Book Series

*Contemporary Language Education*

Series Editors
Terry Osborn, *University of South Florida*

**Call for Manuscripts**

Background: The Contemporary Language Education series seeks to highlight research into the ways in which the broader national, international, and educational contexts shape the theory and practice of contemporary education. It seeks to be both micro- and macro- in its analytical frame. Thus, works that focus on policy-level, methodological, or classroom-level analysis are appropriate and meaningful.

Manuscripts: A prospectus or manuscript should follow the 6th edition of the Publication Manual of the American Psychological Association. Manuscripts need to be type-written and double spaced on white 8 1/2" x 11" paper. Do not insert headers or footers into the manuscript. Insert page numbers in upper right hand corner. Include an abstract of approximately 150 words. Insert tables and figures in the text where appropriate. On a separate cover page, please include the author(s) name, professional title, institutional affiliation, and all contact information (phone, fax, mailing address, email).

Submission of a manuscript implies commitment to publish in this series. Authors should not simultaneously submit this manuscript elsewhere for publication consideration.

Inquiries: Please direct all inquiries to: Terry A. Osborn, University of South Florida Sarasota-Manatee terryosborn@usf.edu

**Books in this series:**

- How We Take Action
- Democracy and World Language Education
- Starting Points in Critical Language Pedagogy
- The Seal of Biliteracy
- Researching edTPA Promises and Problems
- Understanding the World Language edTPA
- Intercultural Competence in Instructed Language Learning
- Identifying and Recruiting Language Teachers
- Demystifying Career Paths after Graduate School
- Consilio et Animis
- Critical Qualitative Research in Second Language Studies
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IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
How We Take Action brings together practical examples of social justice in language education from a wide range of contexts. Many language teachers have a desire to teach justice-oriented ways, but perhaps also feel frustration at how hard it is to teach in ways that we did not experience ourselves as learners and have not observed as colleagues. As a profession, we need more ideas, more examples, and wider networks of allies in this work. This book includes the work of 59 different authors including teachers and researchers at every level from Pre-K to postsecondary, representing different backgrounds, languages, and approaches to classroom practice.

Organized into three sections, some of the chapters in this collection report on classroom research while others focus on key practices and experiences. Section I is entitled Inclusive and Empowering Classrooms. In this section authors take a critical approach to classroom practices by breaking with the status quo or creating spaces where students experience safety, access, and empowerment in language learning experiences. Section II, Integration of Critical Topics, addresses a variety of ways teachers can incorporate justice-oriented pedagogies in day-to-day instructional experiences. Social justice does not happen haphazardly; it requires careful, critical examination of instructional practices and intentional planning as instructors hope to enact change. Section III, Activism and Community Engagement, explores how teachers can empower students to become agents for positive change through the study of activism and constructive community engagement programs at local and global levels.

ENDORSEMENTS:

“This volume brings an important diversity of voices, contexts, and collaborations to the ongoing conversations about social justice in language education. University experts in social justice in language education and nationally celebrated K-12 language teachers are included along with experienced practitioners whose voices are often not prioritized in scholarship. The volume serves as an invitation to the reader to engage, reflect, consider, and examine different approaches to teaching for social justice. Chapters bring in feminist pedagogies, critical pedagogies, LGBTQ affirming pedagogies, anti-bias and anti-racist approaches, decolonial lenses, critical media literacies, and more Everyone who picks up this volume will find at least one piece that immediately resonates with them, and then will be inevitably drawn in to the other engaging and thoughtful chapters.” — Pamela L. Mesely, The University of Iowa

“This book is a must-read for those interested in social justice in language education. The range of authors, topics, languages, institutional contexts, and pedagogies is staggeringly impressive and will provide any reader with ideas and inspiration for taking action in and out of the language classroom.” — Kate Paesani, University of Minnesota

“This excellent volume, replete with thoroughly researched strategies for promoting social justice in PK-16 world language instruction, could not have come at a more critical time in the United States when anti-democratic forces are mobilizing against equity and justice-oriented education. We in the field of language education are very fortunate to have this collection of work from more than 50 language learning scholars and practitioners, who remind us that making our classrooms more equitable, inclusive, and grounded in justice is part of doing our jobs more effectively. What’s more, the volume clearly demonstrates its prioritization for inclusivity by providing robust support for those who teach young learners at the pre-kindergarten through grade 3 levels—a population woefully underrepresented in language teaching literature—and for topics that have been unjustly ignored in language education, such as racism, sexism, and the needs of LGBTQIA learners. This is a clear demonstration of the volume’s uniqueness in its vast breadth of scope and attention, which is the book’s most valuable feature and why it will serve our field wonderfully for many years to come.” — Uju Anya, Carnegie Mellon University


SECTION II: INTEGRATION OF CRITICAL TOPICS


SECTION III: ACTIVISM AND COMMUNITY ENGAGEMENT


Democracy and World Language Education

Toward a Transformation

Timothy Reagan, University of Maine and University of the Free State


This book challenges the reader to consider issues of language and linguistic discrimination as they impact world language education. Using the nexus of race, language, and education as a lens through which one can better understand the role of the world language education classroom as both a setting of oppression and as a potential setting for transformation, Democracy and World Language Education: Toward a Transformation offers insights into a number of important topics.

Among the issues that are addressed in this timely book are linguicism, the ideology of linguistic legitimacy, raciolinguistics, and critical epistemology. Specific cases and case studies that are explored in detail include the contact language Spanglish, African American English, and American Sign Language. The book also includes critical examinations of the less commonly taught languages, the teaching of classical languages (primarily Latin and Greek), and the paradoxical learning and speaking of “critical languages” that are supported primarily for purposes of national security (Arabic, Chinese, Farsi, Russian, etc.).

Critical language pedagogy, also sometimes referred to as critical ELT, where English is the primary language involved, has a literature in which theoretical and specialized work has outstripped more practically-oriented material. Nevertheless, even practically-oriented publications in this area tend to address the experienced, well-resourced teacher, as opposed to those beginning in this area, or those without much professional support. With a view to helping prepare second language teachers to begin to engage with critical language pedagogy, the authors of this book start from areas of conventional L2 curriculum that teachers naturally use. Each chapter presents material pertinent to areas of language, language teaching and course delivery, starting from a fairly conventional perspective. It then attempts to explain how this conception can be extended drawing upon the ideas of critical (language) pedagogy and teachers’ experiences.

The authors’ experience of working with teachers, who work under different circumstances, in teacher education courses and workshops form key elements of the book. Teachers’ voices are also given adequate space so as to provide a comprehensive picture and situated understanding of critical language pedagogy.

Dialogical engagement with the initial perspectives of beginning critical language pedagogy teachers who do not necessarily have a fully-worked out “critical philosophy of teaching” or those who wish to practice critical ELT is another feature of the book. Finally, to strengthen the practical orientation of the book, teaching strategies and extracts of materials and lesson plans are also provided.

Members of various professional organizations will benefit from this text, including the National Association for Bilingual Education (NABE), Teachers of English to Speakers of Other Languages (TESOL), the American Council for Teaching of Foreign Languages (ACTFL), as well as participants in local affiliates for bilingual, English as a second language (ESL), and world language education.


Researching edTPA Promises and Problems
Perspectives from English as an Additional Language, English Language Arts, and World Language Teacher Education

Peter B. Swanson, Georgia State University; Susan A. Hildebrandt, Illinois State University


Teacher effectiveness and licensure in the United States continue to be scrutinized at the state and national levels. At present, 40 states plus the District of Columbia have adopted edTPA to inform initial teacher licensure and/or certification decisions (American Association of Colleges for Teacher Education, n.d.). edTPA is designed to measure novice teachers’ readiness to teach their content area, with a focus on student learning and principles from research and theory (SCALE, 2015). Composed of planning, instruction, and assessment tasks, edTPA portfolios seek to provide evidence of teacher candidate readiness in three areas: (1) intended teaching, (2) enacted teaching, and (3) the impact of teaching on student learning. Specifically, edTPA measures teacher candidates’ ability to:

• develop knowledge of subject matter, content standards, and subject-specific pedagogy
• develop and apply knowledge of varied students’ needs
• consider research and theory about how students learn
• reflect on and analyze evidence of the effects of instruction on student learning (p. 1)

Teacher candidates create extensive portfolios that include written commentaries explaining each task and video excerpts of a recorded teaching event. Teacher candidates must submit evidence to show their teaching prowess and pay $300, at present, to Pearson Education for their portfolio to be evaluated by external reviewers.

In this volume, researchers share their experiences working with edTPA in three areas of language learning: English Language Arts, English to Speakers of Other Languages, and World Languages. The volume provides empirical research in the areas of multicultural perspectives, pedagogical practices, and edTPA (in)compatibility. Findings are of interest to multiple stakeholders such as teacher candidates, mentor teachers, teacher preparation faculty members and program coordinators, and administrators.


**Understanding the World Language edTPA**  
*Research-Based Policy and Practice*  
Susan A. Hildebrandt, Illinois State University; Peter B. Swanson, Georgia State University  

In Understanding the World Language edTPA: Research-Based Policy and Practice, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio, including its required elements, federal and state policies concerning teacher evaluation, and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest.

The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present ideas about curricular changes that may need to occur in traditional world language teacher education programs, as well as suggestions to assist teacher candidates as they begin to develop their portfolios. Afterward, the authors discuss the context for learning (Chapter 3) and they begin with assessment, moving to planning, and then to instruction (Chapters 4, 5, 6). In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high-scoring portfolio, and steps to stimulate teacher candidates’ professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA, in general, and the world language edTPA, in particular.

Understanding the World Language edTPA: Research-Based Policy and Practice provides readers with a much-needed guide to inducting teacher candidates into the new portfolio requirements, while helping higher education faculty make appropriate curricular changes to accommodate edTPA.


**Intercultural Competence in Instructed Language Learning**  
*Bridging Theory and Practice*  
Paula Garrett-Rucks, Georgia State University  
There is pressure on world language educators to prepare learners with 21st century skills to meet the challenges of an increasingly interconnected globalized world. The need for change was summarized in the 2007 report of the MLA Ad Hoc Committee on Foreign Languages that suggested the implementation of curricular reform by developing students’ “translingual and transcultural competence” (p. 3) which allows someone “to operate between languages” (p.237).

However, the integration of such a meaningful cultural component in instructed language learning is a complex topic. This book recognizes the difficulty world language educators face to achieve the goals of the MLA report, particularly at beginning levels of instruction in target language use classrooms. Accordingly, this book informs instructed language learning and teaching by bridging developmental theories from the fields of intercultural competence with second language pedagogies—particularly communicative language teaching (CLT) and literacy-based approaches—providing examples of practical applications inside the classroom and beyond. It is intended to support the many FL educators who have consistently reported that they are struggling to incorporate meaningful cultural instruction into their practice (Fox & Diaz-Greenberg 2006; Phillips & Abbott, 2011; Sercu, 2005).

This book provides a framework to foster learners’ deep cultural reflection at beginning levels of instruction while preserving target language use policies, bridging CLT pedagogies to intercultural communicative competence (ICC) literacy-based approaches. It starts by synthesizing prominent definitions of culture and culture learning models and then summarizes disparate sources of research findings on culture learning projects (which primarily take place at advanced levels of language learning) to the Standards-based classroom at all levels of instruction, K-16. Although research on fostering learners’ intercultural competence at beginning levels of language instruction is in its infancy, it is of utmost concern given that the vast majority of U.S. language learners rarely continue to advanced levels of instruction (Zimmer-Lowe, 2008). In addition, this book challenges FL educators to advocate for their FL programs and to give greater visibility and credibility to the profession in institutional internationalization efforts.

The theoretical components of this book deconstruct the connections between language, thought and culture and problematize developmental models in the IC field that neglect to consider the important role of language. This book provides K-16 FL educators with the discourse needed to 1) explain to administrators, parents and students how world language study prepares learners to compete in an increasingly global market beyond the learner’s development of linguistic proficiency and 2) convince administrators of the value in and the need for world language study in order to support institutional internationalization efforts. The last chapter of this book provides guidance and suggestions on ways to expand K-12 teacher preparation programs and continuing education training to foster learners’ intercultural communicative competence while preserving a Standards-based curriculum. In sum, this book is intended to 1) support all K-16 world language educators with their program advocacy and instruction; 2) serve as a reference manual or course book in teacher preparation programs; 3) serve as a reference manual or course book for research and graduate courses on the teaching and learning of languages.

Identifying and Recruiting Language Teachers
A Research-Based Approach

Peter B. Swanson, Georgia State University


This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and antimigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency
and advocacy.

**CONTENTS:** Acknowledgements. Preface. 1 The Shortage of America’s Foreign Language Teachers: The Current State of Affairs. 2 Guiding Frameworks. 3 Working With Adolescents in Language Courses. 4 Recruiting Future Educator Organization Members. 5 Campus Visits. 6 Recruiting Adults. 7 Concluding Thoughts. A Second/Foreign Language Teacher Efficacy Scale. B Teachers’ Sense of Efficacy Scale (Short Form): Teacher Beliefs: How much can you do? C: Program of Study: BA Spanish w/Concentration in Teacher Education. References.

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**Demystifying Career Paths after Graduate School**  
A Guide for Second Language Professionals in Higher Education  
Ryuko Kubota, University of British Columbia; Yilin Sun, South Seattle Community College  

This edited book offers concrete information and useful suggestions to graduate students who are seeking employment at institutions of higher education in North America and other parts of the world. This book also targets entry-level faculty members who are exploring increased participation in professional activities. The book features critical turning points in career trajectories, demystifies hidden institutional structures, and illuminates blind spots that are critical for career success.

The authors are scholars from nonnative-English-speaking and/or racially minority backgrounds in the fields of applied linguistics and teaching English to speakers of other languages. The firsthand suggestions offered by these authors are also applicable to non-minority professionals and those in other related disciplines. Furthermore, the book assists faculty mentors and administrators to understand the unique challenges and issues faced by minority professionals.

Distinctive features of the book are: (1) theme-based approach with concrete examples and specific advice; (2) focus on victory narratives of success and strategies rather than victim narratives of struggles; (3) accessible style, and (4) wide range of experiences narrated by both novice and established scholars. This guidebook can be read independently or adopted as a resource book for graduate seminars.


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**Consilio et Animis**  
Tracing a Path to Social Justice through the Classics  
Antoinette M. Ryan  

Once the province and tool of élite learning in American society, and the core of the Humanities, the study of the Classics now occupies a tenuous place on the margins of curriculum in most public schools. Administrators of schools and districts with limited resources, teachers, and students of ancient Greek and Roman culture and language confront many questions regarding the relevance and utility of including the Classics in education that must address modern challenges.
In this book, Toni Ryan argues that the Classics provide students with a uniquely wide range of opportunities for critical examination of the connections among language, cultural constructions of power and knowledge, and oppression in society. She proposes rationale for incorporating a critical approach to classical studies in American public schools as a path to exploring social justice issues. Critical pedagogy in Classics offers a platform for illuminating paths for critical awareness, reflection, and action in the quest to understand and address the broad concerns of social justice.

Ryan asserts the potential for education in Classics to be reconstructed to empower and emancipate, particularly through the exploration of philosophical questions that have been pondered in classical cultures (and in classical studies) since antiquity. For public school educators and students, the examination of classical language and culture allows us to safely explore critical questions in an admittedly unsafe world. Those questions that are eternally ours, that are eternally centered in the human condition, are the province of Classics.


This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and anti-immigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

The significant change in public schools over the last two decades warrants a response in how we prepare teachers. This volume is an effort to share the contributors' knowledge, experience and ideas with colleagues, particularly with novice language teacher educators. The suggestions in the chapters are primarily provided for the teaching methods course, but many can be adapted to other education courses or for professional development programs. The first section of the introduction provides a review of issues identified in teacher education including debates, accountability, and government influence over education. The second section explores teacher educators in the literature such as issues in their practice, and a focus on foreign language teacher educator practice. The third section provides a brief overview of the chapters in the book.


"This book addresses a timely and very important topic: language in education. Language, apparently, is a very tricky business. On the one hand, everyone uses language, and virtually everyone has strong views about language. In the educational domain this seems to be especially true. Language is not merely an intrinsic component of the educational process as the medium of instruction in the classroom, but also serves as the mediator of social reality for students and teachers alike. It plays a central role in articulating and conveying not only social, cultural and empirical ideas, but ideological concepts as well. It is also used to make judgments about the speaker, not to mention its role in maintaining differential power relations. And yet, in spite of this, the role of language is not sufficiently recognized in classroom practice much of the time. Nor is language, except in fairly narrow ways, really an especially central part of the curriculum, in spite of its incredible importance. To be sure, we do spend a great deal of time and money attempting to teach students to read and write (that is, to provide them with basic literacy skills), and we provide nominal support for foreign language education programs. We also provide limited support for children coming to school who do not speak English. What we do not do, though, is to recognize the absolute centrality of language knowledge and language use for the educated person. This book seeks to address these issues from the broad perspective of critical pedagogy.

**Spirituality, Social Justice and Language Learning**

*Terry Osborn, University of South Florida; David I. Smith, Calvin College*


This book sets out to explore the intersections between matters not frequently yoked in academic discussions: spirituality, social justice, and the learning of world languages. The contributing authors contend not only that these intersections exist, but that they are the site of issues and realities that require the attention of language educators and point to avenues of growth for the language teaching profession. The essays included seek to indicate the possibilities of a neglected area of inquiry, not only in terms of theory but also in terms of the practices of language education. Given this aim of opening up fresh questions, the book is arranged so as to show the relevance of the nexus of spirituality and social justice to teacher education (chapters 3 and 4), language classroom practices (chapters 5 and 6), and the theoretical sources that inform scholarly discussion of language education (chapters 7 and 8). The opening chapters place these explorations in a larger context by showing how they fit into existing social contexts and academic discussions.


**Identity and Second Language Learning**

*Culture, Inquiry, and Dialogic Activity in Educational Contexts*

*Miguel Mantero, The University of Alabama*


This collection of research has attempted to capture the essence and promise embodied in the concept of “identity” and built a bridge to the realm of second language studies. However, the reader will notice that we did not build just one link. This volume brings to light the diversity of research in identity and second language studies that are grounded the notions of community, instructors and students, language immersion and study abroad, pop culture and music, religion, code switching, and media. The chapters reflect the efforts of contributors from Canada, Japan, Norway, New Zealand, the United Arab Emirates, and the United States who performed their research in the countries just mentioned and in other regions around the world. Because of this, this volume truly offers an international perspective.

The aim of this volume is to provide a detailed description of the process of initiating, maintaining and assessing a top quality elementary school foreign language program and to assist planners by providing them with a workable model. The book describes the successes and challenges of the Georgia Elementary School Foreign Languages Model Program. It includes a detailed description of the curriculum and of the research data showing positive effects of early language learning on elementary school students in Georgia. The primary audience for this book is policy makers, state and district level educators, including supervisors who have responsibility for foreign languages, principals, teachers and foreign language educators who are interested in components of best practices in early language learning education or who wish to begin a high quality elementary school foreign language program at the state or district level.

**CONTENTS:**

**Chapter 1:** Creating and Implementing the Georgia Elementary School Foreign Languages Model Program.  
**Chapter 2:** From Theory to Practice. **Chapter 3:** The Curriculum. **Chapter 4:** Program and Student Assessment. **Chapter 5:** Conclusion.

This volume showcases the efforts of real teachers using the teaching events from real middle school classrooms. Included is the work of eight hard-working middle school teachers who are convinced that the form and function of genre is a way to teach writing across the middle school curriculum. Each chapter contains sample lessons, protocols, classroom instructional materials, and assessment tools to provide middle school teachers with an approach to explore rigorous expository writing instruction in their own classrooms.

**CONTENTS:**

Teaching Language and Content to Linguistically and Culturally Diverse Students
Principles, Ideas, and Materials

Yu Ren Dong, Queens College, CUNY


This book is intended for high school content teachers, preservice teachers preparing to teach in a subject matter area, college faculty involved in both pre-service and in-service teacher preparation, curriculum developers, and policy makers in teacher education. They will find teaching principles as well as concrete ideas for teaching content subject matter knowledge to diverse students.


Critical Questions, Critical Perspectives
Language and the Second Language Educator

Timothy Reagan, University of Maine and University of the Free State


Critical Questions, Critical Perspectives: Language and the Second Language Educator is intended primarily for language educators, broadly conceived, and thus is appropriate for not only foreign language teachers, but also individuals teaching English to speakers of other languages in both Anglophone and non-Anglophone settings, teachers in bilingual education programs, heritage language teachers in both formal and informal settings, and others whose work involves language teaching and learning. It is also intended for teachers of all age groups and levels, since the issues that it raises are neither age nor level specific. This is not a book about teaching methodology, nor is it the sort of work that will provide the teacher with practical activities for use in the classroom.

Critical Reflection and the Foreign Language Classroom

Terry Osborn, University of South Florida

This book introduces pre-service and in-service foreign language teachers to the basic concepts of critical educational study as applied to the sociological position occupied by foreign language education in the United States. Although contemporary foreign language teachers typically know about second language acquisition and instructional methodology, they are not prepared to understand issues of power in relation to, for example, language variety, language status, and education. The author addresses issues such as the supposed “failure” of foreign language education, the educational filter role played by language classes, the concept of foreignness as seen in national standards, language curricula and textbooks, and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom. The reader is encouraged to analyze the forms of cultural struggle which can be found within the foreign language classrooms of the United States including the likely impact those struggles have on members of the dominant and subordinate cultures. Teachers are led through the development of skills in critical reflection and pedagogical application geared to social justice.
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