



Introduction

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The *International Journal of Literacy, Culture, and Language Education* (IJLCLE) was born out of the peer-reviewed *Working Papers in Literacy, Culture, and Language Education* (WPLCLE) published virtually in five volumes from 2012 to 2017. IJLCLE is an open-source, peer-reviewed international journal dedicated to publishing research in the field of literacy, culture, and language education from multi-, inter-, and transdisciplinary perspectives. Its mission is to promote the academic exchange of ideas and dissemination of research among scholars and researchers from diverse fields of study worldwide. Authors are invited to submit manuscripts describing scholarly research on a wide range of topics related to language, literacy, and culture in education. Theoretical and conceptual study, empirical and applied research using qualitative and/or quantitative methodologies, critical papers, special issues, and book reviews are all invited. Contributions from a host of disciplines such as sociolinguistics, sociology of language, psycholinguistics, educational linguistics, applied linguistics, linguistic anthropology, raciolinguistics, literacy studies, cultural studies, language and gender studies, language and political economy, media and technology, language education, teacher education, educational policy, semiotics, pragmatics, language policy and planning, language revitalization, and linguistic landscapes are very welcome. The intended audience of IJLCLE are researchers, scholars, educators, and graduate students from around the world.

This inaugural volume contains four articles and one book review chosen from an array of submissions for our 2020 publication. The first article, titled “The Sacredness of Remembering and Restorying” was written by Christina Romero-Ivanova. This article discusses the silencing of women and their use of storying to overcome this silencing and to make sense of traumatic life experiences. The author includes women from a cross-section of racial and socioeconomic class categories, to ultimately show how silencing of women’s voices can impact all women. It further shows the multiple ways that women can find to regain their voice and “talk back,” enabling them to make themselves heard, but also to process these traumatic events and move beyond them, allowing for personal and social growth and the development of resilience.

The second article, “University Students’ Demotivation in Learning Second Languages: The Case of Australian Universities,” by Giuseppe D’Orazzi, examines the tendencies of Australian university students with regard to foreign language studies. In particular, he explores the various factors (motivators or demotivators) that can lead students in elementary-level classes in French, German, Italian or Spanish to decide to either continue or abandon their studies, dividing the students into three categories: continuing students, discontinuing students, and quitters. He explores their motivations at micro, meso and macro levels, and finds that elements at each level can work together in dynamic and interchangeable ways to either motivate or demotivate students, depending on the interactions of these levels for each individual.

The third article, “An Examination of Translingual Practices on a Mobile Application: Implications for Pronunciation Instruction and Raising Learners’ Translingual Awareness” by Yoo Young Ahn, attempts to analyze the usefulness of a noneducational online contact zone that uses translingual transliterations involving both the Korean and English alphabets in supporting improvement in English pronunciation. The author finds that the nonstandard transliterations used in this online platform did indeed seem to help users improve their pronunciation, and that the format also seemed to encourage participation. From this, she draws conclusions regarding implications for classroom pronunciation instruction.

The fourth and final article, “Multimodality in Early Childhood Education” by Kelsey C. Deklerk, explores the uses of multimodality to support literacy education in early childhood education classrooms. The author emphasizes the importance of age appropriateness of activities, and hence, the inclusion of some activities and objects that might not normally be considered as literacy practices. Being more flexible in defining “literacy” activities, she asserts, enables students to be positioned as “the expert in their own learning” and creates “collaborative learning environments. She is also cognizant of potential issues that could arise around these multimodal activities, and emphasizes the need for further research to explicitly “connect the fields of multimodality and early childhood education.”

This first volume of *IJLCLE* ends with a review by Nasiba Norova of the book titled *Ideology and Hegemony of English Foreign Language Textbooks: Globally and Locally Written Practices* by Ömer Gökhan Ulum and Dinçay Köksal.

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acceptance and rejection letters to the authors. In addition to all this, Xin has been in charge of updating the content of the *IJLCLE* website from time to time.

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Disclosure Statement

No potential conflict of interest was reported by the author.