, and in the second were Christian Robinson, Baptiste Paul, Cynthia Leitich-Smith hosted by Wendy Stephens. Each of these authors spoke about their own works as well as the promotion of international literature. There was also a storybook and book discussion session.

Sunday, October 27th again there were two General Sessions these were filled with a Mexican panel and a Canadian panel. I know it sounds repetitive to say but these sessions also spoke about their own work as well as continuously promoting the use of international literature with children and young adults across the globe with the main goal to establish global citizens who are caring, empathetic, and respectful of each other's ways.

The whole spirit of USBBY flourishes with their mission statement, " The United States Board on Books for Young People (USBBY) is a nonprofit organization devoted to building bridges of international understanding through children's and young adult books; it serves as the U.S. national section of the International Board on Books for Young People (IBBY)." The attendees are always vibrant and excited to learn about new authors and illustrators, and to spend the time together collaborating about books.

Table 6

Audit Trail 6: Selection / Deselection questions recorded with categorized information obtained at conferences.

	Title of Conference:	Neustadt International Literature Conference	International Board on Books for Young People IBBY Conference
Selection / Deselection Questions:			
Does this study address the implementation of multicultural and/or international children's and young adult's literature in classrooms?		Anna Badkhen and Edith Campbell both shared their beliefs in teaching to the hearts of students using international literature to enhance their knowledge of peers across nationalities and develop understanding and empathy towards their peers as they learn about one another's similarities and differences. Austin Hartel and Leslie Kraus choreographed a dance demonstrating pages of international literature coming to life through the pages of a book, for all to grow in understanding	Naomi Shihab Nye and Jaqueline Woodson each spoke about their passion in writing for young adult's using characters of their own heritage. They also spoke about their own passions in writing and the importance of teachers becoming informed and sharing these novels in classrooms. Baptiste Paul (Jamaican) and Cynthia Leitich-Smith (Native-American) were the international authors who spoke is Saturday morning's General Session in claiming the power of youth being able to read literature in which they can see, hear, taste,

		J. L. Powers expressed the need for students of the United States to read and learn about the daily lives of students in South Africa. She feels the need for youth everywhere to investigate the hearts, wants, desires, and discouragements of youth across the globe. Lilliam Rivera, another award-winning novelist, spoke in her session about the Latinos which is her nationality and that which her characters portray. She spoke about the need for students in other countries to read her Latino books to understand Latinos.	and feel themselves will encourage them to focus and drive hard themselves The 3rd General Session contained Mexican and Canadian Panels, in each of these sessions each of the speakers spoke enthusiastically about accurate and authentic international literature needs to presented to students across ages and diversities.
Does this study provide information about the literacy extensions and the academic and social well-being foundation of these extensions?		Austin Hartel and Leslie Kraus choreographed a dance demonstrating pages of international literature coming to life through the pages of a book, for all to grow in understanding Multiple speakers embellished on this and on the power of one's voice	Naomi Shihab Nye and Jaqueline Woodson each spoke about their passion in writing for young adult's using characters of their own heritage. They also spoke about their own passions in writing and the importance of teachers becoming informed and sharing these novels in classrooms. They agreed with one another that in presenting these books the socio-cultural well-being would being of the students reading them would benefit. Baptiste Paul (Jamaican) and Cynthia Leitich-Smith (Native-American) were the international authors spoke about some of the writings within

			their own books they feel will inspire youth to excel The 3rd General Session contained Mexican and Canadian Panels, many of these speakers within the General Session and in their own smaller sessions elaborated on the importance of all children being able to see themselves and their communities and families in a positive light within literature
Does this study address the necessity of providing guidance in selecting and implementing the use of multicultural and/or international children's and young adult's literature in classrooms?		up to university professors of education to enlighten future teachers about multicultural and international children's and young adult's literature Lilliam Rivera, another award-winning novelist, spoke in her session about the Latinos which is her nationality and that which her characters portray. She spoke about the need for students in other countries to read her Latino books to understand Latinos.	Naomi and Jaqueline did speak of the importance of selecting accurate and authentic international literature. Baptiste Paul (Jamaican) and Cynthia Leitich-Smith (Native-American) did speak of the importance of selecting accurate and authentic international literature The 3rd General Session contained Mexican and Canadian Panels, many of these speakers spoke out against stereotypical portrayals in literature and welcomed the use of authentic and accurately represented heritages
Does this study reveal methods being taught to pre-service		Lilliam Rivera, another award-winning novelist, spoke in her session about the Latinos which is her nationality and that which her characters portray. She spoke	Naomi Shihab Nye and Jaqueline Woodson each spoke about their passion in writing for young adult's using characters of their own heritage. They also spoke about their own passions in

teachers in the instruction of multicultural and/or international children's and young adult's literature in classrooms?		about the need for students in other countries to read her Latino books to understand Latinos.	writing and the importance of teachers becoming informed and sharing these novels in classrooms. Yet they did NOT give examples of methods that teachers could use. Baptiste Paul (Jamaican) and Cynthia Leitich-Smith (Native-American), do not speak about what may or may not be taught The 3rd General Session contained Mexican and Canadian Panels, several speakers spoke of the need to adequately prepare teachers in introducing international literature to all students, but none that I heard gave examples of how or what to prepare them with
Does this study reveal the curriculum included in the execution of developing the instruction of pre-service teachers to provide well informed and beneficial instruction using		Through the art of music and dance, yes Rivera has written novels such as *Dealing in Dreams* and *The Education of Margot Sanchez*. Lilliam Rivera, another award-winning novelist, spoke in her session about the Latinos which is her nationality and that which her characters portray. She spoke about the need for students in other countries	Naomi Shihab Nye and Jaqueline Woodson each spoke about their passion in writing for young adult's using characters of their own heritage. They also spoke about their own passions in writing and the importance of teachers becoming informed and sharing these novels in classrooms. Yet they did NOT give examples of methods that teachers could use. Baptiste Paul (Jamaican) and Cynthia Leitich-Smith (Native-American) No they do not speak about what type of preparation pre-service

| multicultural and international children's and young adult's literature in classrooms? | | to read her Latino books to understand Latinos.

international literature for youth today should be shared within the curriculum and extended upon with rich literacy extensions to enhance the development of global citizens that understood and appreciated one another. | teachers or teachers need, but they do speak of the fact that teachers need to be prepared

The 3rd General Session contained Mexican and Canadian Panels, the only examples of extensions with international literature was to allow students to develop skills in their native music, dance, or artistic works |
|---|---|---|---|
| Does this study include instruction that implements socio-cultural semiotic sign systems within responses to literature? | | Expressions of sharing understanding through fine arts

J. L. Powers expressed the need for students of the United States to read and learn about the daily lives of students in South Africa. She feels the need for youth everywhere to investigate the hearts, wants, desires, and discouragements of youth across the globe.

Liliam Rivera writes about Latino heritage for Latinos | Naomi and Jaqueline spoke about Latino and African American youth will feel more empowered and willing to speak up after hearing literature where they can see, hear, and feel themselves.

Baptiste Paul (Jamaican) and Cynthia Leitich-Smith (Native-American) each write about their youthful characters enthralled in their own socio-cultural activities such as sports, artistic endeavors, dance, etc.

The 3rd General Session contained Mexican and Canadian Panels, the only examples of extensions with international literature was to allow students to develop skills in their native music, dance, or artistic works |

Basically, it is agreed upon among each of the aforementioned conferences with overwhelming enthusiasm that international children's and young adult's literature is an excellent tool with which to impress cultural knowledge, understanding, empathy, compassion, and the development of caring cooperative global citizens. In the sessions that I attended I did not see plans in place for preparing pre-service teachers to teach using international literature effectively within the area of literacy or across content areas. However, the general agreement of the authors, illustrators, professors, and other speakers was what we all need to be doing is spreading the word about and promoting the use of international literature across classrooms and implementing it with extensions in ways that will encourage students to cooperate and collaborate with one another using our differences and similarities to build bridges that support one another.

Chapter Summary

This study looks at are student teachers understanding the value of the connections between multicultural and international children's and young adult's literature and what students bring to the page. They also need to realize how student's experiences may connect with these books, and how students led in authentic and accurate multicultural and international children's and young adult's literature experiences learn to relate to their peers around the world? When students see themselves and their global peers in all forms of effective communication and working collaboratively they will be better equipped to find purpose in their writing, to become excited about their writing and other multimodal means of understanding and expression as it becomes intrinsic in their literacy lives (Banks, 2007, 2016, 2017).

In Chapter Four I explored the components of doctoral literacy dissertations, written in 2010 – 2019, in which the areas of focus were using multicultural and international children's and young adult's literature in classrooms. I recorded my journey through the dissertations found

published in 2010-2019. I recorded the selected documents on my Excel Summary Sheet in my

Appendix. I examined and arranged selected data gathered from the two international children and

young adult book conferences I attended. Throughout the recording of the pre-specified data, I

provided examples of multicultural and international children and young adult's literature along

with literacy extensions that have been employed with comprehensive success.

In Chapter Five I will analyze and synthesize the data stored on Audit Trails 4, 5, and 6. I

will also analyze and synthesize the data stored on my Excel Summary Spreadsheet. Finally, I

will analyze and synthesize how the data from the dissertations and conferences together to

encourage the enhancement of international literature for children and young adults.

CHAPTER V

SYNTHESIZING AND ANALYZING

Phase two Interpretive Phase

    Step six: Analyzing and Synthesizing Information

In Chapter Four I explored the components of doctoral literacy dissertations in which the areas of focus were using multicultural and international children's and young adult's literature in classrooms, that were written in 2010 – 2019. I read the dissertations that I stored in Mendeley in their entirety to continue to select and deselect. I recorded my journey through the dissertations found published in 2010-2019 on Audit Trails 4, 5. And 6. I selected documents to record on my Excel Summary Sheet in my Appendix. Throughout the recording of the pre-specified data, I provided examples of multicultural and international children and young adult's literature along with literacy extensions that have been employed with comprehensive success.

In Chapter Five, the Integration phase, I analyzed the selected dissertations to discern possible themes, I categorized the dissertations according to the chosen themes, I organized and analyzed the information gathered from the MODES employed in this study as well.   Finally, I will plan my writing. The goal of the integration phase is to analyze and synthesize all my information to have a complete succinct final writing. My role as the Researcher, was to determine what is absent in the research of implementing the use of multicultural and international children's and young adult's literature in classrooms, according to the descriptions outlined on pages 178-215 of Onwuegbuzie and Frel's book *Seven steps to a comprehensive literature review: A multimodal and cultural approach.* (Onwuegbuzie & Frels, 2016).

As noted in chapter three, step five, I employed the use of MODES which I displayed within my audit trails. In my chosen form of analysis, Constant Comparative Analysis I revealed systematically reduced data in my audit trails, and ultimately developed themes as explained in this chapter, chapter five (Onwuegbuzie & Frels, 2016).

 M – media, I used the internet to search the Newton Grisham library at Sam Houston State University on my laptop where I located, read, and studied dissertations and websites of the authors mentioned in this dissertation.

 O – observations, I used my own reflexive notes, taken as I observed during sessions of two children's and young adult's multicultural and international literature conferences each held in October 2019.

 1. The first I attended, on October 15-17, 2019, was the Neustadt International Literature

 Literature conference held at the University of Oklahoma, Normandy, OK. 2. The second international conference I attended was the International Board on Books for Young People IBBY Conference 2019, which was held at the AT&T building in Austin, Texas on October 25-27, 2019.

 D – documents, I used information pulled through scholarly articles and dissertations I have obtained and selected to use based upon my selection/deselection questions mentioned in Chapter III.

 E – experts, I used my reflexive notes taken during open sessions and conversations with professional higher educators, as well as professional authors and illustrators of children's and young adult's multicultural and international literature.

S- secondary data, I used information gathered from scholarly and often seminal works gathered based on my topic, some were dated prior to 2010 (Onwuegbuzie & Frels, 2016).

Rationale for selection criteria. The rationale for the first criterion is data saturation. In this study I categorized all the data collected into various themes to determine where the area of focus needed to be placed (Onwuegbuzie & Frels, 2016). I categorized and used the model given by Onwuegbuzie and Frels as I placed the analyzed data in the themes which they fit (Onwuegbuzie & Frels, 2016). The second criterion is triangulation of this study which was the data collected from multiple previous scholarly, often seminal published research; doctoral dissertations; and the data collected from each of two conferences focused on the subject of international children's and young adult's literature (Onwuegbuzie & Frels, 2016). The third criterion for this study was the reflexivity of this study, the decisions made throughout the conduction of this comprehensive systematic literature review. Reflexivity will show a critical reflection of how I conducted my research as I collected the data, examined, and interpreted the data I collected. I served as the main instrument in conducting this comprehensive systematic literature review (Onwuegbuzie & Frels, 2016).

Systematic Search. I began my systematic search with the following steps in numerical order.

1. I initiated looking for doctoral dissertations using eight key terms recorded on Table 1 which is Audit Trail 1, 552 doctoral dissertations were left.

2. I recorded on Table 2 which is Audit Trail 2, the findings that were left after all duplications were removed, there were 470 dissertations remaining.

3. I recorded on Table 3 which is Audit Trail 3, the findings that were 48 dissertations remaining after 262 were eliminated because the topics were not relevant to my research questions.

4. I recorded on Table 4 which is Audit Trail 4, I narrowed down the dissertations as I read each of the 48 abstracts remaining in Audit Trail 3, I selected the 25 of the remaining 48 dissertations shown on Audit Trail 3, based on information found in the abstracts, theoretical frameworks, and findings that appeared to pertain to my research questions. The 23 deselected dissertations identified on Audit Trail 3 were not chosen because as I read through them I found either they did not focus on authenticity and accuracy of international and multicultural children and young adult text to avoid stereotyping and prejudices (Leland, Harste, & Clouse, 2013; Fox & Short, 2003, 2009, 2018, 2019); the importance of using international and multicultural literature within curriculum, how it benefits all students and promotes global friendship and understanding (Baja 2015; Banks, 1990, 1991, 1999, 2016, 2017; Freeman, Lehman 2001; Lehman, Freeman, & Scharer, 2010; Short, 2003, 2018, 2019); or the students use of social

semiotic sign systems immersed with reading and writing to enhance literacy

understanding and interpretation, while allowing for students to respond in their own

cultural way (Freire 1970, 1985, 1998, 2007; Harste, 2019; Kress & van Leeuwen, 2006;

Serafini, 2010). These three topics not addressed were the background for my three

research questions; therefore, I deselected these 23 dissertations. The selected 25

dissertations contained information pertaining to the issues within my research questions

were chosen and listed on Table 4 which is Audit Trail 4.

     5. I recorded on Table 5, Audit Trail 5, I used my Selection / Deselection

questions, with the 25 dissertations listed on Audit Trail 4 to eliminate 8 more

dissertations. Dissertations listed as numbers 7, 8, 12, and 14 on Audit Trail 4 were

deselected by all six questions. Two of the deselected dissertations *Relationships of*

Home, Student, School, and Classroom Variables with Mathematics Achievement and

Prospective Teachers Developing Fraction Ideas: A Case Study of Instructor's Moves

were predominantly focused on math, not literature. Two other deselected dissertations

Home Literacy Practices in Diverse Families: Parental Involvement in Kindergarten

Children's Literacy Development and *Korean Parents' Perspectives on Korean American*

Children's Literature were about diverse literature but focused solely on home aspects

and not school. The second set of four dissertations numbered as 16, 20, 24, and 25 in

Audit Trail 4 obtained more deselections than selections and were therefore eliminated.

Counter-Storytelling and Ethnicity in Twenty-First-Century American Adolescent Historical Fiction and *Recasting an "Alien" Veil on the Asian Body: The Western Imagery and South Asian identity in Youth Literature* each addressed the implementation of multicultural / international children's and young adult's literature in classrooms and provided guidance for the selection of this literature; yet they were deselected in the four remaining questions. The dissertation *Toward Multicultural Narratology: A Narrative Analysis of Multicultural Children's Literature* was an excellent analysis of multicultural literature but was not school focused. Finally, *An Exploration of the Critical and Reflective Thinking and the Culturally Relevant Literacy Practices of Two Preservice Teachers* did provide culturally relevant literacy extensions but not about cultural literature. This left 17 remaining dissertations which I categorized according to the Selection / Deselection questions and recorded in Audit Trail 5.

6. I categorized and recorded on Table 6, Audit Trail 6, the details of acclaimed speakers' talks and how each one addressed an issue within my selection/deselection questions which also coincided with my research questions for this study. After listening to all of the key note speakers, joining many sessions, and talking with people during each event, I feel that is agreed upon amongst each of the aforementioned conferences with overwhelming enthusiasm that international children's and young adult's literature is an outstanding means with which to influence cultural awareness, thoughtfulness, empathy, consideration, and the growth of selfless accommodating global citizens.

Analysis of Dissertations and Fieldnotes from International Literature Conferences by Categories and Themes

Need for professional development and preparation of preservice teachers. The dissertations studied, and the speakers I heard at the two international literature conferences all agreed that pre-service teachers need to be prepared on the selection of accurate and authentic multicultural and international children's and young adult's literature. The data I collected agreed this literature is best used to contest stereotypes and prejudices while bolstering compassion, empathy, cooperation, and collaboration among developing global citizens as noted often by seminal researchers ((Baja, 2015; Banks, 1990, 2017; Hirsch 1988; Knowles & Smith, 2007; Lepman, 2002; Levin, 2007; Short, 2003, 2009, 2018, 2019).

Socio-Cultural identity and use of semiotic/heritage sign systems / Diverse ethnicities and funds of knowledge. The study and use of multicultural and international children's and young adult's literature within the curriculum not only recognizes the importance of diverse ethnicities (Moje, Ciechanowski, Kramer, Ellis, Carillo, & Collazo, 2004; Nieto, 2009; Short, 2003, 2009). but promotes the engagement of funds of knowledge (Esteban-Guitart & Moll, 2014; Moll, 2017; Moll, Amanti, Neff & Gonzalez, 1992). Nieto (2009) and Short (2003, 2009, 2018, 2019) that children and young adults are bringing with them into the classrooms. When socio-cultural identity and semiotic sign systems are used to scaffold knowledge it not only improves the foundation of the one who brings and shares this knowledge, but it allows other students opportunities of acquiring knowledge that may not be otherwise revealed (Albers, 2007; Albers, Flint, Matthews, 2019; Albers, Halbrook, Harste, 2010; Albers & Murphy, 2000;

Albers, Vasquez, Harste, 2011; Kress, & van Leeuwen, 2006; Short, Kauffman, & Kahn, 2000).

Selection of multicultural and international children's and young adult's literature.

Pre-service teachers who are informed about multicultural and international children's and young adult's literature and are able to find their own socio cultural identity and are more willing and capable to incorporate this literature in their classrooms (Albers, P., Flint, A. S., & Matthews, M. (2019).   The careful selection of authentic and accurately written multicultural and international children's and young adult's literature has shown to be vital process in undergoing the use of this literature in the curriculum.

Synthesis of Dissertations and Fieldnotes from International Literature Conferences, Commonalities, and differences across themes

> ***Need for professional development and preparation of preservice teachers.***

Even though the need to prepare teachers and preservice teachers was highly promoted during the two conferences as well as articulated within many of the studied dissertations, it was found that preparation of preservice teachers in the implementation of multicultural and international children's and young adult's literature is greatly lacking. During the conferences a means of preparing preservice teachers was not a focus, rather the focus was on the need for professional development of teachers who may not be aware of the importance of using multicultural and international children's and young adult's literature in the curriculum. It is my belief that preservice teachers need to be prepared to use multicultural and international children's and young adult's literature in their classrooms as they are learning how to create lessons and teach, as opposed to adding this is in later

after the trends of teaching have already been established through later professional development so that valuable opportunities are not missed.

  Socio-Cultural identity and use of semiotic/heritage sign systems / Diverse ethnicities and funds of knowledge. Several of the authors and illustrators at the two international literature conferences spoke of the influential benefits of tapping into the social heritage and talents of the students' and their communities. Children and young adult's self-images are bolstered when they can read about experiences that are familiar to them. It is agreed upon across the 17 dissertations listed in Audit Trail 5 and during the two international conferences observed for this study, that students of all ages feel a sense of self-worth and pride when they read or listen to stories about characters of their own background. According to Glazier & Jung-A (2005), cultural literature when read or listened to becomes like a mirror for those of the same culture in place in the story. At the same time, for those from ethnicities other than the one portrayed, cultural literature becomes like a window allowing all to view the values and beliefs of those portrayed.

  Selection of multicultural and international children's and young adult's literature. Scholars confer that the accurate and authentic selection of multicultural and international children's and young adult's literature is an essential step in presenting to children and young adults what is true and not stereotypical (Banks, 1988, 1991, 1991, 1999, 2016, 2017; Bishop 1992, 1996, 2000, 2008, 2014; Freeman, Lehman, & Scharer, 2001; Harris, 1993; Larrick, 1965; Leland, Harste, & Clouse, 2013; Mizell et.,2018; Nieto 1983; Short, 2009b; Yamate, 1996). According to Short (2019) who has been a longtime proponent of authenticity and accuracy in cultural literature, now reveals a new concern as she explains it is the responsibility of the author, illustrator, bookmaker, and

even the reader to know what else is written about the culture that is being read.

Portraying a culture as being low-social economic and predominantly rural may be a fact

in some place, but the readers being presented with these books should also be made

aware that there are different circumstances and normal within the same culture.

According to Short (2003, 2009, 2018, and 2019) authenticity and accuracy should be

taken into consideration by teachers before sharing a piece of cultural literature.

However, now Short (2019) reports how even with authenticity and accuracy the teacher

must be sure that she is not limiting the culture read to only one perspective when indeed

there are other perspectives as well.

Research Method and Data Analysis

The research method employed in this study was qualitative Comprehensive

Systematic Literature Review (CLR) which studied the importance of using Children's

and Young Adult's Multicultural and International Children's and young adult's literature

in classrooms. I extended my research with the use of the MODES as described on pages

177-218 in Onwuegbuzie and Frels (2016). The data analysis used in this research was

Constant Comparative Analysis as explained on page 226 of *Seven steps to a*

comprehensive literature review: A multimodal and cultural approach (Onwuegbuzie, &

Frels, 2016).

Chapter Summary

In Chapter Five, the Integration Phase, I categorized and organized my data into

themes that were found across my data. I recorded the details of my research in this paper

on Audit Trails 1-6, and in my Appendix on my Excel Summary Sheet. I analyzed and

synthesized the findings of selected dissertations which were organized into specific

themes. In addition, I analyzed the extension of information gathered in MODES detailed in *Seven steps to a comprehensive literature review: A multimodal and cultural approach* (Onwuegbuzie, & Frels, 2016). In my role as the Researcher, I determined what was missing in the research of implementing the use of multicultural and international children's and young adult's literature in classrooms, according to the descriptions outlined on pages 178-215 of Onwuegbuzie and Frel's book *Seven steps to a comprehensive literature review: A multimodal and cultural approach.* (Onwuegbuzie & Frels, 2016). Throughout both international literature conferences I attended and in the readings of the dissertations pertaining to children's and young adult's multicultural and international literature I read for this study I did not see any outlines or discussions of preparation for pre-service teachers to teach using international literature effectively within the area of literacy or across content areas. However, the general agreement of the authors, illustrators, professors, and other speakers, as well as the information in the dissertations I read, was what is needed is to spread the word about and promote the use of international literature across classrooms while implementing it with extensions in ways that will encourage students to cooperate and collaborate with one another using our differences and similarities to build bridges that support one another. Yet, what I found was missing is how preservice teachers are being prepared to implement children's and young adult's multicultural and international literature in classroom across grade levels and diversities.

In Chapter Six, the Communication Phase, the final step, will give a summary of the research completed in each of the three phases mentioned earlier the exploration phase, the initiation phase, and the communication phase; within each of these summaries

provided details of what has been completed, decisions made by the researcher, and any other information that is relevant to the study. Step seven is the report writing phase in which the details of the research will be communicated to the reader in a comprehensible manner. The purpose for sharing these details in writing is so further research may follow these guidelines to replicate and/or extend this topic for further research. Further importance of communicating in formal writing is to further the knowledge about multicultural and international children's and young adult's literature and the valuable contributions that it can bestow on generations of global learners and citizens. Guided by the theoretical framework of this comprehensive literature review, the overall findings will be discussed and implications will be drawn that pertain to the use of children's and young adult's multicultural and international literature, its benefits, and the preparation of pre-service teachers in the direction of implementing this literature in their future classrooms. Many concepts, theories, and research perspectives will be discussed, and future research suggestions will be recommended.

CHAPTER VI

Conclusions, Summary, & Future Suggestions

Phase three – Communication Phase

Step Seven – Oral and Written Presentation

In Chapter Five, the Integration Phase, I categorized and organized my data into themes that were found across my data. I recorded the details of my research in this paper on Audit Trails 1-6, and in the Appendix on the Excel Summary Sheet. The goal of the Integration Phase, Chapter Five was to analyze and synthesize my data and to complete a succinct and final writing, which I have completed. I have determined that there is a need for improvement in the preparing of preservice teachers during their initial teacher preparation. Based on the findings in this study preservice teachers need to be aware of the importance and benefits of using both multicultural and international children's and young adult's literature within their classrooms as a means of developing self-identity and cultural identity for their student's individual needs. Not only should preservice teachers meet these needs of individual students, but across socio-cultural and socio-economic diversities teachers need to provide a means to guide all students in a caring, understanding, and empathetic willingness to learn and respect their peers locally, across the nation, and ultimately across the globe.

In Chapter Six, the Communication Phase, step seven, the final step, I gave a summary of the research completed in each of the three phases mentioned earlier the exploration phase, the integration phase, and the communication phase; within each of these summaries. I will provide details of what has been completed, decisions made by the researcher, and any other information that is relevant to the study. I provided the

research questions used during my research and the answers I determined while gathering

my data, along with the areas that were found lacking that pertained to the focus of my

research questions. Step seven is the written and oral report phase in which the details of

the research will be communicated to the reader in a comprehensible manner. A

procedure I will employ is AVOW to present both my oral and written communication of

my dissertations as explained by Onwuegbuzie's and Frels' (2016), *Seven steps to a*

comprehensive literature review: A multimodal and cultural approach on pages 272-296.

My discussion of my Comprehensive Literature Review (CLR) will follow the structure

of AVOW – Pathway A: Act; Pathway V: Visualize; Pathway O: Orally Present; and

Pathway W: Write.

The purpose for sharing these details in writing is so future research may follow

these guidelines to replicate and/or extend this topic for further research. Further

importance of communicating in formal writing is to further the knowledge about

multicultural and international children's and young adult's literature and the valuable

contributions that it can bestow on generations of global learners and citizens. Guided by

the theoretical framework of this comprehensive literature review, the overall findings are

discussed, and implications drawn that pertain to the use of children's and young adult's

multicultural and international literature. It also pertains to the benefits, and the

preparation of pre-service teachers in the direction of implementing this literature in their

future classrooms. Many concepts, theories, and research perspectives are discussed, and

future research suggestions are recommended.

In this final phase, the presenting of my dissertation has been completed in the

oral and written formats according to the AVOW presentation system as described by

Onwuegbuzie and Frels (2016) on pages 272 – 296. I have chosen to use this AVOW

method for several reasons. The most important reason for choosing AVOW is, it is

pointedly focused on presentation of all the various types of learning so that all learners

will feel connected in an understandable way. This pattern follows my style of teaching

as I have taught using multicultural and international children's and young adult's

literature in my classrooms across diversities, age levels, and content areas. A deeply

rooted passion of mine is to share multicultural and international literature through

various means to ensure that all learners were capable of relating to and having an

aesthetic bond with the literature, as well as a comprehensive, understanding in the

efferent learning throughout the reading. The need I have always felt for students to

become attached to their learning on a personal basis was imperative and mirrored in the

choices I made as I created and wrote my research questions, my selection – deselection

questions, and ultimately in choosing the particular dissertations and conferences I

studied.

Pathway A: Act – Poetry, music, and drama

A large amount of the international authors at each of the conferences I attended

are children and young adult poets. Poetry has a rhythm and style, even language that is

often pulled from cultural environments. The International Poet Laurette for 2017-2019,

Margarita Engle; and the International Poet Laurette for 2020-2021, Naomi Shihab Nye

have each been featured authors at the Regional IBBY Conference as well as they have

each been awarded the Neustadt International Literature Award. Several pieces of these

two authors literature was used within the dissertations studied in this study. In each of

the cases the literature used from Engle was a Latinx heritage selection, and in the

literature chosen from Nye had its roots in the Middle East, yet each selection can touch the hearts of the same heritage and at the same time make a lasting impression of understanding, empathy, and caring for readers of any ethnicity. It was noted in the dissertations studied here that Latinx and Middle Eastern students were able to make and extend personal connections with the characters, settings or themes and this connection was reflected in their own writing in the classroom, while students of other ethnicities made connections also reflected in their own writings.

Several of the multicultural dissertation reviewed in this CLR, both of young and older age students used dramatic representations with their students which encompassed an understanding and excitement. Drama was shown from silent charades, to student written skits, recitations, and reenactments of various scenes from the literature. Artwork of a variety of forms was created by students throughout the dissertations studied as well as displayed at each of the international literature conferences attended for this study. Artwork representing the children's and young adult's multicultural and international literature was represented through drawings, paintings, sculptures, mosaics, shadow boxes, and other creatively inspired replications. Teachers in the classrooms observed in the dissertations I studied all commented that a large number of their students were able to open their span of creativity and express their comprehension of the literature read much more affluently and critically through various artistic, musical, and dramatic endeavors rather than through written and/or oral expression.

The Act Pathway of music, art, and drama ties together very closely to the Visualize Pathway. Often in the classrooms of the dissertations studied here the teachers incorporated visuals both separately and along with the music, art, and drama. The

Visual Pathway allows the student to something that is a part of or interpretive of the culture represented in the literature read. Once again, like in Pathway A, the visual can be shown before, during, and after the reading. Visuals can be pictures, photos, artifacts, clothing, food, anything that is authentic and accurate to the culture represented in the literature. Using visuals as laying a background knowledge for the culture represented within the literature, for example an African book was read which spoke of drums and the teacher not only played a piece of African music, but also brought in a real African drum. Any type of connection like these mentioned are essential means enhancing the students' comprehension and critical thinking skills.

Pathway V: Visualize

As mentioned in Pathway A: Act, visualization, and acting blend together and are often shown simultaneously. When students, regardless of their age or grade level, can see either through media, pictures, or real objects the cultural flavor it enhances their understanding and interpretation. Picture books are written for young and for older students and naturally these come with their own images to share. While novels, biographies and often poetry leave visualizing to the reader's creative mind.

In my PowerPoint presentation for this dissertation I have visuals of the literature used in dissertations reviewed here, as well as visuals for a few cultural artifacts.

Pathway O: Orally Present

Several of the dissertations spoke of the use of music as a prelude to introduce the students to the music and sounds of the culture before and during the reading. An example from one of the dissertations studied was listening to Jazz music mixed with cool Salsa as the teacher gave a brief history of the time period and place of the Zuit Suit

Riots in 1943 before reading *Jazz Owls: A Novel of the Zoot Suit Riots* a novel by

Margarita Engle. Other examples of using music to guide the students into a cultural

experience is listening to African drums before African literature is read, middle eastern

music flows to some of the same north African beats, and you tube has a wide selection

of music across cultural heritages.

When I present my dissertation orally, I plan to play a selection of instrumental

music from a variety of heritages as background music.

1. https://www.youtube.com/watch?v=CjZkTDr7RD4 to represent Latinx

heritage literature

2. https://www.youtube.com/watch?v=7D-Nj64uMW8 to represent Chinese

heritage literature

3. https://www.youtube.com/watch?v=LqGINmf_AAs to represent African

heritage literature

4. https://www.youtube.com/watch?v=8aMVEVWlkOw to represent

Jamaican/Caribbean heritage literature

5.https://www.youtube.com/watch?v=f7_b_jyRVRc&list=PL9wgmC1DCXk1B5

pNNArxHiM7MeHILmxCG to represent Music of the Civil Rights Movement

6. https://www.youtube.com/watch?v=kpJIt4_DW6U to represent middle eastern

and Arab heritage literature

7. https://www.youtube.com/watch?v=o3JvfwFRw3k to represent Korean

literature

Pathway W: Write.

As I began to think about writing my review and conclusion of my dissertation, I created Table 7, A Checklist for Decisions (before Writing). I created Table 7 according to the specifications shared by Onwuegbuzie and Frels (2016) p. 295.

Table 7: A Checklist for Decisions (before writing).

Decision	Label
1	Determine the purpose
2	Determine the intended outlet
3	Determine the intended audience
4	Revisit my belief systems
5	Create an outline
6	Determine information, sources, and MODES
7	Decide the emphasis of information, sources, and MODES
8	Compare and contrast information sources
9	Identify gaps in the knowledge base
10	Determine the summary points
11	Determine the conclusion and/or implication points
12	Disclose the theoretical, conceptual, and/or practical
13	framework
14	Determine the relationships between information and
	frameworks
	Determine the report ending

Purpose of the Study

The purpose of this research was to analyze the reported importance of the use of multicultural and international children's and young adults' literature and to promote awareness of the need for pre-service teachers to be prepared to use this literature in their future classrooms (Short 2003, 2009, 2018, 2019). Using multicultural and international

literature known also as heritage literature (Jimenez, 1997, 2013; Krashen,1998, 2016), helps students from minority or estranged cultures develop text-to-self, text-to-text, and text-to-world connections (Rosenblatt, 1978), while also building their self-worth and the importance of their own community and culture (Krashen, 1996, 1998, 2006, 2016; Moll et al., 1992; Moll, 2015, 2017). The importance of authenticity and accuracy within all quality literature, specifically reviewed here in multicultural and international literature, is to effectively promote tolerance and understanding across cultures and to dispel stereotypes and prejudices (Bishop, 1992; Freeman, Lehman, & Scharer, 2001; Short 2003, 2009, 2018, 2019).

The intended outlet for this dissertation will be my dissertation defense which will be held via zoom through Sam Houston State University. The intended audience will be my committee members. Following the dissertation defense and the awarding of my degree, I plan for the intended outlet to be scholarly, peer-reviewed literacy journals, with the further hope that educators, principals, and professors in higher education will read the articles created from this dissertation and will further along the use of children's and young adult's multicultural and international literature. In revisiting my belief system, I proudly remain certain based on my life experiences as an educator and my experiences in uncovering the results of this research study that in order to maintain and develop empathetic, understanding citizens that will cooperate and work collectively for the greater good of all global citizens that students around the globe must be taught about their peers across their communities and nations within their curriculum and teachers need to be prepared from their initial preparations to be teachers how to select, use, and extend children's and young adult's multicultural and international literature expanding

lessons and activities in a manner that will promote tolerant, empathetic citizens who are willing to accept the similarities and differences across cultures and heritages and live compatible with one another.

Table 8 Outline

Outline for the Conclusion, Summary, and Future Suggestions

I. Information Sources and MODES
 	
    A. Sources: 17 dissertations; 2 International literature conferences
 	
    B. MODES used in this dissertation are listed as acronyms using the first letter of each word - media, observations, documents, experts, and secondary data. The MODES in this dissertation explain the methods used in a variety of ways to study the data in this dissertation.
 	
        -the Newton Grisham library at Sam Houston State University on my laptop.
 	
        O – observations, I will use my own reflexive notes, taken during sessions of two children's and young adult's multicultural and international literature conferences each held in October 2019.
 	
    1. The first I attended, on October 15-17, 2019, was the Neustadt International Literature Conference 2019, held at the University of Oklahoma in Norman, Oklahoma.
 	
        2. The second international conference I attended was the International Board on Books for Young People IBBY Conference 2019, which was held at the AT&T building in Austin, Texas on October 25-27, 2019.

D – documents, I used information pulled through the dissertations I have obtained and selected to use based upon my selection/deselection questions mentioned in Chapter III.

E – experts, I will use my reflexive notes taken during open sessions and conversations with professional higher educators, as well as professional authors and illustrators of children's and young adult's multicultural and international literature.

S- secondary data, I will use information gathered from scholarly and often seminal works gathered based on my topic and dated prior to 2010 (Onwuegbuzie & Frels, 2016).

II.   Three Phrases and Steps

III.   Research Questions

IV. Theoretical Frameworks and Implications

V. Report Ending and Future Suggestions

Information Sources and MODES

The information gathered for this dissertation included the review of 17 final dissertations chosen through my select / deselect questions, listed on Table 5. Table 5 reveals that 8 of the 17 dissertations spoke affirmatively that teachers and pre-service teachers need to be prepared, one even stated that teachers being prepared was critical. Yet of the 17 dissertations only one spoke of preservice teachers specifically being prepared using racial books. One other dissertation of these final 17 spoke specifically

about preservice teachers being prepared to teach using cultural lenses with critical thinking strategies.

The MODES I used for this study were as follows:

M – media, I will use the internet to search the Newton Grisham library at Sam Houston State University on my laptop.

O – observations, I will use my own reflexive notes, taken during sessions of two children's and young adult's multicultural and international literature conferences each held in October 2019.

1. The first I attended, on October 15-17, 2019, was the Neustadt International Literature Conference 2019, held at the University of Oklahoma in Norman, Oklahoma.

2. The second international conference I attended was the International Board on Books for Young People IBBY Conference 2019, which was held at the AT&T building in Austin, Texas on October 25-27, 2019.

D – documents, I will use information pulled through the dissertations I have obtained and selected to use based upon my selection/deselection questions mentioned in Chapter III.

E – experts, I will use my reflexive notes taken during open sessions and conversations with professional higher educators, as well as professional authors and illustrators of children's and young adult's multicultural and international literature.

S- secondary data, I will use information gathered from scholarly and often seminal works gathered based on my topic and dated prior to 2010 (Onwuegbuzie & Frels, 2016).

The second set of information that I gathered for this research was the fieldnotes I took as I attended the two International conferences. I reflected on all my data and categorized it according to my selection/deselection questions created based upon my research questions recorded on Table 6. The results as shown on Table 6 reflect that several of the international authors at each of these conferences agree that it is of upmost importance to prepare all teachers especially new teachers as they begin their careers in the selection of and use of children's and young adult's multicultural and international literature. To better equip our students today to live in a global society cooperatively and effectively.

I believe I have rigorously selected and deselected dissertations that most appropriately address my research questions. I used the MODES system by Onwuegbuzie & Frels (2016) to assure that I was using every method applicable and possible to acquire my data. I have rigorously scrutinized each dissertation and the fieldnotes from the two conferences thoroughly according to my research and selection/deselection questions to eliminate and choose the data that most accurately answers my questions.

Three Phrases and Steps

Exploration Phrase. Prior to and at the beginning of this stage I shared the importance of reading multicultural and international literature in the classroom regularly. Students who are not exposed to reading and listening to children's and young adult's multicultural and international literature may lack in their social well-being (Albers, Vasquez, & Janks, 2019; Baja, 2015; Banks, 2016, 1990. 2017, 1991; Bishop, 2014; Esteban-Guitart & Moll, 2014; Moje, 2015; Short, 2018; Tiera Greene, 2016). Reading aloud diverse material often allows students to read about their own familiar

customs and exposes students to cultures and concepts they may not otherwise be

exposed to (Krashen, 2006). Read-aloud experiences engaging students in on-going

discussions about the literature, the characters, the students' real lives and experiences

allows students to share their initial aesthetic responses (Rosenblatt, 1978). While

discussing the literature, students who are being encouraged to express their responses

and understanding of literature using multiple sign systems are using critical thinking

skills; therefore, deepening their understanding (Albers, Holbrook, & Harste, 2010;

Albers, Flint, & Matthews, 2019; Harste. 2019; Kress & van Leeuwen, 2006; Serafini,

2010; Short, 2018). Students working collaboratively using multiple sign systems to

express their understandings of literature encourages critical thinking and enables

students to develop their cultural strengths and talents (Short & Harste, with Burke,

1996). Sign systems, such as art, drama, and music are potential tools used in the system

of critical thinking and developing understanding while pulling from heritage talents as

well (Albers, 2007; Albers et al., 2019; Kress, & van Leeuwen, 2006; Serafini, 2010;

Short et al., 2000). This laid the groundwork for the purpose of the study, which was to

analyze the reported importance of the use of multicultural and international children's

and young adults' literature and to promote awareness of the need for pre-service

teachers to be prepared to use this literature in their future classrooms (Short 2003, 2009,

2018, 2019). The importance of authenticity and accuracy within all quality literature,

specifically reviewed here in multicultural and international literature, is to effectively

promote tolerance and understanding across cultures and to dispel stereotypes and

prejudices (Bishop, 1992; Freeman, Lehman, & Scharer, 2001; Short 2003, 2009, 2018,

2019). Pre-service teachers should be aware of and prepared to recognize stereotypical

multicultural and international literature that perpetuates stereotypes toward the race or ethnic group featured.

I provided my philosophical stance which is to provide the opportunity for children of all ages and diversities to share, discuss, and deepen the development of their self-worth as well as the heritage and value of their peers. I provided my theoretical framework which involved the use of five theories:

1. Transactional/reader response theory. Rosenblatt (1978)

2. Inquiry learning. Dewey (1932)

    3. Sociolinguistics. (Gee, 2005, 2015, 2016; Halliday, 1975).

4. Socio-cultural theory. Au (1997); Davidson (2010); McNamee (1995) and Perez (1998); Gutierrez and Rogoff (2003)

5. Balanced Literacy. Balanced Literacy, earlier known as whole language as claimed by Goodman, Y. (1989), Goodman, K. (2016), Goodman, Calfee, Goodman (2013) & Jurich, 2019

Each of these theories were used in one or more of the dissertations I studied, the classrooms studied within these dissertations implemented these theories and the speakers at the two international conferences incorporated their values and practices throughout their work. Tables 4, 5, and 6 show the specific application of theories within the dissertation and figure 1 reveals the overlap of theories between the studied dissertations.

The exploratory phase, the largest of the three phases, goes on to introduce the MODES used and their significances, reinforces the value of the theories, diversities, heritage value and the learning styles that were implemented with the data collected. The search is initiated in this phase and is recorded on Audit Trails 1-3, explanations are

provided as to the rigorous selection and deselection reasons of various dissertations and the selection of others later in the interpretation phase. The research questions are given here and later in the interpretation phase the results are analyzed and synthesized.

Integration Phase. In this phase the rationale for the selection/deselection is provided in detail. The interpreted answers of the research questions will be reported here. They have also been depicted on Audit Trails 4-6, also called tables 1-6. The selection criteria used in collecting research documents for this review was guided by the following criteria:

The following attributes were taken into consideration as the research questions were investigated within all the data of this study:

1. Authenticity and accuracy of international and multicultural children and young adult text to avoid stereotyping and prejudices (Leland, Harste, & Clouse, 2013; Fox & Short, 2003, 2009, 2018, 2019).

2. Importance of using international and multicultural literature within curriculum, how it benefits all students and promotes global friendship and understanding (Baja 2015; Banks, 1990, 1991, 1999, 2016, 2017; Freeman, Lehman 2001; Lehman, Freeman, & Scharer, 2010; Short, 2003, 2018, 2019).

3. Social semiotic sign systems immersed with reading and writing to enhance literacy understanding and interpretation, while allowing for students to respond in their own cultural way (Freire 1970, 1985, 1998, 2007; Harste, 2019; Kress & van Leeuwen, 2006; Serafini, 2010).

The research questions and a summary of the answers are listed as follows:

1. According to the research identified in a comprehensive, systematic literature review, what are specific research-based strategies for pre-service teachers to use in the effective integration of multicultural and international literature into their instruction, and how will they been implemented in classrooms?

Unfortunately, in the data researched here there are not any specific or new research-based strategies provided. During the conferences, the speakers were predominantly authors and illustrators who spoke of their personal beliefs of how important it is for this literature to be shared among students everywhere. These authors were not classroom teachers and they did not give specific strategies; however, these authors were insiders from the heritage of which they wrote and they did speak emotionally and passionately about how important it was for students of that particular heritage to see the optimistic prevalence of characters within that culture. In the dissertations selected, the researcher wrote about theoretical frameworks (which coincided with my theoretical frameworks) that revealed positive outcomes from extensions of the children's and young adult's multicultural and international literature.

2. Based upon the information obtained in a comprehensive literature review, are pre-service teachers being taught to incorporate multicultural and international literature in the classrooms, if so, how are they being taught, what is included in the instruction?

In the two conferences, the speakers did not speak about the preparation of teachers, simply that their books needed to be used to promote friendships, understanding, collaboration, self-worth and pride, and empathy in our growing global world. In the 17 dissertations that were selected as final pieces only one was primarily focused on the training of preservice teachers. The focus here was on preservice teachers

in rural areas and these teachers were taught to use cultural lenses as they developed critical thinking skills to go along with the cultural literature that they may employ. The extension was on target to what I was looking for in this study, except that there was no mention of using multicultural and international children and young adult literature, instead it was only stated that the preservice teachers were instructed to use a cultural lens and not only the lens of their own culture.

3. Based on the findings in this research, how are pre-service teachers being educated on the authenticity and accuracy of this literature?

There was no evidence in the keynote speaker, nor in the sessions that I attended that pre-service teachers should be educated in knowing the difference of authentic and accurate children's and young adult's multicultural and international literature as opposed to what was not accurate or authentic. The same is true for the dissertations rigorously studied within this study, even though it has been a prominent topic by seminal researchers/authors stereotypical or misrepresentative literature was not mentioned at this time in the data studied for this research.

Communication phase. The writing in the last chapter, chapter 6 represents the communication phase of this dissertation.

Conclusion and Future Suggestions

This study attempted to look at whether student teachers were understanding the value of the connections between multicultural and international children's and young adult's literature and what students bring to the page. Also, they need to be aware of how student's experiences may connect with these books, and how students led in authentic and accurate multicultural and international children's and young adult's literature

experiences learn to relate to their peers around the world. The study also pointed out that preservice teachers need to ensure that students see themselves and their global peers in all forms of effective communication and working collaboratively they will be better equipped to find purpose in their writing, to become excited about their writing and other multimodal means of understanding and expression as it becomes intrinsic in their literacy lives (Banks, 2007, 2016, 2017).

To my dismay as a researcher and teacher, I began with 552 doctoral dissertations using Boolean phrases associated to children's and young adult's multicultural and international literature, and yet only one spoke of the implementation of preparation for preservice teachers in this area, a second one spoke of using "racial" books in teacher preparation with no elaboration on that point. Eight other dissertations of the 17 studied in the final step declared that teacher preparation was needed to teach literature other than one's own culture, yet there was no further explanation as to what that entailed.

After my years of studying children's and young adult's multicultural and international literature in higher education, my 28 years of teaching across grade levels and diversities, and this doctoral research is that teachers need to understand the significance and value sharing children's and young adult's multicultural and international literature in the classroom can have on our present and future global society can bring. The correct implementation of children's and young adult's multicultural and international literature will dispel prejudices and stereotypes, put to rest fears and anxieties and teach young students to build bridges of understanding and empathy, compassion and concern for the well-being of all. Our world is becoming smaller and smaller as we grow interconnected with one another, our students need to be able to reach

out their hands in caring, kindness, and trust rather than blindly move about in envy, resistance, and conflict.

In Chapter Six, the Communication Phase, the final step, I gave a summary of the research completed in each of the three phases mentioned earlier the exploration phase, the initiation phase, and the communication phase; within each of these summaries I provided details of what has been completed, decisions made by the researcher, and any other information that is relevant to the study. Step seven is the report writing phase in which the details of the research will be communicated to the reader in a comprehensible manner. The purpose for sharing these details in writing is so further research may follow these guidelines to replicate and/or extend this topic for further research. Further importance of communicating in formal writing is to further the knowledge about multicultural and international children's and young adult's literature and the valuable contributions that it can bestow on generations of global learners and citizens. Guided by the theoretical framework of this comprehensive literature review, the overall findings will be discussed and implications will be drawn that pertain to the use of children's and young adult's multicultural and international literature, its benefits, and the preparation of pre-service teachers in the direction of implementing this literature in their future classrooms. Many concepts, theories, and research perspectives were discussed, and future research suggestions were recommended.

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APPENDIX

Excel Summary Spreadsheet

No.	Dissertation Title	Author	Publication Year	Type of Dissertation (empirical, conceptual, longitudinal, editorial, theoretical, survey, etc)	Boolean Phrase used to locate	Method / Tradition / Approach (quant, qual, mixed)	Type of MODES	Abstract	Summary of the Article	Rationale Possible Themes	Selected / Deselected	APA 6 Reference Citation

| 1 | Fear of Freedom: Critical Lenses For Pre-Service Teachers In Rural Settings | Barbara Gilbert | 2014 | Action Research | pre-service teachers AND children's multicultural literature | Qualitative | D | This action research study examines what happened when exemplary practices found in low-income rural schools in South Carolina, and critical and culturally responsive theories became the lens that pre-service teachers studied literacy practices in Reading Pedagogy and Children's Literature classes. To see how pre-service teachers acted on these theories, the second part of the study followed four of them into their student teaching classrooms. As I introduced these theories to the pre-service teachers in the university classroom, they incorporated pedagogical moves reflective of these theories in their lesson plans, reflections, and learning engagements. They questioned the | 1. does not mention multicultural &International lit. but does talk about cultural literature 2. focused on pre-service teachers knowing what kids bring to table… | socio-cultural perspectives of Vygotsky (1978; 1986), Rogoff (2003), and Theobald (1997); critical educational theory (Freire, 1970/2007) and theories of culturally responsive teaching (Gay, 2000; Ladson-Billings, 1994; Nieto, 1999) | S | Gilbert, B. (2014). Fear of freedom: Critical lenses for pre-service teachers in rural settings (Order No. 3620952). Available from ProQuest Dissertations & Theses Global. (1540757815). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1540757815?accountid=7065 |

								texts they read and planned critical engagements for their future students. They anticipated the interests of the students they imagined in their future classes including texts rich in multicultural content. Their lesson plans included opportunities for students to learn through social interactions with other students in the classroom. Analysis of the data once they entered the classroom told another story. While the pre-service teachers indicated that social interactions were important, the actual implementation varied from teacher-centered to student-centered. Their implementation of critical literacy theory also varied from examining texts from other characters' perspectives to				

								missed opportunities to enact social justice.			
2	Multicultural Education in Action: A Multiple Case Study of Black Elementary Aged Children's Identity Development and Engagement with	Rebekah Elizabeth Piper	2015	Multiple Case Study	pre-service teachers AND children's multicultural literature	Qualitative,	D	In the United States education system a large achievement gap between African American and Latino students compared to White American students exists. Various studies have documented the gap, but there has not been much success in closing it. Recognizing that the educational system is growing more, not less, diverse, including due to the rise in enrollments of students of color and the decrease of	supporting positive idendtity through pedagogy that includes diversity	racial identity development theory	S	Piper, R. E. (2015). Multicultural education in action: A multiple case study of black elementary aged children's identity development and engagement with civil rights literature (Order No. 10014618). Available from ProQuest Dissertations & Theses Global. (1767161994). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1767161994?accountid=7065

Civil Rights Literatu re						the same by white students based on birthrates and immigration trends, the success of this increasingly diverse student population is even more important to the success of the nation. Preparing teachers to integrate multicultural content and pedagogy across the PK-12 (and higher education) curriculum is one means of addressing the gap. Doing so in early education creates stronger interpersonal and, thus, academic, foundations for all children; continuing to do so as children progress educationally will assure that all students are prepared to become active citizens in society. Ensuring that all students can find themselves affirmed in the curriculum is key to their individual, social, and		

								educational identity formation and, thus, their future success in all quadrants of life. Accordingly, this research seeks to contribute to existing literature on supporting all students' positive identity development through the use of culturally responsive content and pedagogical practices. Drawing upon Jackson's (1976b) Black Identity Development Model and Freire's (1970) theory of critical pedagogy, this research will explore racial identity development theory through examining the educational experiences of black children's interactions with "movement-oriented" Civil Rights-themed children's literature. The ultimate goal of this research is to identify reliable critical pedagogical				

							strategies for in- and pre-service teachers to adopt to close the racial academic achievement gap. This qualitative, multiple case study of seven Black students, aged eight to twelve years, and their parent or parents was undertaken in the context of a summer literacy program. Data sources included a demographic survey, pre and post-classroom activity interviews, and classroom observation. Themes in the participating students' Black Identity Development that emerged in relationship to their engagement with culturally relevant curriculum and pedagogical practices were culled and examined against the participants' educational outcomes.			

| 3 | Subversion and Cultural Distance: Black Speculative Fiction, White Pre-Service Teachers, and Anti-Racist Pedagogy | Bevin Roue | 2016 | Dissertation | pre-service teachers AND children's multicultural literature | qualitative | D | This dissertation examines representations of black lives in adolescent speculative fiction and explores what the genre offers to anti-racist teacher education. Situating my study at the intersections of literacy education and children's literature studies, I interrogate assumptions surrounding genre conventions adopted in multicultural education. I argue that the genre of black speculative fiction offer tools to the anti-racist educator because it tackles difficult issues surrounding systemic racism and privilege, yet does so in a manner that offers the potential for navigating white resistance strategies through the creation of literary spaces of inquiry. My framework, which theorizes the ability of | How do pre-service teachers conduct issues about race ? Are blacks included as main characters in fantasy? | Critical Race Theory and Anti-racist Theory | S | Roue, B. (2016). *Subversion and critical distance: Black speculative fiction, white pre-service teachers, and anti-racist pedagogy* (Order No. 10139944). Available from ProQuest Dissertations & Theses Global. (1805310276). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1805310276?accountid=7065 |

								multicultural speculative literature to critique systemic oppression, is built off two forces of the fantastic— subversion and critical distance. These competing and complementary forces provide readers with space in which to reflect on systemic oppression and hegemony. My dissertation serves as a bridge between the fields of education and English literature. As such, the body of the text is organized into four discreet yet connected articles. The first two articles are literary analyses of works of black speculative adolescent fiction. In one study, I trace entwined junctures of neoliberal policies and contemporary slavery in Octavia Butler's Parable of the Sower. I argue that Butler hails				

								the genre of the parable, unveiled through a series of literary slipstages, to present readers with evidence of contemporary white perpetuation of systemic racism. In the second article, I examine exclusion of transnational black youth from full US citizenship in Nnedi Okorafor's Akata Witch. I argue that Okorafor rewrites US citizenship as a concept now requiring, not simply tolerating, full cultural and racial inclusion. I then place these texts in the hands of readers, examining pre-service teacher discourses around these works of literature. I focus on student talk around race and privilege. In my third article, I report on a case study examining pre-service teacher discourse over Parable of the Sower. This study, based on data from teacher education				

| | | | | | | | | classroom discussions and writing assignments, indicates that students can maintain rich conversations around risky topics in a way that complicates Haviland's (2008) notion of White Educational Discourse. The fourth article, based on classroom data from two teacher education courses that discuss Nnedi Okorafor's Akata Witch, complicates the concept of "safe space" as implemented in classroom discussions surrounding race. I argue that critical distance in black speculative fiction creates not safe spaces, but spaces of inquiry where social justice-minded readers can raise issues and push back again racism with peers. Most anti-racist scholarship that incorporates youth literature rests on | | | |

								the assumption that realistic fiction offers authentic representations of black lives and experiences. I trouble these assumptions through sustained focus on genre conventions and reader engagement with those conventions. My dissertation questions the limited notions of black lives created by overreliance on realistic genres and advocates for education scholarship that recognizes black futures, black imagination(s), and black innovations.				

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5	Implementing Culturally and Linguistically Responsive Strategies using Children's Literature in the Urban Multicultural Preschool: Examining Teacher s' Langua	Nicole Victoria Bailey Austin	2015	Dissertation	using children's multicultural literature in classrooms	qualitative, phenomenological approach	D	This study examined preschool teachers' implementation of culturally and linguistically responsive strategies using children's literature in an urban multicultural preschool. Through a qualitative phenomenological design, this research aimed to expand understandings of language dialect and achievement in early childhood education and examine preschool teachers'	were early childhood professionals prepared to teach diverse cultures	Culturally and Linguistically Responsive Pedagogy (CLR)	S	Austin, N. V. B. (2015). Implementing culturally and linguistically responsive strategies using children's literature in the urban multicultural preschool: Examining teachers' language dialect beliefs and practices (Order No. 3664107). Available from ProQuest Dissertations & Theses Global. (1717311138). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1717311138?accountid=7065

ge Dialect Beliefs and Practices						knowledge, beliefs, and instructional practices regarding identified home languages— African American Vernacular English and Hispanic American English, Academic Language, and code switching. The phenomenon under investigation was early childhood professionals' beliefs and frequency of home language dialect use within the classroom and implementation of culturally and linguistically responsive strategies within the classrooms of an urban multicultural preschool before and after receiving targeted professional development using children's books. The participants in this study included five preschool teachers and one preschool center director within the same private preschool center				

									located in an urban city within the southeastern region of the United States. Semi-structured pre- and post-interviews, classroom observations using descriptive and reflective field notes, and targeted professional development sessions were conducted in order to capture the essence of the phenomenon within this preschool setting and to develop textural descriptions of the participants' engagement and experiences within the study. The investigation revealed that knowledge of home language features, academic language and code switching, the use of home language features and code switching, teacher perspectives regarding culturally and linguistically responsive instruction, and cultural and				

							linguistic influence of parents and teachers are key factors in the frequency and nature of the implementation of culturally and linguistically responsive strategies within the multicultural preschool. Further, as teachers' language dialect knowledge of home language, academic language, and code switching increased, the nature of instructional practices shifted to an affirmative and validating perspective from an initial deficit/ non-affirmative perspective at the outset of the study. Implications for research and practice indicate the need to consider teachers' foundational cultural and linguistic knowledge of the children in their classrooms when teachers are tasked with implementing culturally and			

							linguistically diverse instructional practices.				
6	A Study of the Construction of Cultural Authenticity in Children's Picture Books Portraying Chinese People and Chinese Culture ulture	Dahzi Cheng	2011	Disser tation	using children's multic ultural literat ure in classro oms	Qualitati ve	D	This study investigated the construction of cultural authenticity in children's picture books portraying Chinese people and Chinese culture as well as the verbal, visual, and verbal-visual resources that were used for such construction. The study adopted theories of intertextuality and Systemic Functional Linguistics (SFL) as the theoretical framework. Using both qualitative	reflectin g the accuracy of Chinese culture and how it is represent ed in picture books	This study analyzed the "constru ction of cultural authentic ity in children's picture books portrayin g Chinese people and Chinese culture as well as the verbal, visual,	S	Cheng, D. (2011). A study of the construction of cultural authenticity in children's picture books portraying chinese people and chinese culture (Order No. 3475495). Available from ProQuest Dissertations & Theses Global. (900574845). Retrieved from https://ezproxy.shsu.edu/login?u rl=https://search-proquest-com.ezproxy.shsu.edu/docview/ 900574845?accountid=7065

								analysis and analytical tools developed under SFL, the study examined eighteen picture books depicting the Chinese people and their culture published in English in North America. Qualitative analysis was first applied to the texts of the picture books for the identification of general themes on the construction of cultural authenticity. Then the texts, pictures and text-picture interactions were examined to reveal the verbal, visual, and verbal-visual resources that authors and illustrators used to construct cultural authenticity. A total of ten themes were identified that covered a wide spectrum of issues pertaining to cultural authenticity: filial piety and sibling love, insider		and verbal-visual resources that were used for such construction" p.xii		

									children's				
									xiii				
									perspective,				
									representation of				
									cultural insider,				
									deliberate use of				
									elements of				
									Chinese				
									culture in the				
									narrative, cultural				
									as product,				
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									meaning, mixing				
									and contrasting				
									of cultures,				
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									opportunities, etc.				
									These themes				
									revealed				
									possibilities on the				
									construction of				
									cultural				
									authenticity in				
									picture books				
									portraying Chinese				
									people and Chinese				
									culture and				
									provided				
									insights into				
									intertextuality in				
									multicultural				
									children's picture				
									books, the				
									construal of				
									insider				
									perspectives,				

							experiences, and worldviews in Chinese children's literature. In addition, analysis of the texts, pictures, and text-picture interactions further revealed the verbal, visual, and verbal-visual resources that the authors and illustrators used in writing and illustrating these picture books. In particular, the authors used a variety of Appraisal resources to construct interpersonal meanings in the texts. They also employed Marked Themes to highlights significant transitions in the texts and cultural events in the narrative. The illustrators, in their attempt at cultural authenticity, deviated from mainstream conventions. For instance, they used long shots not to construct distance or objectivity but to construe the				

							character's withdrawal from society as valued in Taoism and Buddhism. Additionally, most of the texts and pictures complemented each other in the construction of the narrative, despite occasional contradictions in their tone. These findings of the study were used to provide both implications for research in multicultural children's literature and for the teaching of multicultural literature and xiv literacy in general in classroom settings. Future studies can address the themes identified in this study in more depth; for instance, their investigation can focus specifically on the portrayal of filial piety in multicultural children's literature.				

| 7 | What the Children are Reading: A Content Analysis of Minority Male Character in Preschool Children's Libraries | Joan Katrina Mann-Boykin | 2016 | Dissertation empirical - case study | using children's multicultural literature in classrooms | Qualitative | D | Many early childhood classroom environments have a library area, which has picture books for the children to explore and enjoy, and some early childhood classrooms put tubs or baskets of a few picture books in every center in the classroom. In addition to

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emotional, social, intellectual, linguistic and literary purposes (Temple, Martinez, Yokota & Naylor, 2002). A primary goal in early childhood programs is to welcome and
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- | looking at preschool classroom libraries and depicting whether or not picture books with male black characters are included and if teacher selects these books to read aloud | S | Mann-Boykin, J. (2016). What the children are reading: A content analysis of minority male characters in preschool children's libraries (Order No. 10163648). Available from ProQuest Dissertations & Theses Global. (1830760990). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1830760990?accountid=7065 |

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and fairness
(Derman-Sparks &
Edwards, 2012).
Childr

roles and culture
norms to readers
that are overt and
underlying within
the story (Rodman
& Hildreth, 2002).
Exposure to picture
and story books
that challenge
historically
limiting gender
roles and cultural
norms counteract
stereotypes that
could have harmful
effects on
cognitive, social,
and gender
development of
young students.
(Hamilton,
Anderson,
Broaddus &
Young, 2010).
The purpose of this
study was to
explore
representation and
depiction of male

							characters of color ! ! " ( ) ! ! - libraries. Ten early childhood classroom libraries were inventoried and picture books iii with males of color were analyzed using a framework for the critical analysis of literature (Mendoza & Reese, 2001). This study had three levels of analysis of classroom libraries: classroom demographics and teacher perceptions, inventory of classroom libraries, and critical content analysis of the role and representation of male characters of color. Findings revealed				

								that director and teacher perceptions impact the composition of classroom libraries, and that they are more aware of the need for books featuring non White characters than they are aware of the need for picture books with male characters. The representation of males of color aligns with dominant cultural values and traditional roles for boys, and some ethnicities are portrayed through a native cultural lens. Picture books typically consist of one racial or ethnic group and the non-White characters are often seen as representations of ethnic cultural information. This study suggests a need for school leaders to pay attention to the composition of classroom libraries related to racial/ethnic and gender diversity				

							represented in classroom libraries. Teachers would also benefit from professional development regarding how to build a classroom library that exposes young children, especially boys, to racial, ethnic, and gender diversity.				
8	Relatio nships of Home, Student, School, and Classro om Variabl es with Mathe matics Achiev ement	Miller , R. B.	2016	Disser tation	using childre n's interna tional literat ure in classro oms	Qualitati ve	D	This study used the TIMSS 2011 International Database to investigate predictors of 8th-grade mathematics achievement across three countries that represent a wide range of cultures and levels of mathematics achievement: Chinese Taipei, Ghana, and the United States. A review of literature on predictors of mathematics achievement yielded variables in four major contexts of learning—a	classical books on mathema tics	This study analyzed books on mathema tics which were used in the study	D 1-6	Miller, R. B. (2016). Relationships of home, student, school, and classroom variables with mathematics achievement (Order No. 10243709). Available from ProQuest Dissertations & Theses Global. (1858810790). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1858810790?accountid=7065

| | | | | | | | | student's home, beliefs, school, and classroom. The variables of home that were investigated are home possessions for learning, parent education, and parents' expectations and involvement in their children's education. The variables of student beliefs were self-confidence in mathematics and the value of mathematics. The variables of school were school climate, school resources, administrator leadership, and school socioeconomic status. Finally, the variables of the classroom are access and equity, curriculum, tools and technology, assessment, and teacher professionalism.

A 2-level hierarchical linear model was used to investigate relationships between the predictors for | | | | |
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| | | | | | | | | learning mathematics and 8th-grade mathematics achievement. Level 1 represented the relationships among the student-level variables, and Level 2 represented the school-level variables.

In Chinese Taipei, statistically significant predictors of mathematics achievement in the final model included variables from the domains of home resources, student beliefs, school climate, and school socioeconomic status. In Ghana, both student-beliefs variables had statistically significant relationships with mathematics achievement, and one school climate and one school socioeconomic status variable each was found statistically significant. The U.S. had statistically | | | | |
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| | | | | | | | | significant predictors in the domains of home resources, student beliefs, school socioeconomic status, classroom-level access and equity, classroom assessment, and teacher professionalism.

This study extends previous research in several ways. It includes a review of classic and recent literature regarding predictors of mathematics achievement; 17 scales using the Rasch partial credit model were developed to measure predictors of mathematics achievement; and the results of this study may be used to examine the relationships between the independent variables of this study and middle-grades mathematics achievement in countries similar to the 3 in this study to reinforce and support variables | | | | |
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								that contribute to student achievement.				
9	Prospec tive Teacher s Develo ping Fractio n Ideas: A Case Study of Instruct or's Moves	Richa rdson, Diedr e C.	2019	Disser tation - Case Study	using childre n's interna tional literat ure in classro oms	Qualitati ve	D	Recent data from a cross-national assessment, the Programme for International Student Assessment (PISA), place the United States performance in mathematics at 38 out of 71 countries (OECD, 2016)— one clear indication of the ongoing need for the improvement of mathematics education. This improvement relies, in part, on improving undergraduate mathematics	all about mathema tics	theories of intertext uality and Systemic Function al Linguisti cs (SFL)	D 1-6	Richardson, D. C. (2019). Prospective teachers developing fraction ideas: A case study of instructor's moves (Order No. 13419708). Available from ProQuest Dissertations & Theses Global. (2198902138). Retrieved from https://ezproxy.shsu.edu/login?u rl=https://search-proquest-com.ezproxy.shsu.edu/docview/ 2198902138?accountid=7065

education for prospective teachers of mathematics who should learn mathematics in a manner that encourages active engagement with mathematical ideas (National Research Council, 1989).

Despite the importance of teacher rational number knowledge, the ways in which they successfully acquire that complex body of knowledge are not well understood (e.g. Depaepe et al., 2015; Krauss, Baumert, & Blum, 2008; Newton, 2008; Senk, 2012; Son & Crespo, 2009; Tirosh, 2000). Teachers' capability of building and using different representations of math ideas, including rational number concepts, are considered important areas of mathematical knowledge that must be developed in order to provide

									meaningful learning experiences for students (National Governors Association for Best Practices & Council of Chief State School Officers, 2010; National Research Council, 2003). Studies on preservice teachers' thinking about fractions have shown that while they bring some knowledge of fractions to their undergraduate mathematics classes (Mack 1990; Tirosh, 2000; Park, Güçler & McCrory, 2012), their misunderstandings are still similar to those reflected in children's fractions learning (e.g. Ball, 1988; Osana & Royea, 2011; Zhou et al., 2006) . Studies have also reported that prospective teachers often enter teacher preparation programs with beliefs inconsistent with the conceptual teaching of mathematics (Ball,				

								Lubienski & Mewborn, 2001; Strohlmann et al., 2015). If improvement in the teaching and learning of mathematics is to be realized, understanding how prospective teachers build and justify their solutions to rational numbers problems will be of importance. This research, a component of a design study grant funded by the National Science Foundation, investigates how prospective teachers extend knowledge of rational number ideas, how they justify solutions and how their beliefs about teaching and learning mathematics evolve. The study also explores the instructor's role and interventions employed within the classroom environment. The students worked on mathematically				

rich fractions tasks using Cuisenaire rods as they developed representations to understand the concept of unit fraction, to compare fractions, and to build ideas of fraction equivalence. The study is guided by the following research questions: 1. What role does the instructor play in the prospective teachers' building and justification of ideas? 2. What types of interventions does she employ? 3. What changes, if any, in prospective teachers' beliefs about doing, teaching and learning mathematics can be identified over the course of the intervention?

The videotaped data of six female subjects in a mathematics class at a liberal arts college were captured with two cameras for two 60-minute class sessions. During

								the sessions, students explored fractions ideas while working with partners in small groups, discussed solutions, and built models to justify solutions. Two sessions of videotaped data, transcripts, student work, beliefs assessments and observation notes were analyzed using the analytical model described by Powell, Francisco, and Maher (2003). This study contributes to an under-researched body of literature by examining instructor's pedagogical and question moves as prospective teachers build representations of rational number concepts and justifications for solutions to problems within an undergraduate mathematics course. Its findings may be of value to colleges of education as they redesign curricula intended to			

#	Title	Author	Year	Type	Genre	Method		Findings	Population	Theory		Reference
								improve prospective teachers' understanding of and capability for representing rational number ideas. Less Details				
10	Home Literacy Practices in Diverse Families: Parental Involvement in Kindergarten Children's Literacy Development	Gonzalez, L.	2013	Dissertation - Case Study	Multiculutral Literature for Children	Qualitative	D	.Although prior research has shown that parental involvement positively affects a child's literacy development, attention should also be directed to the factors that keep parents from being involved in their children's education. The study reported in this dissertation examined five factors: socioeconomic status, level of education, employment, culture, and language that may	Kindergarten parents involved in literacy	Vygotsky's social constructivist theory	D	Gonzalez, L. (2013). Home literacy practices in diverse families: Parental involvement in kindergarten children's literacy development (Order No. 3579203). Available from ProQuest Dissertations & Theses Global. (1506549831). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1506549831?accountid=7065

								be influential in parental assistance of their children's literacy development in the home. The data sources for this investigation included interview responses and a demographic survey. Data from 17 parents, each from a different household, and each with a child in kindergarten were obtained and used for the study. For analyses of these data, content analysis was used to identify similar themes among the interview responses and the demographic survey. Results indicated the following: (1) the time parents spent assisting their child with literacy activities was affected by long work hours, (2) parents with a yearly income of $25,000 or less were unable to provide additional literacy materials for their children, (3) lack of				

								multicultural literature caused culturally diverse parents to feel devalued, and (4) parents who did not speak English fluently lacked the strategies to assist their children in completing English literacy homework. The findings suggest there are significant factors in the home environment that impact the quality and amount of literacy activities that parents provide for their children. In order for teachers to support parents in providing for their children's literacy development, they need to be aware of these factors. In addition, teachers should be culturally sensitive by including multicultural literature in the curriculum.			

1 1	Critique, Hope, and Action: A Critical Content Analysis of Teacher-Selected Literature for the Elementary Classroom	.Edwards, J. L. L.	2018	Dissertaion	Multicultural Literature for Children	Qualitative	D	The purpose of this study was to analyze teacher-selected children's literature for its potential use with critical pedagogy in the elementary classroom. This multi-analytical study uses tenets from critical multicultural analysis (CMA) and components from visual analysis (VA) to guide a critical content analysis of teacher-selected children's literature. Since it is the only nationally-recognized book list solely selected by educators, the texts for this study were selected from the Teachers' Choices Reading List titles. Although prior research on teacher-selected literature for the potential use of critical pedagogy in the elementary classroom does not exist, the results of this study show many opportunities for such within the last three years of	critical multicultural analysis (CMA) and components from visual analysis (VA) to guide a critical content analysis of teacher-selected children's literature	critical multicultural analysis (CMA) and components from visual analysis (VA) to guide a critical content analysis of teacher-selected children's literature	S	Edwards, J. L. L. (2018). Critique, hope, and action: A critical content analysis of teacher-selected literature for the elementary classroom (Order No. 13839704). Available from ProQuest Dissertations & Theses Global. (2190687480). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/2190687480?accountid=7065

| 1 2 | Korean Parents' Perspectives on Korean American Children's Literature | Kim, H. J. | 2013 | Disser tation | Multic ulutral Literat ure for Childr en | Qualitati ve | D | the Teachers' Choices Reading List. A discussion on these results is presented through Paulo Freire's concept of critical pedagogy, as described in three stages: critique, hope, and action. Implications for practice and research are suggested based on the results of the study.

There are few studies on parents' perspectives on multicultural literature. Most studies on Korean American children's literature have relied on the researchers' content analysis of the books, rather than readers' responses to them. To fill this gap, this study sought to understand the Korean/Korean American parents' perspectives on Korean American children's literature by examining their responses to seven | Korean-America n views of children's multicult ural literature authentic ity for Koreans | literary theories in terms of their perspecti ves on readers' response s and sorts them out into five categorie s: textual, experien tial, psycholo gical, social, and cultural. theories about | S | Kim, H. J. (2013). Korean parents' perspectives on korean american children's literature (Order No. 3605419). Available from ProQuest Dissertations & Theses Global. (1490585054). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1490585054?accountid=7065 |
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								picture books on Korean American children. Data were collected for this qualitative study by interviewing ten Koreans/Korean Americans, twice. The first interview focused on stories about their immigration to the U.S., involvement with their children's reading, and experiences reading books related to Korea or Koreans published in the U.S. The second interview focused on their responses to seven Korean American children's literature books. The interviews were recorded, transcribed, coded, and analyzed. The parents' responses, which were infused with their personal, social, and cultural marks, focused on five themes: (a) use of Korean names without specific cultural description, (b) misrepresentation	structures, reader-response theories, and culturally based theories.		

							of Korean/Korean American experiences, (c) undesirable illustrations, (d) criteria for good Korean American children's literature, and (e) use of Korean words in English books. The parents' stories about their involvement with their children's reading suggest that to promote multicultural literature, libraries or schools should offer lists of multicultural literature. The parents' responses showed concern about stereotypical images of Korea or Korean American in the U.S. media that often get transferred to stories about Korean Americans in Korean American children's literature. This study confirms the importance of editors and reviewers, who are knowledgeable about the Korean			

							culture and Korean American experience. It also suggests that more books with varied images of Korean Americans, and more stories about Korean Americans children's authentic experiences are necessary in order to represent the complexity and divergence within Korean people and the Korean American culture.				
1 3	The Represe ntation of Asian Americ ans in Childre n's Literatu re: A Content Analysi s of Texas Readin g Basals	Tang, A. C. 2013	2013	Disser tation Conte nt Analy sis of Texas Readi ng Basals	Multic ulutral Literat ure for Childr en	qualitativ e	D	Children's literature serves as mirrors and windows for the students we teach today. Through literature, children should be able to see their own reflections as well as the world around them. Yet despite their long history in the United States, Asian Americans have not always been represented in children's literature. This study analyzed the current Texas state	Asian-America n in basals mirrors and windows	This study is informed by the work of Banks (2007) who identifie d the four approach es to integrati ng multicult ural curriculu m. The four levels include the contribut	S	Tang, A. C. (2013). *The representation of asian americans in children's literature: A content analysis of texas reading basals* (Order No. 3593336). Available from ProQuest Dissertations & Theses Global. (1440132240). Retrieved from https://ezproxy.shsu.edu/login?u rl=https://search-proquest-com.ezproxy.shsu.edu/docview/ 1440132240?accountid=7065

								adopted reading curriculum in third and fifth grades for Asian American representation. Number of stories was counted and the stories with Asian American characters were analyzed according to genre for authenticity and stereotypes. In addition, the lesson plans provided by the publishers were analyzed for integration of multicultural content. The findings indicated that efforts had been made to include more Asian American characters in the third and fifth grade basals, but not all of the major ethnic groups have been included. In addition, there has been an increase in realistic fiction and inclusion of stories written from an insider perspective; thus the images and descriptions appear to be authentic and devoid of racial		ions approach, the additive approach, the transformation approach, and the social action approach		

							and cultural stereotypes. However, lesson plans scored mostly on the additive level according to the four levels of multicultural content (Banks, 2007), indicating more work still needs to be done if multicultural literature is to accomplish its goal of building a just and more equitable world.				
1 4	Jamaica n Children's Literatu re: A Critical Multicu ltural Analysi s of Text and Illustrat ion in Jamaica n Picture books for Children publish ed	Richa rds, W. S.	2013	Disser tation critica l multic ultural analys is using conten t analys is	Multic ulutral Literat ure for Childr en	Qualitati ve	D	This study, on the 50th anniversary of Jamaica's independence, positions children as subjects of what they read, in a society where the educational system is based on the vestiges of colonial rule. It is an inquiry into the nature and ideological content of selected Jamaican children's picturebooks written by Jamaican authors or authors living in Jamaica, published in the last 15 years. It is crucial to	Jamacai n's Children 's pictureb ooks and their importan ce	postcolo nial literary theory and multicult ural theory	S	Richards, W. S. (2013). Jamaican children's literature: A critical multicultural analysis of text and illustration in jamaican picturebooks for children published between 1997 – 2012 (Order No. 3635208). Available from ProQuest Dissertations & Theses Global. (1614210602). Retrieved from https://ezproxy.shsu.edu/login?u rl=https://search-proquest-com.ezproxy.shsu.edu/docview/ 1614210602?accountid=7065

betwee n 1997 – 2012						understand those ideologies and how they align with the values of a newly independent nation. As the Jamaican picturebooks in this study were written in a postcolonial society, their ideologies potentially involve the social, political, and cultural themes including the power relations of race, class and gender that postcolonial theory and multicultural theory address. Therefore, this study examines the text and illustrations of selected Jamaican picturebooks using critical content analysis and critical multicultural analysis. Results show Jamaican picturebooks in this sample reflect postcolonial initiatives and underlying ideologies congruent with multicultural and			

								postcolonial theories which stress independent thinking, freedom, power and agency. There is hopefulness and inspiration in this sample of Jamaican children's literature which is evident through the characters, the language, and an undercurrent of a Jamaican vibe expressed through a combination of reggae music and clever word play that permeates many of the stories. Implications for young readers include the possibility of the experiences they have while reading this literature being transformational, as posited by transactional theory. Postcolonial literary theory and multicultural theory help us to discern what in Jamaican picturebooks might help young readers to 1) achieve a sense of national identity, 2) gain				

#	Title	Author	Year	Type	Field	Method		Description	Population	Theory		Citation
								knowledge of and pride in their own culture, and 3) build the confidence to think independently and provide the leadership essential to building a free nation.				
15	In the Figured Worlds of Culture and Religion: Prospective Teachers' Discourse Around Latino Literature for Children	Davila, D. L.	2012	Dissertation	Multiculutral Literature for Children	Qualitative	D	This dissertation examines what happens when prospective teachers (PTs) engage with works of Latino children's literature that contain visual religious content. Exposing PTs to accurate and affirming works of Latino children's literature could foster their cultural awareness (Medina & Enciso, 2001) and support their future work in diverse school communities. Conversely, teachers' avoidance	are pre-service teachers prepared to teach Larinos	Discourse with a D and Socio-cultural Theory	S	Davila, D. L. (2012). In the figured worlds of culture and religion: Prospective teachers' discourse around latino literature for children (Order No. 3529802). Available from ProQuest Dissertations & Theses Global. (1125415887). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/1125415887?accountid=7065

							of multicultural texts is well documented (Nieto, 2002; Taxel, 1994). Gándara (2008) argues that unprepared teachers are one of the primary reasons that there is a crisis in the education of Latino students. This dissertation focuses on an analysis of the social Discourses and figured worlds (Gee, 2011) that PTs construe in response to acclaimed Latino picturebooks such as In My Family (Garza, 1996), Friends from the Other Side (Anzaldúa, 1993), and Abuelito Eats with His Fingers (Levy, 1999), each of which is a work of critical fiction (Mariani, 1991).				

#	Title	Author	Year	Type	Field	Method		Description		Theory		Citation
1 6	How Fares the Selective Tradition? Racial Representation of Characters in Second Grade Classroom Libraries	Hulan, N. F.	2010	Dissertation	Multicultural Literature for Children	Qualitative	D	This study investigated teachers' inclusion of racially diverse literature within their classroom libraries, how the representations within the literature compared with the students in the classrooms, the inclusivity of students' book selections, and teacher thoughts concerning selection of literature. Individual classrooms were found to fall within categories of challenging, progressing against, or continuing the selective tradition, the tendency of teachers to favor literature that primarily features White, middle-class, male authors and subjects over works by and about women and other ethnicities or social classes (Luke, Cooke, & Luke, 1986). Of 22 classroom libraries, three were challenging, three were progressing	seeing one's self in the characters Book selections	Socio-cultural Theory	S	Hulan, N. F. (2010). How fares the selective tradition? racial representation of characters in second grade classroom libraries (Order No. 3451103). Available from ProQuest Dissertations & Theses Global. (861765998). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/861765998?accountid=7065

								against, and 16 were continuing the selective tradition. This indicates that an underrepresentatio n of diverse characters within classroom libraries still exists, but offers hope that some teachers are making progress toward challenging the selective tradition and including more multicultural literature and diverse texts. Classroom libraries in more and less diverse schools were comparable in portrayal of different racial groups in texts. Thus, the children in more diverse schools are not represented within classroom libraries like the children in less diverse schools. Teachers expressed interest in obtaining more inclusive books for their classroom libraries and shared barriers to inclusion of literature within their libraries. Implications for			

No.	Dissertation Title	Author	Publication Year	Type of Dissertation (empirical, conceptual, longitudinal, editorial, theoretical, survey, etc)	Boolean phrase used to locate	Method / Tradition / Approach (quant, qual, mixed)	Type of Modes	Abstract	Summary of the Article	Rationale Possible Themes	select/ deselect	
								teacher educators and ideas for future studies are shared				
												APA Citation

| 1 6 | How Fares the Selective Tradition? Racial Representation of Characters in Second Grade Classroom Libraries | Hulan, N. F. | 2010 | Dissertation | Multiculutral Literature for Children | Qualitative | D | This study investigated teachers' inclusion of racially diverse literature within their classroom libraries, how the representations within the literature compared with the students in the classrooms, the inclusivity of students' book selections, and teacher thoughts concerning selection of literature. Individual classrooms were found to fall within categories of challenging, progressing against, or continuing the selective tradition, the tendency of teachers to favor literature that primarily features White, middle-class, male authors and subjects over works by and about women and other ethnicitics or social classes (Luke, Cooke, & Luke, 1986). Of 22 classroom libraries, three were | teachers selection of literature in classrooms | Socio-cultural Theory | S | Hulan, N. F. (2010). How fares the selective tradition? racial representation of characters in second grade classroom libraries (Order No. 3451103). Available from ProQuest Dissertations & Theses Global. (861765998). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/861765998?accountid=7065 |

								challenging, three were progressing against, and 16 were continuing the selective tradition. This indicates that an underrepresentation of diverse characters within classroom libraries still exists, but offers hope that some teachers are making progress toward challenging the selective tradition and including more **multicultural literature** and diverse texts. Classroom libraries in more and less diverse schools were comparable in portrayal of different racial groups in texts. Thus, the **children** in more diverse schools are not represented within classroom libraries like the **children** in less diverse schools. Teachers expressed interest in obtaining more inclusive books **for** their classroom libraries and shared barriers to inclusion				

							of literature within their libraries. Implications for tea cher educators and ideas for future studies are shared.				
1 7	Toward Multicu ltural Narrato logy: A Narrati ve Analysi s of Multicu ltural Childre n's Literatu re	Matlo ob Hagha nikar, T.	2016	Disser tation	Multic ulutral Literat ure for Childr en	qualitativ e content analysis	D	The disagreements among multicultura l advocates on defining the term `multicultural' have changed the question of `what is multicultural chil dren's literature?' to `who is or is not allowed to create multicultural literature?' The problem, therefore, is that multicultural li terature is defined almost exclusively based on its external elements such as the ethnicity of the author or the audience rather	selection of,multic ultural literature	multicult uralism, narrative theory, and power structure	S	Matloob Haghanikar, T. (2016). Toward multicultural narratology: A narrative analysis of multicultural children's literature (Order No. 10593440). Available from ProQuest Dissertations & Theses Global. (1896603096). Retrieved from https://ezproxy.shsu.edu/login?u rl=https://search-proquest-com.ezproxy.shsu.edu/docview/ 1896603096?accountid=7065

than its content. Since the term **multicultural** has loosely been defined, what constitutes and distinguishes a **multicultural** book remains unclear. The purpose of this research was to examine how predetermined narrative elements including character and characterization, plot, point of view, setting, and, in particular, the implied author and reader along with power structure were used to qualify a book as **multicultural**. To that end, the study focused on the content of 10 books **for** young adults about Iran originally published in the U.S. between 2009 and 2014 in American English and authored by Americans. The three lenses that were utilized in developing the research methods and analyses were multiculturalism, narrative theory,

#	Title	Author	Year	Type	Topic	Method		Description				Citation
								and power structure. Also, qualitative content analysis methodology was employed for this study to explore relationship(s) among textual data, culture, and power structure.				
18	It's in Black and White: Preservice Teachers' Perceived Abilities to Facilitate Literary Conversations About African-American Picture Books	Hunter, C. N.	2010	Dissertation	Multicultural Literature for Children	qualitative	D	Each teacher was given one of two African-American picture books to read aloud to students. The preservice teachers chose one book to read at the beginning of the semester, and the other at the end of the semester. Preservice teachers, in accordance with class requirements, were asked to reflect on their ability to facilitate grand conversations about literature, particularly	pre-service abilities to teach multicultural literature	social construction of knowledge by participants	S	Hunter, C. N. (2010). *It's in black and white: Preservice teachers' perceived abilities to facilitate literary conversations about african-american picture books* (Order No. 3430612). Available from ProQuest Dissertations & Theses Global. (768146256). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/768146256?accountid=7065

#	Title	Author	Year	Type		Method		Description		Theory		Citation
								African-American literature. The preservice teachers engaged the students in discussions, reflections, and activities that created learning opportunities for students to co-construct knowledge. The information gained from the data was analyzed with the purpose of understanding the phenomena occurring during the read-aloud and the activity, or conversation that followed.				
19	Through the Eyes of a Child: Cultural Awareness via Appalachian Literature	Bach, A.A.	2013	Dissertation	Multiculutral Literature for Children	qualitative	D	The purpose of this qualitative study is to explore whether fifth grade Appalachian students' (from an Appalachian region in southern Ohio) cultural awareness is heightened through Appalachian literature during Appalachian book club meetings. The following research questions are examined: Do students' literature responses reflect Jones' Appalachian	Whether or not literature about ones culture affects their understandings	ethnographical study in Appalachian classroom; didn't say, but my thoughts socio-cultural theory	S	Bach, A. A. (2013). Through the eyes of a child: Cultural awareness via appalachian literature (Order No. 3673250). Available from ProQuest Dissertations & Theses Global. (1647431356).

								values (to be delineated later)? What values do Appalachian students deem important in their lives? Does reading Appalachian literature increase the cultural awareness of students living in an Appalachian community? Can acknowledging one's Appalachian culture through regional literature build a positive self-image among fifth grade students in southern Ohio? This research analyzes the literature responses of fifth grade students and examines the responses for evidence of Jones' Appalachian values while measuring the cultural awareness of book club participants. The importance of this study stems from the limited research regarding the Appalachian culture and its relationship to Appalachian				

								literature. Many studies have focused on students' responses to multicultural literature. However, the present study specifically examines Appalachian students who often have been overlooked in qualitative research. The study's intent is to explore whether or not students develop a connection with stories that replicate their way of life and values (Sims-Bishop, 1997). Eight, fifth grade students at Northern Elementary participated in an eight week long study. Participants met three times a week to discuss an Appalachian junior novel, Trail of the Hunter's Horn, by Billy C. Clark. Participants responded to the literature through discussions, journal entries,				

| | | | | | | | | poems, cultural autobiographies, and dioramas of their favorite scenes from the book. In addition, other data was collected from a pre- and post-survey, individual interviews, and field observations. Analysis of the data reveals participants' responses did reflect Jones' Appalachian values and an overall increase in cultural awareness among the group participants. The research also demonstrates that the participants clearly conceptualize themselves as a people with a common culture. Some participants refer to "we" instead of "they" when discussing Appalachians. This indicates that they identify themselves as Appalachian— that they are a part of a cultural group. Cultural ownership becomes important in developing a positive self-image | | | | |

							(Valdez, 2004). The findings shed light on the relevancy of Jones' values in 2013 and cultural awareness among children.			
2 0	Developing Critical Thinking Skills Through Multicultural Literature in Kindergarten: A Qualitative Case Study	Lynch -Willis , P.	2019	dissert ation	Multic ulutral Literat ure for Childr en	qualitativ e case study	D	This study focused on the use of multicultural literature to increase kindergarten children's critical thinking skills. The problem examined in this qualitative study was that kindergarten students' critical thinking skills are not fully developed in part because teachers are not prepared to effectively develop students' critical thinking skills through multicultural literature. In many	critical thinking skills taught in kinderga rten through the use of multicult ural literature	construct ivist theory	S	Lynch-Willis, P. (2019). Developing critical thinking skills through multicultural literature in kindergarten: A qualitative case study (Order No. 27672332). Available from ProQuest Dissertations & Theses Global.

								cases teachers are not incorporating multicultural literature in the curriculum. The purpose of this qualitative case study was to gain understanding of teachers' and administrators' perspectives on the use of multicultural literature as a tool to develop kindergarten students' critical thinking skills. Five teachers and two administrators participated in semi-structured interviews that focused on using multicultural literature as a tool to develop kindergarten students' critical thinking skills. The results of the study revealed that the teachers have an understanding of critical thinking skills and that multicultural literature can be one of the tools to develop kindergarten students' critical thinking skills. However, with limited supply of			

								multicultural materials and teachers in introducing multicultural materials, this study highlighted the participants' perspectives that kindergarten students' critical thinking skills were not fully developed. Recommendations for practices are that multicultural literature should be relevant to current situations, multicultural literature should be a part of the curriculum, and teachers should be given the necessary training on how to prepare multicultural lesson plans that cater to the needs of all students. It is recommended that future research should incorporate more teachers from various schools, as well as student involvement in the study.				

| 21 | An Exploration of the Critical and Reflective Thinking and the Culturally Relevant Literacy Practices of Two Preservice Teachers | Zippay, C. F. | 2010 | Dissertaion | Multicultural Literature for Children | qualitative | D | As a result of the persistent achievement gap between culturally diverse students and their White counterparts, schools face the challenge of how to eliminate academic deficits among their students and ensure that students receive a high quality and equitable educational experience. This study sought to add to the body of literature about how White, female preservice teachers can increase their effectiveness in their field experiences in culturally diverse schools.

This qualitative research study examined two White female preservice teachers' critical and reflective thinking regarding race, culture, and power and the extent to which their critical and reflective thinking influenced their culturally | pre-service teachers beliefs and values and how that reflects their tchg. Cultural diversities | Cognitive Dissonance Theory | S | Zippay, C. F. (2010). *An exploration of the critical and reflective thinking and the culturally relevant literacy practices of two preservice teachers* (Order No. 3404184). Available from ProQuest Dissertations & Theses Global. (502259743). |

									responsive literacy practices. The study also investigated changes in the preservice teachers' personal beliefs, dispositions, and worldview regarding racial and cultural differences and the extent to which the preservice teachers connected their coursework and field experience regarding diversity and culturally responsive instruction. The study took place during the final semester of their schooling and field practicum before student teaching. Multiple data sources, including participant observation, pre- and post-surveys, initial and follow up interviews, online threaded discussions, field observations, and preservice teacher artifacts, were collected and analyzed. Data analysis revealed three broad categories:				

								(1) the influence of the two women's personal belief systems and prior experiences on their learning and teaching, (2) their understandings regarding multicultural education and culturally responsive literacy teaching practices, and (3) their implementation of culturally relevant instruction in their preservice teaching experiences. Both women's personal belief systems and prior experiences presented obstacles to their learning regarding multicultural education and culturally responsive instruction and their teaching of children from diverse backgrounds. Their culturally responsive literacy teaching practices, like their views of multicultural education, were based, in part, on what they learned from their coursework,				

| | | | | | | | interactions with classmates, and teaching observations during the semester.

Implications of the study included the need for preservice teacher education programs to place more emphasis on self-reflection and relational reflection regarding race, culture, and power among prospective teacher candidates and to incorporate explicit culturally relevant pedagogy in the teacher preparation program. | | | | |
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#	Title	Author	Year	Type	Topic	Method						Reference
	262 - zero selected EXPLAIN in writing in my paper HOW this happened				Internaional Literature for Children							
22	An Elementary Level Annotated Bibliography of Middle Eastern and Arab World Themed Literature	Robinson, R.	2018	Dissertation	Literature written about multicultural children	qualitative	D	"Multicultural literature helps children identify with their own culture, exposes children to other cultures, and opens the dialogue on issues regarding diversity" (Colby & Lyon, p. 24). Middle East and Arab world themed literature is dispersed among multiple sources. There is no comprehensive, primary level (K–5), source of Middle East and Arab themed literature. This bibliography is	The primary purpose of this research is to create an annotated bibliography focusing on the people and cultures of the Middle East and the Arab world as a path to inclusion	Themed Annotative Bibliography	S	Robinson, R. (2018). An elementary level annotated bibliography of middle eastern and arab world themed literature (Order No. 10827105). Available from ProQuest Dissertations & Theses Global. (2058111509).

								divided into two distinct sections. The first section contains 95 Middle East and Arab world themed children's books, written by authors about their own culture, authors married to a native of a culture, or authors who have spent some part of their lives in the country they wrote about. There are a few exceptions. In those cases, the author's research was exceptional. The collection provides a concentrated source of material for teachers to use with their students about many Middle Eastern and Arab cultures. Stories about people residing in those countries as well as people from those cultures residing in the United States or another western country. Literature about these cultures is necessary if students are to grow into informed citizens, able to understand various	for American children whose culture originates in either the Middle East or the Arab world.			

								points of view. Multicultural education should begin in elementary school before stereotypes are permanently fixed in their thinking. The second section contains 31 resource books for teachers. These books provide historical and cultural information to help teachers with background information.				
2 3	Applied Critical Race Theory: The Impact of a Counter- Storytelling Curriculum	Cuevas, P. A.	2013	Dissertation case study	Literature written about multicultural children	case study of nine contemporary historical fictions	D	Despite the ongoing work of the multicultural movement that started in the 1980s, publishing houses and education curricula continue to marginalize ethnic American children's literature. The most recent report from the Cooperative Children's Book Center, which annually tracks the numbers of children's books published in the United States written by and about ethnic	contemporary historical fictions featuring American Indians, Asian Americans, and Latinas/os.	Critical Race Theory and Whiteness Studies supplemented with TribalCrit, LatCrit, AsianCrit, and children's literature scholarship	S	Cuevas, P. A. (2013). *Applied critical race theory: The impact of a counter-storytelling curriculum* (Order No. 3602509). Available from ProQuest Dissertations & Theses Global. (1468695985).

									Americans, reveals that less than eight percent of the books they received in 2012 were about African Americans, American Indians, Asian Americans, and Latinas/os. Secondary education exasperates this minuscule representation with their reliance on the adolescent historical fiction genre. The most recommended historical fiction in middle schools portray social issues in conservative strategies, such as downplaying tragedy and historical racial tensions, emphasizing the nation as forward progressive, and privileging white characters. These narratives marginalize ethnic cultures' historical roles, create cultural and national solipsism, and silence other constructions of identity. Therefore, my dissertation				

| | | | | | | | | examines contemporary historical fiction about ethnic American cultures as counter-stories to dominant cultural myths based on white privilege.

My project provides a case study of nine contemporary historical fictions featuring American Indians, Asian Americans, and Latinas/os. Using Critical Race Theory and Whiteness Studies supplemented with TribalCrit, LatCrit, AsianCrit, and children's literature scholarship, I consider each narrative's potential as a counter-story, discuss their perpetuation or contestation of white privilege, and examine the degree to which the texts offer the implied ethnic reader models of resistance to systematic oppression. As my research reveals, | | | | |

							white privilege still plagues children's literature and ethnic narratives that satisfy counter-storytelling agendas are far too few.			
2 4	Korean/ Korean Americ an Adolesc ents' Espons es to Young Adult Fiction and Media Created by Korean/ Korean Americ ans	Kim, E.	2010	Disser tation qualita tive multip le case study	Literat ure writte n about multic ultural childre n	qualitativ e multiple case stud	D	Multicultural children's and young adult literature provides readers with various opportunities: to mirror their lives and reflect the meanings of their own experiences; to gain insight on social issues as well as personal issues; and to enhance cross-cultural awareness. How might Korean/Korean American youth cope with everyday life as a minority or a model minority if they	building on the works on critical multicult uralism, reader response studies, and literary/c ontent analysis	socio-cultural Theory	S	Kim, E. (2010). Korean/Korean american adolescents' responses to young adult fiction and media created by Korean/Korean americans (Order No. 3452088). Available from ProQuest Dissertations & Theses Global. (863637788). Retrieved from https://ezproxy.shsu.edu/login?url=https://search-proquest-com.ezproxy.shsu.edu/docview/863637788?accountid=7065

								had early and consistent exposure to literature depicting the mirrored experiences of Korean/Korean Americans? Departing from and/or building on the works on critical multiculturalism, reader response studies, and literary/content analysis, this study was to provide ways to understand and gain insight on how Korean/Korean American adolescents read, interpret, and respond to literature, a film, and newspapers about them. This study employed a qualitative multiple case study and an interpretive approach which enriched understanding of life experiences, literary experiences, interpersonal interactions, and complex socio-				

| | | | | | | | | cultural contexts of six Korean/Korean American adolescents. Data were collected through interviews, participant-observations, written documents, and surveys.

The findings revealed that the participants tended to hold positive attitudes toward reading. Circumstances at school and home where reading is encouraged created positive influences on their reading habits and attitudes. The participants' exposure to the literature and the media provided opportunities to reflect on their own experiences related to the stories, expand their worldviews, increase critical awareness of social issues, enhance understanding of issues and struggles of Korean/Korean Americans, and experience personal | | | | |
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								transformation. Diverse types of literary responses were produced, such as analytical, personal, intertextual, transparent, and social responses. To construct meaning, the participants actively employed their cultural backgrounds and knowledge, textual features, and personal experiences. In the culturally conscious Korean/Korean American youth literature, identifiable textual features included racial discrimination and prejudices, family relationships, valuing education, identity struggle, and immigrant hardships. The participants could relate the features to personal experiences and cultural backgrounds. Commonalities in their viewpoints existed because they shared			

							membership in the Korean/Korean American community. On the other hand, each participant's cultural knowledge, experiences, and perceptions contributed to construction of diverse viewpoints on Korean/Korean American lives. The interpretive community created spaces to deepen literary understanding through chances to share their viewpoints, grapple with alternative point of views, and add layers of meanings.				

| 2 5 | Counter-Storytelling and Ethnicity in Twenty-First-Century American Adolescent Historical Fiction | Couzelis, M. J. | 2014 | Dissertation, qualitative case study of nine historical fiction novels | Literature written about multicultural children | qualitative case study | D | Despite the ongoing work of the multicultural movement that started in the 1980s, publishing houses and education curricula continue to marginalize ethnic American children's literature. The most recent report from the Cooperative Children's Book Center, which annually tracks the numbers of children's books published in the United States written by and about ethnic Americans, reveals that less than eight percent of the books they received in 2012 were about African Americans, American Indians, Asian Americans, and Latinas/os. Secondary education exasperates this minuscule representation with their reliance on the adolescent historical fiction genre. The most recommended historical fiction in | contemporary historical fictions featuring American Indians, Asian Americans, and Latinas/os. | Critical Race Theory | D, appears to be a replicate study of a dissertation completed one year earlier under a different name | Couzelis, M. J. (2014). *Counter-storytelling and ethnicity in twenty-first-century american adolescent historical fiction* (Order No. 3620806). Available from ProQuest Dissertations & Theses Global. (1540838896). |

| | | | | | | | | middle schools portray social issues in conservative strategies, such as downplaying tragedy and historical racial tensions, emphasizing the nation as forward progressive, and privileging white characters. These narratives marginalize ethnic cultures' historical roles, create cultural and national solipsism, and silence other constructions of identity. Therefore, my dissertation examines contemporary historical fiction about ethnic American cultures as counter-stories to dominant cultural myths based on white privilege.

My project provides a case study of nine contemporary historical fictions featuring American Indians, Asian Americans, and Latinas/os. Using Critical Race | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

								Theory and Whiteness Studies supplemented with TribalCrit, LatCrit, AsianCrit, and children's literature scholarship, I consider each narrative's potential as a counter-story, discuss their perpetuation or contestation of white privilege, and examine the degree to which the texts offer the implied ethnic reader models of resistance to systematic oppression. As my research reveals, white privilege still plagues children's literature and ethnic narratives that satisfy counter-storytelling agendas are far too few.				

| 2 6 | Recasting an "Alien" Veil on the Asian Body: The Western Imagery and South Asian Identity in Youth Literature | Harir. Adhikari | 2012 | qualitative study of novels | Literature written about international children | qualitative study of novels | D | This dissertation explores the ideological constructions of the identity of South Asian children and young adults, especially in the discourses of literatures targeted for younger audiences. By categorizing these novels in terms of the authors' strategic positions as having outsider views (Western authors writing about South Asian youth), insider-outsider views (South Asian diaspora authors writing from "exile"), and insider views (South Asian authors based in home countries), I examine these literatures as "pre-texts," "con-texts," and "post-texts." I have discovered that these discourses have been "disOrienting" South Asian youth at different levels, and the Westernizing tendency observed in these discourses | cross-cultural analysis of international children's and young adult's literature | diaspora situations | D 1-6 this is a thourough investigation on SA literature for children and young adults, it discusses the need for good contemporary literature, but it does not share any in a classroom setting | Adhikari, H. R. (2012). Recast(e)ing an "alien" veil on the asian body: The western imaginary and south asian identity in youth literature (Order No. 3529092). Available from ProQuest Dissertations & Theses Global |

is at once
empowering and
disempowering
readers in the
formative stages of
their identities. I
have analyzed the
patterns seen in the
novels of Roland
Smith, Patricia
McCormick,
Suzanne Fisher
Staples, Tanuja
Desai Hidier, Kiran
Desai, Salman
Rushdie, Shyam
Selvadurai, and
Arundhati Roy.

As the literatures
written from these
different contexts
all involve texts
which often tend to
be "contrary" to the
lived realities and
actual social
expectations of
South Asian
youths, the process
of these youths'
identity formation
becomes further
complicated. My
research provides a
mapping of these
complex processes
of casting and
recast(e)ing "alien"
veils on South
Asian youths,
wherever they may
be living. Finally, I
argue that the
cross-cultural

| | | | | | | | analysis of international children's and young adult literatures provides opportunities to both teachers and students to understand themselves and the world around them better.

Less | | | | |
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VITA

Ragina Dian Rice Shearer

AREAS OF EXPERTISE

Children and Young Adult Literature
Multicultural / International Children and Young Adult Literature
Reading and writing instruction
Reading and writing instruction in a second language
Second language acquisition principles
Immigration and the immigrant families in America

EDUCATION

Graduate

Doctoral student in Literacy, Language & Special Populations			Sam Houston State University
2013	M. Ed.	Reading	University of North Texas
2005	M. Ed.	Curriculum and Instruction with an emphasis in Reading, English as a Second Language, and Bilingual.	University of Texas at Arlington

Undergraduate

1986	B. A.	Elementary Education	University of Texas at Arlington
	B. A.	Spanish	University of Texas at Arlington

PROFESSIONAL CERTIFICATES

Standard	Effective Date	Validity Period
Master Reading Teacher (Grades EC-12)	2005	2005-2022
Reading Specialist (Grades EC-12)	2005	2005-2022

Provisional		
Elementary Self-Contained (Grades 1-8)	1987	1987-Life
Elementary Spanish (Grades 1-8)	1987	1987-Life
Secondary Reading (Grades 6-12)	1987	1987-Life

Kindergarten (Grades PK-KG)	1987	1987-Life
English as a Second Language (Grades EC-12)	1997	1997-Life
TEFL	2020	

PROFESSIONAL EXPERIENCE

Currently
Retired, Substitute Grades PK – 12
New Caney, Humble, and Conroe ISDs

2018 – 2019
ELA / ESL Grade 8
Aldine Independent School District, Houston, TX

2017 – 2018
Accelerated English Academy/ESL Grades 9-10 / Reading
Aldine Independent School District, Houston, TX

2016 - 2017
Reading Intervention Specialist Grades 1-5
Crosby Independent School District, Crosby, TX

2015 - 2016
Reading Intervention Specialist Grades 6, 7, 8
Humble Independent School District, Humble, TX

2016
READ 3380.01 Beginning and Emergent Literacy
Teacher Education
Sam Houston State University, Huntsville, TX

2015-2016
Teacher, Grade 1
Houston Independent School District, Houston, TX

2014-2015
ESL/Reading Specialist/Librarian – Grades 9, 10, 11, 12

Fall 2013
Teacher English as a Second Language- English Grades 6, 7, 8

Spring 2013
Teacher English as a Second Language and Reading Grades 6, 7, 8
Denton Independent School District, Denton, TX

2011-2012
Teacher, English Language Arts, Grade 8
Denton Independent School District, Denton, TX

2006-2011
Teacher, Spanish and ESL, Grades 6-8
Denton Independent School District, Denton, TX

2005-2006
Teacher, Newcomers Language Center,
Intermediate Level, Grades 3-5
Fort Worth Independent School District, Fort Worth, TX

1998-2005   Teacher, Grade 4 self-contained, Elementary
                          Spanish Grades K-5, ESL Grades K-8
                          Burleson Independent School District, Burleson, TX

1997-1998   Teacher, ESL/Language Arts, Grades 5-8
                          Lake Worth Independent School District, Lake Worth, TX

1996-1997   Teacher, High School Spanish I, ESL Grades 7-8
                          Olney Independent School District, Olney, TX

1995-1996   Teacher, High School Spanish I, II, III
                          Howe Independent School District, Howe, TX

1994-1995   Teacher, Mathematics Grade 5
                          Waxahachie Independent School District, Waxahachie, TX

1991-1994   Teacher, Kindergarten
                          Italy Independent School District, Italy, TX

SCHOLARSHIP

Publications

Date	Title	Type	Publisher
2018	"Teaching Empathy: Exploring Multiple Perspectives to Address Islamophobia"		The Reading Teacher
2015	Annotations in: *Bridges to Understanding: International Children's Books Tell Their Stories*		Rowman and Littlefield
2013	"Developing Literacy Skills for Global Citizenship: Exploring Personal Culture and Mining Cultural Gems From Classroom Experts"		English in Texas
2013	Silver People	Book Review	World of Words International Collection of Children's and Young Adult's Literature
2012	The Wild Book	Book Review	World of Words International Collection of Children's and Young Adult's Literature

2011	Bringing the global society into our Classrooms: Insights into English language learners through children's and adolescent literature.		In M.T. Cowart, & P, Dam (Eds.). *Linguistic and cultural considerations for English language learners.* D Denton, TX: The Federation of North Texas Universities.
2011	"Nonfiction Access to Information, Insight, and Imagination"		The Dragon Lode 29(2), 3-11
2010	Samir and Yonatan	Book Review	World of Words International Collection of Children's and Young Adult's Literature
2010	Yasmin's Hammer	Book Review	World of Words International Collection of Children's and Young Adult's Literature
2010	"Literature in the ELL Classroom: Wise Investments in Learning"	Chapter Co-authored	TWU Monologue
2010	"Look, Think, Act: Using Critical Action Research to Sustain Reform in Complex Teaching/Learning Ecologies"		Journal of Inquiry and Action in Education. 3(3), 139-157
2009	"Immigration Stories: Students Write About Their Journeys to America"		World of Words International Collection of Children's and Young Adult's Literature
2009	"After the Journey: Immigrants in a New Country"		World of Words International Collection of Children's and Young Adult's Literature
2009	Three Cups of Tea	Book Review	World of Words International Collection of Children's and Young Adult's Literature
2008	The Breadwinner	Book Review	World of Words International Collection of Children's and Young Adult's Literature

Related Scholarship

2011	Brushing up on hygiene	IB World
2010	Reading Aloud to Teens Gains Favor Among Teachers	Education Week
2010	Reading Aloud to Teens Gains Favor Among Teachers	National Writing Project online featured Education Week's article

Students' Publications

2018	Hurricane Experiences	Skipping Stones
2015	Just Because I'm Latina	Skipping Stones
2014	Text or Media that Support Dominant Ideologies	English in Texas
2014	Regrets	Skipping Stones
2014	Pongal, The South Indian Festival	Skipping Stones
2012	Learning from Technology and Fiction Books	English in Texas
2012	Nurturing Lifelong Learners	English in Texas
2012	If I Were to go anywhere in the World It Would Be….	Skipping Stones
2010	Reflections on Our School Project	Skipping Stones
2009	ESL students grades six and eight	Teen Ink

Presentations

2012 "Examining Literacy Practices and the Development of Cross-Cultural Understanding Through a Pen Pal project Between Bangladeshi and U.S. schools. Literacy Research Association (LRA)

2012 Developing Global Civic Responsibility and English Language

Development through International Literature and Social Action"
International Reading Association (IRA)

2012   "Inviting Deep Thinking about Global Citizenship through International
          Literature"
           Spicola, TWU Denton, TX

2011   "International Literature Inspires Reading, Writing, Language, and
          Cultural Responses in Middle School Spanish Language Classrooms"
          Literacy Research Association (LRA)

2011   "Literacy Development through International Literature Experiences"
          National Council of Teachers of English (NCTE)

2011   "Becoming Global Citizens and Making International Friends
           through Literature"
           Texas Association for the Improvement of Reading (TAIR)

2011   "Cultivating Empowering Literacy Experiences for ALL Learners through
          Global Literature and their Cultural Identities"
          International Research Association (IRA)

2011   "Artistic Response to Latino/a Literature: Exploring Cultural Transactions
          With Text"
          American Educators Research Association (AERA)

2010   "The Reading Brain: Research-based Questions and Related Classroom
          Practices"
          National Reading Conference (NRC)
          Literacy Research Association (LRA)

2010   "Latino/a Literature Promotes Cultural Understanding among Spanish
          Language Learners in a Middle School Classroom"
          National Reading Conference (NRC)
          Literacy Research Association (LRA)

2010   "Teachers as First Responders in Selecting Literature for Classroom Use:
          Rosenblatt Invites Understandings into Literature Selections for
          Contemporary Classrooms"
          National Reading Conference (NRC)
          Literacy Research Association (LRA)

2010   "Using International Literature in a Spanish Speaking Classroom"
       Texas Association for the Improvement of Reading (TAIR)

2010   "Reading Aloud: Sustaining Literacy Promises across Instructional
       Contexts in Contemporary Times"
       Association of Literacy Educators and Researchers (ALER)

2010   "Connecting Complexity Thinking to the Sustainability of Action Research
       in Educational Research"
       American Educators Research Association (AERA)

2009   "Engaging Middle School English Language Learners with Literacy
       Through Read-Alouds: Past and Present Research Converge in Creating
       Tomorrow's Citizenry"
       National Reading Conference (NRC)

2009   "Using Literature with English Language Learners"
       National Council of Teachers of English (NCTE)

2009   "Improving Literacy Skills and Motivation with English Language
       Learners Using Read-Alouds"
       Texas Association for Improvement of Reading (TAIR)

2009   "Action Research: Engaging Middle School English Language Learners
       with Reading Aloud and Literacy Activities"
       Rose Spicola Forum, Texas Woman's University

PROFESSIONAL INVOLVEMENT AND SERVICE

Membership in Professional Organizations
International/National

2010-present
        Association of Literacy Educators & Researchers (ALER)
2009-present
        International Reading Association (IRA)
2009-present
        National Council of Teachers of English (NCTE)
2009-present
        Children's Literature Assembly (CLA)
2009-present
        National Research Conference (NRC) - Literacy Research Association
(LRA)

2009-present
>American Educators Research Association (AERA)

2008-present
>International Board on Books for Young People (IBBY)

2008-present
>United States Board on Books for Young People (USBBY)

State
2008-present
>Texas Council of Teachers of English Language Arts (TCTELA)

Local
2009-present
>Texas Association Instructors and Researchers (TAIR)

Offices and Committee Assignments in Professional Organizations
International/National

2011- present United States Board on Books for Young People (USBBY)
>/ International Board on Books for Young People (IBBY)

2010- 2012   Books for Young People - State Ambassador for Texas
>Texas Association Instructors and Researchers (TAIR)
>Conference Planning Committee Member

2010- 2011   Membership Committee of the Association of Literacy Educators &
>Researchers

Professional Activities

2012- 2015   National Writing Project – Summer Writing Camp; Denton, TX
2011- 2015   International Book Club Leader - Denton ISD; Denton, TX
2011- 2013   Spelling Bee Coordinator   Denton ISD; Denton, TX
2010 – 2012   Culturally Mediated Writing Instruction; Denton, TX
2010 – 2015   National Writing Project - Professional Development; Denton, TX
2009-2012   National Writing Project – Book Club Leader; Denton, TX
2003-2005   Six Traits Trainer   Burleson ISD, Burleson, TX
2000-2004   LPAC Committee Leader   Burleson ISD; Burleson, TX
1997-1998   LPAC Committee Member   Lake Worth ISD; Lake Worth, TX
1996-1997   LPAC Committee Member   Olney ISD; Olney, TX