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Contemporary Language Education

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Terry Osborn, *University of South Florida*

Call for Manuscripts

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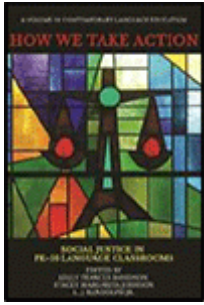
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How We Take Action Social Justice in PK-16 Language Classrooms

Kelly Frances Davidson, Valdosta State University; Stacey Margarita Johnson, Vanderbilt University; L. J. Randolph, University of Wisconsin-Madison

2023. Paperback 979-8-88730-133-4 \$72.99. Hardcover 979-8-88730-134-1 \$104.99. eBook 979-8-88730-135-8 \$85.

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 in 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 M. Wesely, 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

CONTENTS: Foreword, Terry A. Osborn. Acknowledgments. Introduction to This Volume, Stacey M. Johnson, L. J. Randolph Jr., and Kelly F. Davidson. **SECTION I: INCLUSIVE AND EMPOWERING CLASSROOMS.** Inclusive and Empowering Classrooms: An Introduction, Stacey M. Johnson. **Interrupting the Status Quo.** Walking on the Side of a Cliff: Entry Points for Social Justice Education, Johanna Ennser-Kananen. Dismantling Gender Binary Associations in the Spanish Class: Three Transnational Testimonios, Marialuisa Di Stefano, Abelardo Almazán-Vázquez, and William Yepes-Amaya. Rethinking Grading for Social Justice, Nicole Coleman and Steffen Kaupp. Comprehensible Input as an Inclusive Practice, John Bracey. Grenzenlos Deutsch: Increasing Social Justice Through Open Educational Resources and Practices, Erika Berroth. Persist in Teaching Controversial Topics, Jenny L. Santilli. **Ensuring Student Access and Success.** Challenging Reproduction and Fostering Counternarratives in the Heritage Spanish Classroom, Julianne Bryant. Language

Learning Without Limits in an Inclusive Prekindergarten French FLEX Program, *Michele Regalla and Hilal Peker*. Teaching Trans: The Impetus for Trans, Nonbinary, and Gender Nonconforming Inclusivity in Language Classrooms, *Kris Aric Knisely*. Who Gets to Play? Issues of Access and Social Justice in World Language Study in the United States, *Cassandra Glynn and Beth Wassell*. Reflection Questions for Section I. **SECTION II: INTEGRATION OF CRITICAL TOPICS.** Integration of Critical Topics: An Introduction, *L. J. Randolph Jr.* **Designing Curriculum.** Novices Can: Essential Questions, Authentic Resources, and Backward Design, *Rebecca Blouwolf*. Integrating Social Justice Themes Into the Lower-Level Spanish Curriculum, *Silvia M. Peart and Marcela van Olphen*. A Redesign of Introductory German With a Focus on Social Justice, *Susan Hojnacki*. Making the Invisible Visible in Multi-Section University Language Classrooms, *Jennifer Wooten and Nick Campbell*. A Tiered Approach to Social Justice Integration and Curricular Contexts, *Stephanie M. Madison and Erin Gilreath Carlson*. Heritage Language Maintenance Is a Right, Not a Privilege, *Angélica Amezcua*. **Centering Marginalized Experiences.** Connecting Shared Immigration Experiences in the Language Classroom, *Kathy Pratt*. Social Justice in Central America Through Social Reforms and Land Rights, *Bryan Whitford*. Highlighting Black Culture in the Spanish Classroom, *Regina O'Neal*. An Inclusive Approach to Bringing Asia Into the Introductory Spanish Class, *Shannon W. Hahn*. Al-Andalus: Teaching History and Identity With a Decolonial Lens for Early Language Learners, *Françoise Thenoux*. **Integrating Arts and Literacy.** A Window Into Social Justice in the Primary Classroom, *Serena A. Keeney-Horsch and Kelly F. Davidson*. Fostering Interculturality for Young Novice Learners Using Picture Book Units on Social Justice, *Tracey Lamont Keitt Jr.* Je suis Charlie: Addressing Social Justice Issues Through the Lens of Critical Media Literacy, *Elyse B. Petit*. Artists as Testimonial Witnesses of Injustices in an Intermediate Spanish Course, *Beatriz García Glick*. Reflection Questions for Section II. **SECTION III: ACTIVISM AND COMMUNITY ENGAGEMENT.** Activism and Community Engagement: An Introduction, *Kelly F. Davidson*. Using Authentic Cultural Texts to Address Environmental Justice in the Novice and Intermediate Spanish Classroom, *Carmen Granda*. Teaching LGBTQIA+ Rights in a Spanish Class, *Mary Hudgens Henderson*. Selecting and Leveraging Key Resources for a Novice-Level Unit on Migrant Farmworker Conditions, *Anneke J. Oppewal*. From Language Supporting Communication to Language Supporting Action, *Beckie Bray Rankin*. Raising Awareness of Biopiracy and Reenvisioning Learners as Advocates, *Sara Finney and Claire Mitchell*. **Engaging Locally.** We Are Stronger Together: Community Generating Pedagogies, *Rachel Parroquin, with Elena Mangione-Lora, Maria Coloma, Andrea Topash-Ríos, Tatiana Botero, and Marisel Moren*. Activating Critical Cultural Awareness Through Outside of Class Cultural Activities, *Pablo Muirhead*. Navigating “the Seven C’s” to Promote Bilingualism and Biliteracy Through Place-Based Anchor Projects, *Elizabeth Howard*. Transnational Feminist Approaches to Language Instruction, *Krishnauna Hines-Gaither and Christen Campbell*. “It’s Who I Am”: Building Community in the Elementary School Setting Through Our Names, *Dorie Conlon and Manuela Wagner*. **Engaging Globally.** Social Justice Sin Fronteras: Challenges and Achievements of an Online Intercultural Exchange in Time of Crisis, *Fabrizio Fornara and Jesse Gleason*. Practicing Solidarity in a Critical Service-Learning Project, *Kimberly Vinall*. “Of Course Just in Japanese! Why Would the Government Do Anything Else? This Is Japan!”: Developing Critical Literacy Through a Linguistic Landscape Project in a Japanese Language Classroom, *Yuri Kumagai and Yuko Takahashi*. Reflection Questions for Section III. References. About the Authors.



Democracy and World Language Education Toward a Transformation

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

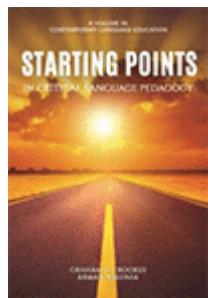
2022. Paperback 978-1-64802-838-0 \$52.99. Hardcover 978-1-64802-839-7 \$94.99. eBook 978-1-64802-840-3 \$85.

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 linguisticism, 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.).

CONTENTS: Preface, *Timothy Reagan*. Abbreviations. Acknowledgments. CHAPTER 1: World Language Educators as Dodos: How Bad Can It Get? CHAPTER 2: Linguicism and the Ideology of Linguistic Legitimacy. CHAPTER 3: Linguicism and Raciolinguistics. CHAPTER 4: A Critical Epistemology for World Language Education. CHAPTER 5: Reasons to Not

Take Spanish: A Case for the Less Commonly Taught Languages. CHAPTER 6: Yes, Virginia: ASL is Really a Foreign Language. CHAPTER 7: The Transformational Power of the Classics. CHAPTER 8: Linguistic Treason: Speaking the Language of the Enemy. CHAPTER 9: For Every Problem, There's a Simple Solution.



Starting Points in Critical Language Pedagogy

Graham V. Crookes, University of Hawai'i at Mānoa; Arman Abednia, Murdoch University, Australia

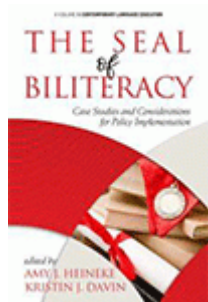
2022. Paperback 978-1-64802-491-7 \$52.99. Hardcover 978-1-64802-492-4 \$94.99. eBook 978-1-64802-493-1 \$85.

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.

CONTENTS: Preface. Acknowledgment. CHAPTER 1: Introduction. CHAPTER 2: First Steps Toward a Critical ELT Classroom. CHAPTER 3: Content in Critical ELT Classroom. CHAPTER 4: Reading the Word—Reading the World. CHAPTER 5: Critical L2 Writing Pedagogy. CHAPTER 6: Grammar. CHAPTER 7: Critical L2 Speaking and Listening. CHAPTER 8: Handling Pronunciation Critically: Issues and Techniques, Standards and Varieties. CHAPTER 9: Democratic Assessment. CHAPTER 10: Development or Self-Development as Critical L2 Teachers. CHAPTER 11: The Critical Language Teacher Beyond the Classroom. CHAPTER 12: Envoi—Closing Remarks. References. About the Authors.



The Seal of Biliteracy Case Studies and Considerations for Policy Implementation

Amy J. Heineke, Loyola University Chicago; Kristin J. Davin, University of North Carolina at Charlotte

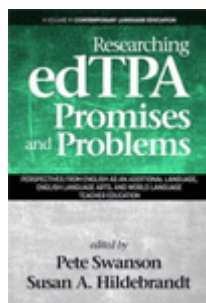
2020. Paperback 978-1-64802-022-3 \$52.99. Hardcover 978-1-64802-023-0 \$94.99. eBook 978-1-64802-024-7 \$85.

This edited volume examines the Seal of Biliteracy (SoBL), a relatively new policy initiative that has received little attention in scholarly and practical literature. The contributions seek to expand the literature by presenting case studies of policy implementation in diverse contexts across the United States.

This book is organized into four sections: (1) introduction to the SoBL, including history of the policy initiative and national trends in policy design and implementation, (2) case studies of macro-level policy implementation, including a diverse array of contexts across the country that have approached the SoBL in unique ways (e.g., legislation v. educational code, prioritizing world v. home languages), (3) case studies of micro-level implementation, including schools and districts that award the SoBL to diverse student populations through various language programs (e.g., English-dominant v. linguistically diverse; world language v. dual-language programs), and (4) conclusions and future directions, including actionable next steps for policy makers, administrators, educators, and researchers.

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.

CONTENTS: Preface. Acknowledgments. **PART I: INTRODUCTION.** The Seal of Biliteracy Across the United States: Considerations for Policy Implementation, *Kristin J. Davin*. The History of the Movement: Enacting the State Seal of Biliteracy in the State of California, *Laurie Olsen*. Language Policy in Practice: Implementing the Seal of Biliteracy in State and Local Contexts, *Amy J. Heineke*. **PART II: STATE CASE STUDIES.** The New Ecology of Biliteracy in California: A Study of the Early Implementation of the Seal of Biliteracy, *Tanya M. DeLeon and Magaly Lavadenz*. An Innovative Approach to the Seal of Biliteracy in Minnesota, *Cornelia V. Okraski, Charlotte R. Hancock, and Kristin J. Davin*. A Collaborative Model for Seal of Biliteracy Implementation: The Massachusetts Pilot Project, *Nicole L. Sherf, Phyllis R. Hardy, and Helen S. Solórzano*. **PART III: SCHOOL AND DISTRICT CASE STUDIES.** Signed, Sealed, Delivered: District-Level Adoption of the Washington State Seal of Biliteracy, *Marta Mikkelsen Burnet*. Validating the Linguistic Strengths of English Learners: Los Angeles Unified School District's Implementation of the Seal of Biliteracy, *Alma Castro*. School-Level Implementation of the Seal of Biliteracy: One Linguistically Diverse Suburban Illinois High School's Journey, *Justin K. Fisk*. **PART IV: REFLECTIONS AND CONCLUSIONS.** Raciolinguistic Ideology, the Seal of Biliteracy, and the Politics of Language Education, *Nicholas Close Subtirelu*. The Future of the Seal of Biliteracy: Issues of Equity and Inclusion, *Guadalupe Valdés*. List of Contributors.



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

2018. Paperback 978-1-64113-234-3 \$52.99. Hardcover 978-1-64113-235-0 \$94.99. eBook 978-1-64113-236-7 \$85.

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:

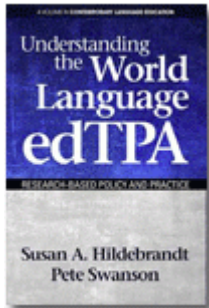
- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning (p. 1)

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.

CONTENTS: Acknowledgments. edTPA History, Promises, and Problems, *Pete Swanson and Susan A. Hildebrandt*. **SECTION I: MULTICULTURAL PERSPECTIVES.** Native and Non-Native English Speaker Perceptions of the World Language edTPA, *Victoria Russell and Kelly Davidson Devall*. Multicultural Perspectives in Secondary English Language Arts edTPA Portfolios, *Sarah Cannon*. Native/Heritage Spanish Speakers and edTPA, *Sarah Jourdain*. Developing Linguistic and Cultural Awareness for Working With ELLs: Activities for Beginning Teacher Preparation, *Clara Vaz Bauler and Daryl*

M. Gordon. **SECTION II: PEDAGOGICAL PRACTICES.** Revising and Creating Formative Assessments of Teacher Candidates in Preparation for the World Language edTPA, *Pamela M. Wesely, Sarah Rissler, and Ann DeVault*. Pedagogical Content Knowledge and Language Awareness as Evidenced in World Language edTPA, *Susan A. Hildebrandt and Anne Cummings Hlas*. Language Teaching and Language Learning: Supporting Candidates' Readiness for edTPA, *Joan R. Lachance and Scott P. Kissau*. Performance on the Instruction and Assessment Tasks of the World Language edTPA and Avenues for Further Research, *Jennifer Behney*. The Criticality of the Integrated Performance Assessment in the World Language edTPA, *Pete Swanson and Elizabeth Goulette*. **SECTION III: EDTPA (IN)COMPATIBILITY.** TESOL Teacher Candidate Evaluation: A Comparison of Evidence from edTPA and a Local Performance-Based Assessment, *Tabitha Kidwell, Christina M. Budde, Natalia L. Guzman, Johanna M. Tigert, Megan DeStefano, and Megan Madigan Peercy*. Performance and Perceptions of World Language Teacher Candidates on edTPA: The Case of a Teacher Education Program in Georgia, *Marcela T. Ruiz-Funes*. Specific Challenges Faced by World Language Student Teachers, Cooperating Teachers, and Program Coordinators in Development of edTPA Portfolios, *Michael K. Olsen and Tobias Barske*. About the Editors. About the Contributors.



Understanding the World Language edTPA Research-Based Policy and Practice

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

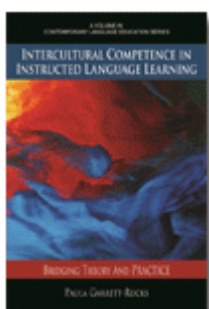
2016. Paperback 9781681235783 \$52.99. Hardcover 9781681235790 \$94.99. eBook 9781681235806 \$85.

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.

CONTENTS: Preface. Acknowledgments. CHAPTER I: What is edTPA? CHAPTER II: Getting Started With Program and Course Suggestions. CHAPTER III: Context for Learning. CHAPTER IV: Beginning at the End: Assessing Student Learning. CHAPTER V: Planning for Teaching and Learning. CHAPTER VI: Instructing and Engaging Students in Learning. CHAPTER VII: Activities for the Methods Classroom. CHAPTER VIII: Concluding Thoughts. References. Appendixes. About the Authors.



Intercultural Competence in Instructed Language Learning Bridging Theory and Practice

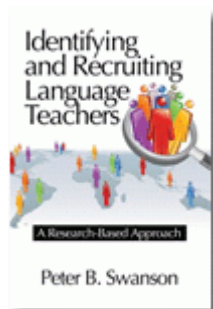
Paula Garrett-Rucks, Georgia State University

2016. Paperback 9781681234175 \$52.99. Hardcover 9781681234182 \$94.99. eBook 9781681234199 \$85.

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 preserv-ing a Standards-based curriculum. In sum, this book is intended to 1) support all K-16 world language educa-tors 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

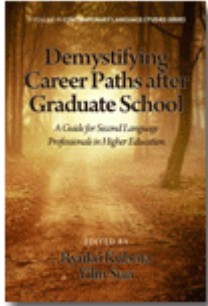
Peter B. Swanson, Georgia State University

2013. Paperback 978-1-61735-856-2 \$52.99. Hardcover 978-1-61735-857-9 \$94.99. eBook 978-1-61735-858-6 \$85.

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 antiimmigrant 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.



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

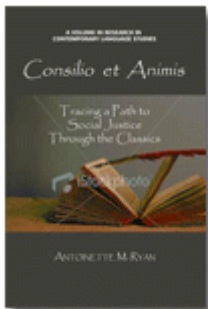
2013. Paperback 9781623960346 \$52.99. Hardcover 9781623960353 \$94.99. eBook 9781623960360 \$85.

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.

CONTENTS: Acknowledgements. Preface. Foreword, *Lía D. Kamhi-Stein*. Introduction, *Ryuko Kubota and Yilin Sun*. Seeking a Faculty Position, *Soonhyang Kim*. The Research-Intensive University, *Yuko Goto Butler*. Teaching-Focused University, *Ekaterina (Katya) Nemtchinova*. Community College, *Yiin Sun and Ke Xu*. Writing Center, *Lucie Moussu*. Moving from North America to Overseas, *Noriko Ishihara*. Working in Canada, *Ling Shi*. Working in Higher Education in the United Kingdom, *Constant Leung and Tracey Costley*. Working in Hong Kong, *Xuesong (Andy) Gao*. Getting Tenure, *Manka M. Varghese*. Getting Grants, *Ulla Connor*. Getting Published and Doing Research, *Guofang Li*. Involvement in Leadership Roles in Professional Organizations, *Shelley Wong*. Working as a Journal Editor, *Suresh Canagarajah*. Assuming Administrative Duties, *María E. Torres-Guzmán*. Balancing Professional and Personal Life, *Suhanthie Motha*. Author Biographies.



Consilio et Animis Tracing a Path to Social Justice through the Classics

Antoinette M. Ryan

2012. Paperback 978-1-61735-883-8 \$52.99. Hardcover 978-1-61735-884-5 \$94.99. eBook 978-1-61735-885-2 \$85.

Once the province and tool of elite 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.

CONTENTS: Preface. 1. Consilium: A Rationale for a Critical Pedagogy of Classics. 2. Auctoritas: The Culturism of Classics in America, 1700 to the Present. 3. Veritas: Critical Pedagogy and Reality in the Foreign Language Classroom. 4. Civitas: National Standards and the View From Critical Pedagogy. 5. Humanitas: Classical Studies and the Path of Social Justice. Appendix: Latin and Greek Translations. References.



Critical Qualitative Research in Second Language Studies Agency and Advocacy

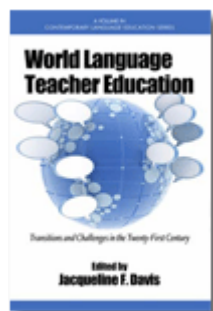
Kathryn A. Davis, University of Hawaii at Manoa

2011. Paperback 978-1-61735-384-0 \$72.99. Hardcover 978-1-61735-385-7 \$104.99. eBook 9781617353864 \$85.

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 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.

CONTENTS: Preface. Introduction: Towards Critical Qualitative Research in Second Language Studies, *Kathryn A. Davis*.

PART I: SOCIOPOLITICAL CONTEXTS OF RESEARCH, LAW, AND POLICIES. When the Children of Their Fathers Push Back! Self-Determination and the Politics of Indigenous Research, *Margaret J. Maaka, K. Laiana Wong, and Katrina-Ann R. Kapaanaokalaole Oliveira*. In the Name of the Child: Best Interest Analysis and the Power of Legal Language, *Susan Hippensteele*. Discourses of English as an Official Language in a Monolingual Society: The Case of South Korea, *Ok Kyoona Yoo*. The context and Development of Language Policy and Knowledge Production in Universities in Hong Kong, *Angel M. Y. Lin and Evelyn Y. F. Man*. Sin(gapore En)glish Oracy Education: An Online Discussion *Warren Mark Liew*. **PART II: PERFORMING IDENTITIES AND AGENCY.** Hawaiian Methodologies of Indirection: Point-less vs. Pointless, *K. Laiana Wong*. Identity and Agency among Heritage Language Learners, *Miyung Park*. From East Timor to Transnational Dialogic Interaction: Agus Language and Literacy Journey, *Yun Seon Kim with Agustinho Caet*. Finding and Reading Road Signs in Ethnographic Research: Studying the Language and Stories of the Unwelcome Stranger, *Carlos Ovando and Steven Locke*. Agency as Seen through the Life Story of a Chinese Peasant Woman, *Xiao Rui Zhang*. **PART III: PARTICIPATORY APPROACHES AND PRACTICES.** Teachers Organizing to Resist in a Context of Compliance, *Lucinda Pease-Alvarez and Alisun Thompson*. Transformation and Agency: Participatory Action Research with Bilingual Undergraduates, *Hye-sun Cho*. Using Student-as-Researcher Models as a Mode of Resistance and Agency: Creative Maladjustment in an Urban High School, *Rena Skarin*. Promoting Translocal and Transnational Agency: A Multifaceted Learning Community in Japan, *Hiromasa Tanaka and Ethel Ogane*. Participatory Second Language Labor Education: Communities of Practice and the



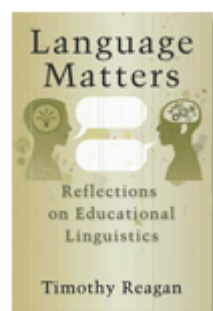
World Language Teacher Education Transitions and Challenges in the 21st Century

Jacqueline F. Davis, Queens College

2010. Paperback 978-1-60752-463-2 \$52.99. Hardcover 978-1-60752-464-9 \$94.99. eBook 9781607524656 \$85.

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.

CONTENTS: Series Introduction. Introduction: World Language Teacher Education: Transitions and Challenges in the Twenty-First Century. **THEME I: COLLABORATIONS.** When Worlds Collide: Liberal Arts and Education Faculty Co-Teaching the Methods Course, *Manuela Wagner and Terry A. Osborn*. Language and the Power of Puppets, *Rikki Asher*. **THEME II: PLANNING, CURRICULUM, ASSESSMENT, AND NEW LITERACIES.** Learning to Plan for a Focus on Form in CBI: The Role of Teacher Knowledge and Teaching Context, *Martha Bigelow*. Beyond Vocabulary: Planning for Extended Language Production for Upper Elementary School World Language Learners, *Carol Semonsky*. Becoming Designers: Paradigm Shifts for Performance and Transfer, *Jennifer Eddy*. The World Languages Professional Portfolio: A Performance-Based Program Document Aligned with National Standards, *Rebecca K. Fox*. Creating an ePortfolio, *Thomas T. Surprenant*. Foreign Language Education in the Age of Wikipedia, *Manuela Wagner and Barbara Lindsey*. **THEME III: LEARNER DIFFERENCES.** Teaching Heritage Language Speakers Their Own Language: Special Challenges, Special Opportunities, *Sandra B. Schreffler*. Legal and Practical Implications for Teaching Students with Learning Disabilities, *Jacqueline Davis*. **THEME IV: PROFESSIONAL DEVELOPMENT.** Implementing Content-Based Instruction: The CoBaLTT Framework and Resource Center, *Diane J. Tedick and Laurent Cammarata*. Professional Development: Modeling and Encouraging Professional Dispositions Development in World Language Teacher Candidates, *Jacqueline Davis*.



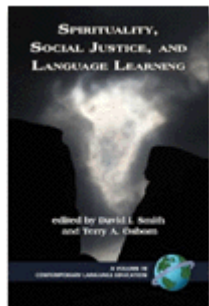
Language Matters Reflections on Educational Linguistics

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

2009. Paperback 978-1-60752-060-3 \$52.99. Hardcover 978-1-60752-061-0 \$94.99. eBook 9781607521891 \$85.

"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.

CONTENTS: Preface. 1 The Reality of Language: Positivism and the Objectification of Language. 2 The Legitimacy of Language: A Critique of Linguistic Legitimacy. 3 The Learning of Language: Epistemology and Metaphorical Models for Language Learning. 4 The Teaching of Language: The Case of Foreign Language Education in the United States. 5 Paideia Redux: The Case for the Classical Languages in U.S. Schools. 6 The Challenge of Language Minorities: Linguistic Diversity and the School. 7 The Construction of Language: Interlinguistics and the Case of Esperanto as an International Auxiliary Language. 8 Language Planning and Language Policy: National and International Perspectives. 9 Language Matters: Some Concluding Thoughts. Appendix: The Sixteen Rules of Esperanto. Bibliography



Spirituality, Social Justice and Language Learning

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

2007. Paperback 978-1-59311-599-9 \$52.99. Hardcover 978-1-59311-600-2 \$94.99. eBook 9781607525868 \$85.

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.

CONTENTS: PART I: CONTEXTUAL CONSIDERATIONS. Confronting the Zeitgeist: Social Justice, the Spirit of the People, and Language Education, *Terry A. Osborn*. Spirituality and Language Pedagogy: A Survey of Recent Developments, *David I. Smith*. **PART II: TEACHER EDUCATION.** Moral Agency, Spirituality, and the Language Classroom, *David I. Smith*. Foreign Language Educators for the Common Good: Historical and Contemporary Traditions in Teacher Formation, *John L. Watzke*. **PART III: CLASSROOM PRACTICES.** Legal and Illegal Immigration: Complex Ethical Issues for the Language Classroom, *Marilyn R. Bierling*. Of Log Cabins, Fallen Bishops and Tenacious Parents: (Auto)biographical Narrative and the Spirituality of Language Learning, *David I. Smith, Sarah L. De Young, and Kate Landau*. **PART IV: THEORETICAL PERSPECTIVES.** The Word in the World: So to Speak (A Freirean Legacy), *Carolyn Kristjánsson*. Dialogue, Spirituality, and Voice: Verburg and Bakhtin on Speaking and Hearing, *David I. Smith*. Epilogue. About the Authors.



Identity and Second Language Learning Culture, Inquiry, and Dialogic Activity in Educational Contexts

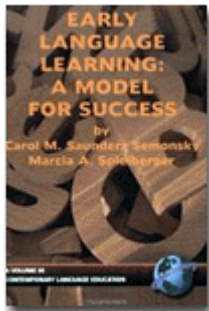
Miguel Mantero, The University of Alabama

2006. Paperback 978-1-59311-539-5 \$72.99. Hardcover 978-1-59311-540-1 \$104.99. eBook 9781607527008 \$85.

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.

CONTENTS: Series Preface. Foreword. Introduction. Toward Ecological Pedagogy in Language Education, *Miguel Mantero*. The Pragmatics of Discourse, *Said Shiyab*. Identity Puzzles: Am I a Course Instructor or a Nonnative Speaker?

Xuemei Li. The Alchemy of Identity: The Role of White Racial Identity in the Teaching and Pedagogy of New ESOL Teachers, *Tonda Liggett*. Popular Education and Language Rights in Indigenous Mayan Communities: Emergence of New Social Actors and Gendered Voices, *Karen Ogunick*. Discourse Encounters through Experiences at School: The Notion of Italianità Meets the Construction of La Francité, *Julie Byrd Clark*. Learning English, Positioning for Power: Adult Immigrants in the ESL Classroom, *Elizabeth R. Miller*. Start with a Good Idea and Give It a World: Preparing Young People to be Lifelong Language Learners and Users, *Tove I. Dahl, Donna Clementi, Garrett R. Heysel, and Allison J. Spenader*. Hegemony, Identity, and Authorship in Multimodal Discourse, *Mark Evan Nelson and David Malinowski*. Cultural Learning Outcomes and Summer Study Abroad, *Heather Willis Allen, Veronica Dristas, and Nicole Mills*. The Chasm Widens: The Trouble With Personal Identity in Singapore Writing, *Peter I. De Costa*. On the Structure and Discourse Usage of Spanglish: A Language That Defines an Identity, *Amy Beth Rell and Jason Rothman*. Going Home to Okinawa: Perspectives of Heritage Language Speakers Studying in the Ancestral Homeland, *Katsuyuki Miyahira and Peter R. Petrucci*. Language and Identity: Entertainers in South Korean Pop Culture, *Jamie Shinhee Lee*. Investigating the Influences on the Teaching Identity of International Teaching Assistants, *Gwendolyn Williams*. Construction or Imposition of National Identities in Foreign Policy Editorials? *Élisabeth Le*. "Pour connecter avec le peeps": Québécoisité and the Quebec Hip-Hop Community, *Mela Sarkar, Bronwen Low, and Lise Winer*. Future Perspectives and Research on Identity in Educational Contexts, *Miguel Mantero*. About the Contributors. Index.



Early Language Learning A Model for Success

Marcia A. Spielberger, Fulton County Schools; Carol M. Saunders Semonsky, Georgia State University

2006. Paperback 1-59311-082-0 978-1-59311-082-6 \$52.99. Hardcover 1-59311-083-9 978-1-59311-083-3 \$94.99. eBook 9781607528548 \$85.

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.



Teaching Writing Genres Across the Curriculum Strategies for Middle School Teachers

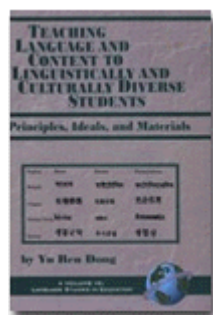
Susan Lee Pasquarelli, Roger Williams University

2006. Paperback 1-59311-421-4 978-1-59311-421-3 \$52.99. Hardcover 1-59311-422-2 978-1-59311-422-0 \$94.99. eBook 9781607526834 \$85.

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: Foreword. *Linda Gambrell*. The Practice of Teaching Genre by Genre. *Susan Lee Pasquarelli*. The Narrative Account: Beyond the Story. *Michele M. Barlow and Melissa L. Francis*. The Persuasive Essay: Students' Opinions on Controversial Topics. *Megan L. Labrecque and Tara A. Fernandes*. The Newspaper Feature Article: More Than Just Facts.

Suzanne K. Dunbar. The Narrative Procedure: The "How-to" Essay. Katharine Laura Canole. Written Response to Mathematical Questions: Computation and Composition. Suzanne Madden Scallin. The Reflective Essay: A Guide to Personal Discovery. Audrey G. Rocha. Expository Summary Writing: Comprehension and Composition. Susan Lee Pasquarelli. Resources for Writing across the Curriculum. Susan Lee Pasquarelli. Appendix A. Scoring Rubrics. Appendix B. Classroom Instructional Materials.



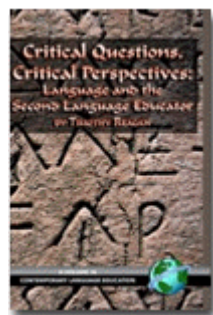
Teaching Language and Content to Linguistically and Culturally Diverse Students Principles, Ideas, and Materials

Yu Ren Dong, Queens College, CUNY

2006. Paperback 1-59311-088-X 978-1-59311-088-8 \$52.99. Hardcover 1-59311-089-8 978-1-59311-089-5 \$94.99. eBook 9781607529712 \$85.

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.

CONTENTS: Second Language Acquisition for Adolescents. Listening to English Language Learners' Stories and Adjusting Teaching to their Backgrounds and Needs. Assessing and Evaluating ELL Learners in Mainstream Classes. Tapping into English Language Learners' Prior Knowledge. Teaching Disciplinary Specific Vocabulary to English Language Learners. Second Language Reading Instruction in Mainstream Classes. Second Language Writing Instruction in Mainstream Classes. Second Language Listening/Speaking Instruction in Mainstream Classes. Appendix A: Topic Oriented Mathematical Non-fiction Reading. Appendix B: Multicultural Literature by English Language Proficiency Level. Appendix C: ESL Internet Resources.



Critical Questions, Critical Perspectives Language and the Second Language Educator

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

2005. Paperback 1-59311-334-X 978-1-59311-334-6 \$52.99. Hardcover 1-59311-335-8 978-1-59311-335-3 \$94.99. eBook 9781607526797 \$85.

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

2005. Paperback 1-59311-313-7 978-1-59311-313-1 \$52.99. eBook 9781607524793 \$85.

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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