



Book Series

Readings in Language Studies

Series Editors

John L Watzke, *International Society for Language Studies, Inc.*; John W. Schwieter, *Wilfrid Laurier University*

The Readings in Language Studies series presents international perspectives on important and emergent themes in language studies: critical pedagogy, language and power, language and identity, second language acquisition, conceptualizations of language, teachers and teaching. Each volume in the series is developed and edited in partnership with the International Society for Language Studies (www.isls.co), an interdisciplinary association of scholars who explore critical perspectives on language. A resource for students and scholars, each themed volume in the series represents the latest thought, literature, research, and methodology in language studies and features authors from across the globe. The series is an essential scholarly resource for universities and personal libraries.

Books in this series:

- Engaging in Critical Language Studies
- Critical Perspectives on Teaching, Learning, and Society
- Language Across Disciplinary Boundaries
- Language and Power
- Language and Identity
- Language and Social Justice
- Language and Society
- A Critical Examination of Language and Community
- Intersections of Peace and Language Studies

Special Paperback Set Price:

\$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit: <http://www.infoagepub.com/series/Readings-in-Language-Studies>

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com



Engaging in Critical Language Studies

John W. Schwieter, Wilfrid Laurier University; Jaime Antonio Rivera Flores, Georgian Court University; Paul Iida, Akita International University (Deceased)

2022. Paperback 978-1-64802-986-8 \$72.99. Hardcover 978-1-64802-987-5 \$104.99. eBook 978-1-64802-988-2 \$85.

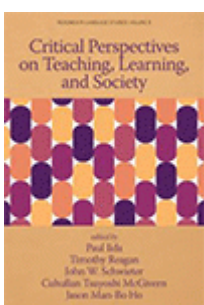
The Readings in Language Studies series presents international perspectives on important and emergent themes in language studies: critical pedagogy, language and power, language and identity, second language acquisition, conceptualizations of language, teachers and teaching. Each volume in the series is developed and edited in partnership with the International Society for Language Studies (www.isls.co), an interdisciplinary association of scholars who explore critical perspectives on language. A resource for students and scholars, each themed volume in the series represents the latest thought, literature, research, and methodology in language studies and features authors from across the globe. The series, which includes this current volume, is an essential scholarly resource for universities and personal libraries.

ENDORSEMENTS:

"This volume illuminates critical issues in language studies by questioning unequal relations of power regarding race, gender, sexuality, ability, language, multimodality, communication, and more. The authors' critical engagement offers renewed understandings of identity, pedagogy, and policies." — Ryuko Kubota, University of British Columbia

"ISLS continues to deliver on its mission of promulgating critical scholarship in language-related studies. This volume continues this now two-decades long mission and includes contributions from both well known and promising scholars. This volume belongs on the shelves of those who recognize the role languages play in sustaining and interrupting relationships of power." — Terry A. Osborn, University of South Florida

CONTENTS: Identifying and Responding to Linguicism: Toward a Conceptual Model, *Timothy Reagan and Danielle Gabrielli*. Teach Critical Content and Aim for Transformation: The Potential of Language Study in K-12 Education as a Key to Active Citizenship, *Martina Fernández Fasciolo*. Transformative Resistance: Politeness Conflict in the English as a Foreign Language Classroom, *Gerrard Mugford*. Harmonious Bilingualism Spanish-English Mexican American Children, *Irdawati Bay Nalls*. Transforming Teacher-Student Communication Under COVID-19: Using the ARS to Give Students Voice in Remote Japanese University EFL Courses—Part I, *Brian G. Rubrecht*. Teaching Implied Meaning Using Written Texts in Public Spaces: Social, Societal, and International Factors in English, Arabic, and Lithuanian, *Betty Lanteigne, Ronak Husni, and Radvyda Vaišvilaitė*. Metaphorical Creativity for Social Justice: Challenging "Stock Stories" With Poetry, Music, and Film, *Gerry Yokota*. Describing and Perceiving Sexual Orientation Based on Linguistic Cues: An Update of Schwieter (2010), *John W. Schwieter and Jaime Antonio Rivera Flores*. Preservice Teachers Confronting Issues of Diversity Through a Radical Field Experience, *Paul Chamness Miller and Erin A. Mikulec*. Empowerment and Its Limitations: Considering Why "Things Go Wrong" in Second Language Classrooms, *Elizabeth R. Miller*. Assessment of English Language Learners and Learning Disabilities With Consideration of Ethno-Cultural Background, *Susana Rivera-Mills*. Multicultural Social Justice Education Through the Lens of Positioning: English Language Learners in K-12 Contexts, *Hayriye Kayi-Aydar*. Revaluing Our Discourse Varieties, Revaluing Ourselves: Falling in Love With Reading and Our Own Beautiful Selves, Through Student-Centered Inquiry and Organizing the West Valley Reading Rally, *Mia Angélica Sosa-Provencio*. The Power of Powerless Linguistic Particles: Their Pragmatic Impact on Bilingual Hearings, *Marjorie Zambrano-Paff*. From West Indian Black to Afro-Costa Rican: A Sociohistorical Perspective on the Role of Language, Race, and Culture in the Transition, *Lisbeth A. Philip*. About the Editors. About the Contributors. Sharing the Memories of Paul Iida. Hair, Not for Sale to Whites, *Yuko Taniguchi*.



Critical Perspectives on Teaching, Learning, and Society

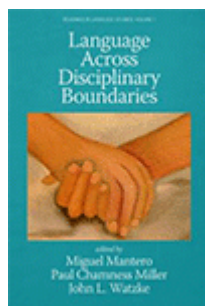
Paul Chamness Iida; Timothy Reagan, University of Maine and University of the Free State; John W. Schwieter, Wilfrid Laurier University; Cuhullan Tsuyoshi McGivern; Jason Man-Bo Ho

2022. Paperback 978-1-64802-774-1 \$72.99. Hardcover 978-1-64802-775-8 \$104.99. eBook 978-1-64802-776-5 \$85.

Founded in 2002, the International Society for Language Studies is a worldwide organization of volunteers, scholars, and

practitioners committed to critical, interdisciplinary, and emergent approaches to language studies. Its eighth volume of the Readings in Language Studies series, *Critical Perspectives on Teaching, Learning, and Society*, presents international perspectives on issues of language related to a variety of themes.

CONTENTS: Introduction. Critical Pedagogy and Social Justice in World Language Education: Beyond Conscientizacão, *Terry A. Osborn and Timothy Reagan*. Classroom Mapping as a Pedagogical Tool: Gauging Student Participation and Teaching Effectiveness in the College Language Classroom, *Adrian Gras-Velazquez and Maeve Porter Holliday*. Enhancing Student Voices in Academic Blog Writing, *Jason Man-Bo Ho and Maria Mo-Kit Fung*. Communicative Competence in EFL Learning Revisited: Constructing a Pedagogical Framework Through Teacher-Based Reflection on Their Own Practice, *Maria Evangelica Lizarraga*. A Short History of the Peaceable Discourse Needed for Critical Language Pedagogy: Exploratory Talk for Critical Dialogue, *Graham V. Crookes*. Listening Closely to Ethnographic Experience: Locating Researcher Identity as Participant Listener, *Won Kim*. Strategies Used by Plurilingual International Educators in the Australian Education Field, *Germana Eckert*. Contextualizing Language Teaching in the United States: Teaching a Culturally Relevant Spanish Curriculum, *N. Ariana Mrak*. Creating a New Courtroom Reality: Misinterpretation of Calques in Immigration Hearings, *Marjorie J. Zambrano-Paff*. Can Clarity Surpass Familiarity?: Japanese EFL Learners' /ɪ/ and /I/ Phoneme Production Post-Pronunciation Training as Assessed by Listeners with Diverse English Variety Backgrounds, *Brian G. Rubrecht*. Melodramatic Conventions in Asian American Films: Race, Gender, and Sexuality in Saving Face, *Yuki Matsumoto*. Recreating Beliefs Through Inscriptions on Body Panels of Commercial Buses in Lagos, *Babtunji Hezekiah Adepoju*. The Creative Use of Language in German Refugee Politics, 2015-2016, *Herrad Heselhaus*. When a Household Becomes Multilingual: Family Language Practices of Japanese Mothers in Asian Global Cities, *Aya Kitamura*. Index. About the Editors. About the Contributors.



Language Across Disciplinary Boundaries

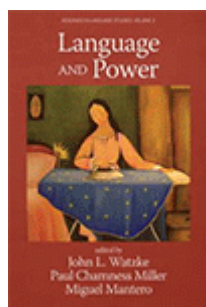
Miguel Mantero, The University of Alabama; Paul Chamness Miller; John L Watzke, International Society for Language Studies, Inc.

2022. Paperback 978-1-64802-753-6 \$72.99. Hardcover 978-1-64802-754-3 \$104.99. eBook 978-1-64802-755-0 \$85.

The International Society for Language Studies (ISLS) inaugurates its first volume in the series Readings in Language Studies with *Language Across Disciplinary Boundaries*, a text that represents international perspectives on language and identity, critical pedagogy, language and power, perspectives on second language acquisition and teacher education. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies.

CONTENTS: Acknowledgments. Introduction. **SECTION I: CRITICAL PEDAGOGY.** Empowerment and Its Limitations: Considering Why “Things Go Wrong” in Second Language Classrooms, *Elizabeth R. Miller*. Re-authoring: Language Learners and Shifting Identities, *Kristen Campbell Wilcox*. Task-Based Critical Pedagogy in Japanese EFL Classrooms, *Keiko Konoeda, Yukiko Watanabe*. Japanese University Student’s “Authorship” in EFL Classroom: Investing in Language Learning, *Takayo Kawabe*. **SECTION II: LANGUAGE AND POWER.** Subordination and Submission in the Second-Language Classroom, *Gerrard Mugford*. Interpreters’ Use of Politeness Markers as a Linguistic Tool for Controlling Power Relations in Immigration Hearings, *Marjorie Zambrano-Paff*. Becoming Citizens: Punjabi ESL Learners, National Language Policy and The Canadian Language Benchmarks, *Douglas Fleming*. “Hey, Take it Easy”: Language Performance and Ideology in Oaxaca, Mexico, *Peter Sayer*. Sentiment of Personal and Collective Efficacy of Francophone School Principals: Implementation of the VelTIC Hypermedia System of Resources, *Claire IsaBelle, H el ene Fournier, Fran ois Desjardins, Phyllis Dalley*. **SECTION III: LANGUAGE AND IDENTITY.** Coping with Isolation in Negotiation of Identities: the Role of Language Views, *Hiroko Itakura, Gillian Humphreys*. Shifting Linguistic Identities in Interaction: The Case of a French-English Bilingual, *Linda R. Waugh*. Language Learning and Cultural Identity in Study Abroad Contexts: Portrait of a Japanese High School Exchange Student in the U.S., *Reiko Habuto Iileji*. A Case Study of a Chinese ENL Child’s Identity Trajectory and Bilingual and Bilitracy Development: Children’s Perspective, *Xiaoning Chen*. Representations of Multilingualism and Language Investment in a Globalized World, *J. Byrd Clark*. **SECTION IV: PERSPECTIVES ON SECOND LANGUAGE ACQUISITION.** Community Service Learning and L2 Students’ Intercultural Communicative Competence, *Gabriela C. Zapata, Wojciech Tokarz*. Oral Corrective Feedback: A Guide for L2 Classroom Teachers, *Paul Chamness Miller*. Correction of Classroom Oral Errors: Preferences of Japanese EFL Students, *Akemi Katayama*. Making our Learning Environments Interactive: A Critique of the Concept of Interaction in Second Language Acquisition Studies, *Ania Lian*. From Syntactic Acceptability to Rhetorical Quality Through Explicit Grammar Instruction and Extensive Analytic Practice, *Fengying Xu*. **SECTION V: CONCEPTUALIZATIONS OF LANGUAGE.** How Do We Know What Words Children Know? Methods and Modifications, *Marc H. Bornstein, Annick De Houwer, Diane L. Putnick, Mark A. Cusick*. Assessment

of English Language Learners and Learning Disabilities with Consideration of Ethno-cultural Background, *Susana V. Rivera-Mills*. The Effects of Bilingual Type on Language Selectivity, *John W. Schwieter*. A Study of Task Type for L2 Speaking Assessment, *Huei-Chun Teng*. Accidental Humor in International Public Notices Displayed in English, *Mohammed Farghal*. **SECTION VI: TEACHERS AND TEACHING.** A Look at Language Classroom Motivation in a Collectivist-Oriented Setting, *Bokyung Murray*. Sociocultural Aspects of Teaching Japanese as a Foreign Language: Transforming Japanese Language Classrooms Into Small Japanese Societies, *Hidehiro Endo*. Will my Smart Classroom Make Me Change? Reflections of Two Spanish Instructors, *Vanessa Lazo-Wilson*. The Influence of Environment on Children's Writing and Drawing, *Sandra Stanko*. Shifting Goals, Instructor Roles, and Japanese University Students' English Study Methods, *Brian G. Rubrecht*. The Impact of Practicum on Pre-Service Teachers' Self-Development, *Mine Dikdere*. Distance Pre-Service Teachers' Perceptions of the Effectiveness of Their Pedagogical Courses in Preparing Them for Their Teaching Life, *Belgin Aydin*. Support for English Language Learners in K-12 Classrooms: Are Internationally Educated Teachers Better Positioned? *Farahnaz Faez*. Teachers' Beliefs about Language Learning Strategies: An Exploratory Study, *Brian G. Rubrecht*. Humor as a Teaching Device, *Said M. Shiyab*. Content-Based 5C Projects of a City Guide Webpage in Japanese, *Junko Hatanaka*. Index. About the Contributors.



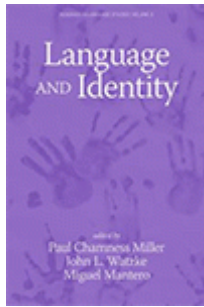
Language and Power

John L. Watzke, International Society for Language Studies, Inc.; Paul Chamness Miller; Miguel Mantero, The University of Alabama

2022. Paperback 978-1-64802-756-7 \$72.99. Hardcover 978-1-64802-757-4 \$104.99. eBook 978-1-64802-758-1 \$85.

The International Society for Language Studies (ISLS) introduces its second volume in the series Readings in Language Studies with *Language and Power*, a text that represents international perspectives on power and bilingualism, identity in professions, media, the learner, and pedagogy. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies.

CONTENTS: Introduction. **SECTION I: LANGUAGE AND POWER IN BILINGUALISM.** Powerless in Policy, Powerful in Practice: Critical Insights on Pedagogical Code Switching in the Philippine Context, *Paolo Nino M. Valdez*. Empowering Spanish/English Speakers in the United States: Reclaiming Their Bilingualism, *N. Ariana Mrak*. The Power of Powerless Linguistic Particles: Their Pragmatic Impact on Bilingual Hearings, *Marjorie Zambrano-Paff*. Language and Power in Healthcare: Towards a Theory of Language Barriers Among Linguistic Minorities in the United States, *Glenn A. Martínez*. Establishing and Preventing Forks in the Road: Exploring Bilingual Education Programs for Indigenous Communities in Ecuador, *Miguel Mantero & Lorena Alvear*. Describing and Perceiving Sexual Orientation Based on Linguistic Cues: At the Crossroads of Bilingualism and Language Acquisition, *John W. Schwieter*. **SECTION II: LANGUAGE, POWER, AND IDENTITY IN PROFESSIONS.** Myths, Memories and "Chasing Stories": Exploring Professional Identity in the Narratives of University Language Teachers, *Christine Savvidou*. Resisting Globalisation: Empowering Mexican English-Language Teachers, *Gerrard Mugford*. Language and Power Issues in HIV/Aids: Some Evidence, Challenges and Solutions From South African Research, *Claire Penn*. **SECTION III: LANGUAGE AND POWER IN MEDIA.** Identity and Power in Online Communities of Practice: Working in the Extreme Margins of a Celebrity Gossip Blogsite, *Brian Meadows & Linda Waugh*. Power, Emotions and Agency in Political Discourse, *Antonio Reyes*. Discourse Practices of De-Humanization in the Representation of Unauthorized Immigrants in the U.S. Press, *Roxana Delbene*. Discourse, Power and Identity, *Meral Çileli*. **SECTION IV: LANGUAGE, POWER, AND THE LEARNER.** Liberal Education, the "Educated Person" and Foreign Language Study: Revisiting an Ideal, *Timothy Reagan*. Venturing Into/Through Language and Power: Japanese Women and English as Capital, *Aya Kitamura*. Linguistic Ideologies, Power and Identity in the University Italian Language Classroom and Beyond: Italian Canadian Youths' Discursive Construction of Italianness, *Frances Giampapa*. Discovering Self Preferences and Interculturality: Japanese Host Families and Korean Learners of Japanese in Dinnertime Conversations, *Erica Zimmerman*. **SECTION V: LANGUAGE, POWER, AND PEDAGOGY.** Proposing Compulsory Study Abroad and Language Learning in Elementary Through University Education: Resisting Abstraction in the Dialogic Space Abroad, *Jason Goulah*. Flexible Citizenship and Learning English: The Case of a Korean ESL Learner, *Peter I. De Costa*. Discourse and Literacy Practices at a Bilingual University in Turkey, *Alev Ozbilgin*. Language Attitudes and Accentedness: A Study of Kurds Learning Turkish, *Nihat Polat*. Do Pronunciation Preferences Have the Power to Motivate? Examining Non-English Major Japanese University Students' Perceptions of English Accents, *Brian G. Rubrecht*. The Influence of the Second Language Methods Course in Learning to Teach Culture: Towards the Development of a Teaching Philosophy, *David R. Byrd*. Index. About the Contributors.



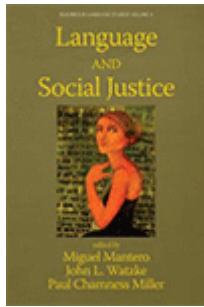
Language and Identity

Paul Chamness Miller; John L. Watzke, International Society for Language Studies, Inc.; Miguel Mantero, The University of Alabama

2022. Paperback 978-1-64802-759-8 \$72.99. Hardcover 978-1-64802-760-4 \$104.99. eBook 978-1-64802-761-1 \$85.

Language and Identity is the third volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, John L. Watzke, and Miguel Mantero, volume three sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and identity in several thematic sections: discourse, culture, identity in the professions, policy, pedagogy, and the learner. A resource for scholars and students, Language and Identity, represents the latest scholarship in new and emergent areas of inquiry.

CONTENTS: Introduction. **SECTION I: LANGUAGE, IDENTITY AND DISCOURSE.** The Impact of English on the Saudi Woman's Identity, *Reema Alsweel*. Irish Diaspora and National Identity: Circulations of Public and Private Discourse in a Discourse-Historical Analysis of The Toronto Globe and Mail, *Jennifer Clary-Lemon*. Imagined Communities: Identity and English as a Global Language, *Erin Mikulec*. Language Environment and Identity: The Effects of a Short-Term Return Trip Abroad on a Japanese Adolescent Double, *Brian G. Rubrecht and Kayoko Ishikawa*. Constructing "Them" from "Their" Perspective: The Discursive Image of Latinos Created by Latino Authors, *Megan Strom*. Mediated Humor in the Legal Setting: The Construction of New Identities, *Marjorie Zambrano-Paff*. The Representation of Social Actors and Transitivity Clauses in Three Online English Broad sheets in the Philippines, *Clarisse Ann P. Ilustre*. Language Brokering in Practice: Linguistic Power, Biliteracy Events, and Family Life, *Steven Alvarez*. **SECTION II: LANGUAGE, IDENTITY AND CULTURE.** (Mis)Use of Pronouns as Index of Bicultural Identity, *Patricia Gubitosi and Elena García Frazier*. Imagined Identities: An Examination of Self-Authorship on Facebook, *Luba V. Iskold*. From West Indian Black to Afro-Costa Rican: A Socio-Historical Perspective on the Role of Language, Race and Culture in the Transition, *Lisbeth A. Philip*. The DEAF^WORLD and Competence in ASL: Identity and Language Issues, *Timothy Reagan*. Papiamentu/u: The Language that Identifies the People of Aruba and Curaçao, *Keisha Irma Wiel*. Reading—From Hating to Loving: High School Students' Identities, Honored through Culturally Relevant Literature, *Mia Angelica Sosa-Provencio*. **SECTION III: LANGUAGE, IDENTITY AND THE PROFESSIONS.** Stayers and the Leavers: The Identity of S/FL Teachers at a Time of Critical Shortage, *Peter B. Swanson*. English as a Dominant Language: Locating Foreign Language Teaching within Bourdieu's Framework of Capital, *Jihyun Nam*. Identity Negotiation in the Workplace: Shifting Between Imposed, Claimed, and Negotiable Identities, *Gloria Vélez-Rendón*. Confessions of a Cultural Drag Queen, or Reflections on Acting Like the Native Speaker in Foreign Language Education, *Jennifer Wooten*. **SECTION IV: LANGUAGE, IDENTITY AND POLICY.** Examining Professional Identity Development through L2 Student Teacher Journals, *David R. Byrd*. Language Educational Policy and the Children of Economic Migrants: Learning from the Experiences of South American Families in Japan, *Cheiron McMahill and Erica Muramoto*. Wat is 'n Suid-Afrikaner? Constructions of Identity in the New South Africa, *Timothy Reagan*. Language Use in the Education of Elementary School Children in Kinshasa Congo, *Karen M. Van Wyk*. Language Rights in the United States Constitution and the Civil Rights Act of 1964, *Eduardo D. Faingold*. **SECTION V: LANGUAGE, IDENTITY AND PEDAGOGY.** Re-Conceptualizing Teacher and Learner Identities for a Paradigm Shift Towards a Cosmopolitan English Education Curriculum, *Naghmana Ali*. The Crossing Over—When Vernacular Language Speakers Become Teachers of Major Languages, *Clover McKenzie, and Judith Orogun*. Power Dynamics in a Multilingual Korean Language Classroom and Pedagogical Implications, *Jeeweon Shin*. Discovering Cultural/Linguistic Identities for Borderland 3 Pre-Service Teachers to Enhance Academic Writing, *Nancy Wasser*. Should There Be a Sixth "C"? Critical Pedagogy in the Foreign Language Teaching and Learning Context, *Timothy Reagan*. **SECTION VI: LANGUAGE, IDENTITY AND THE LEARNER.** Exploring the Value of Heritage Languages and Cultures in Public Schools in a Globalizing World: The Case of Mandarin Classes in a Secondary School, *Roumiana Ilieva*. Short-Term Study Abroad and Cultural Sessions: Issues of L2 Development, Identity, and Socialization, *John Schwieter and Sarah J. Kunert*. A Study of Communication Strategies Used by EFL Learners, *Huei-Chun Teng*. Learning English as a Foreign Language: Act of Identity or Act of Conformity? *Gerrard Mugford*. Index. About the Contributors.



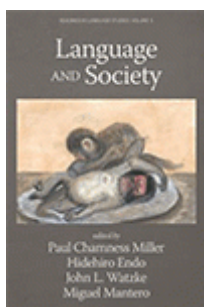
Language and Social Justice

Miguel Mantero, The University of Alabama; John L. Watzke, International Society for Language Studies, Inc.; Paul Chamness Miller

2022. Paperback 978-1-64802-762-8 \$72.99. Hardcover 978-1-64802-763-5 \$104.99. eBook 978-1-64802-764-2 \$85.

Language and Social Justice is the fourth volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Miguel Mantero, John L. Watzke, and Paul Chamness Miller, volume four sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and social justice in three thematic sections: culture, teaching practices & pedagogy, and policy. A resource for scholars and students, Language and Social Justice represents the latest scholarship in new and emergent areas of inquiry.

CONTENTS: Introduction. **SECTION I: LANGUAGE, CULTURE AND SOCIAL JUSTICE.** Language Ideologies in an Anglo-Controlled Bilingual Charter School: A Teacher's Reflections, *Malathi Iyengar*. Differences in Expressions of Social Justice Evidenced in College Students' Fables, *Bettina Murray*. Creating Russian-American Identities in Recent American Fiction: Two Perspectives, *Julia Stakhnevich*. Que revolu: The !Atrevete y Dilo! Campaign and Language Legitimation in Puerto Rico, *Ashlee Civitello and Elaine M. Shenk*. Idiomaticity and Language Use: A Sociolinguistic Investigation in the Philippines, *Yvonne Velasco*. **SECTION II: LANGUAGE TEACHING PRACTICES, PEDAGOGY, AND SOCIAL JUSTICE.** Intersections of Study Abroad, Social Capital, and Second Language Acquisition, *John Schwieter and Aline Ferreira*. Ableism and Social Justice in Higher Education: GTAs Readiness and Attitudes Towards Accommodating Students With Disabilities, *Muriel Gallego and Carey Busch*. Multicultural Social Justice Education through the Lens of Positioning: English Language Learners in K-12 Contexts, *Hayriye Kayi-Aydar*. Social Justice through Critical Language Pedagogy in the Heritage Language Classroom, *Ariana Mrak*. Non-Native Teachers and English Language Teaching: Critical Social Choices in the Mexican Context, *Gerrard Mugford*. A Transformative Educational Experience in San Andres, Colombia, *Maria Montoya, Carol Dean, and Diane Mancini*. College English Instructors' and Students' Preference for Types of Written Corrective Feedback on Expository Compositions: Challenges, Inequalities and Opportunities, *Janet Oab*. Doing Critical Pedagogy in Neoliberal EFL Spaces: Negotiated Possibilities in Korean Hagwons, *Gordon West*. Cross-Cultural Equity: Pathway for Impoverished and Marginalized Students in Two-Way Bilingual Immersion Programs, *Ana Hernandez and Annette Daoud*. **SECTION III: LANGUAGE POLICY AND SOCIAL JUSTICE.** Language rights for Mexican Americans and the Treaty of Guadalupe Hidalgo, *Eduardo Faingold*. Language Policy and Social Justice in Quebec, *Patrick-Andre Mather*. Analysing Language Policy Texts: A Two-Pronged Approach, *Dilhara Premaratne*. The Discursive Construction of Pro-Nuclear Ideology post-3/11: A Critical Discourse Analysis of the Oi Reactors Restart Decision, *Nicholas Drane*. Index. About the Editors. About the Contributors.



Language and Society

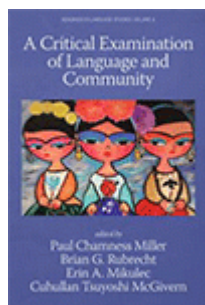
Paul Chamness Miller; Hidehiro Endo, Akita International University; John L. Watzke, International Society for Language Studies, Inc.; Miguel Mantero, The University of Alabama

2022. Paperback 978-1-64802-765-9 \$72.99. Hardcover 978-1-64802-766-6 \$104.99. eBook 978-1-64802-767-3 \$85.

Language and Society is the fifth volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, Hidehiro Endo, John L. Watzke, and Miguel Mantero, volume five sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and society in three thematic sections: teaching practices & pedagogy, policy, and culture. A resource for scholars and students, Language and Society represents the latest scholarship in new and emergent areas of inquiry.

CONTENTS: Introduction. **SECTION I: LANGUAGE TEACHING PRACTICES, PEDAGOGY, AND SOCIETY.** Classroom as Society: Using Peer Review to Teach an Unfamiliar Writing Style in Foreign Language Writing Instruction, *Brian G. Rubrecht*. A Critical Examination of Foreign-Language Individuality: Choices, Conflicts, and Dilemmas, *Gerrard Mugford*. Reading the Community Critically in the Digital Age: A Multiliteracies Approach, *Rosa Alejandra Medina-Riveros, Luz Maribel Ramírez-Galindo, and Amparo Clavijo-Olarte*. Examining the Role of Critical Pedagogy in Japanese University

Students' Desire to Learn English, *Takayo Kawabe*. Challenges and Transformations: Using Narratives to Forefront Writing Pedagogy, *Nancy Wasser*. Evaluative Expressions in Persuasive Essays Produced by L2 Learners of Japanese, *Kazumi Matsumoto*. **SECTION II: LANGUAGE, POLICY, AND SOCIETY.** Linguistic Implications That Aid or Undermine National Unification: In France and the Former Yugoslavia, *Anton Vegel*. "Policy Borrowing" and Compatibility: Critical Discourse Analysis on the CEFR, CEFR-J, and JF Standard, *Shinji Kawamitsu*. The "Others" Fight Back: Struggles for Language Rights in Japan, *Tamara M. Chung Constant*. War, Peace, and Language, *Charles Kowalski*. **SECTION III: LANGUAGE, CULTURE, AND SOCIETY.** Identifying and Identified—in Vain: Autoethnographic Inquiry into Language, Gender, and Identity, *Aya Kitamura*. Desired Communities and Conflicting ESL Identities: Negotiating Identities Across Composition Classes, *Heejung Kwon*. What Makes Students' Lives Challenging? Major Educational Issues Facing Japanese Sojourner Students in the Midwestern United States, *Reiko Akiyama*. Evaluating Concepts of Face, *Lin Tao*. Index. About the Editors. About the Contributors.



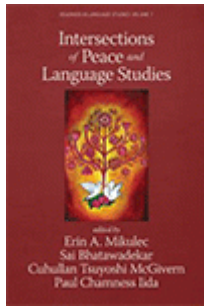
A Critical Examination of Language and Community

Paul Chamness Miller; Brian G. Rubrecht; Erin A. Mikulec; Cuhullan Tsuyoshi McGivern

2022. Paperback 978-1-64802-768-0 \$72.99. Hardcover 978-1-64802-769-7 \$104.99. eBook 978-1-64802-770-3 \$85.

A Critical Examination of Language and Community is the sixth volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, Brian G. Rubrecht, Erin A. Mikulec, and Cu-Hullan Tsuyoshi McGivern, volume six sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and community through a variety of themes. A resource for scholars and students, *A Critical Examination of Language and Community* represents the latest scholarship in new and emergent areas of inquiry. Readings in Language Studies, Volume 6: *A Critical Examination of Language and Community* features international contributions that represent state-of-the-field reviews, multi-disciplinary perspectives, theory-driven syntheses of current scholarship, reports of new empirical research, and critical discussions of major topics centered on the intersection of language and community. Consistent with the mission of ISLS, the collection of 14 chapters in this volume seeks to "bridge arbitrary disciplinary territories and provide a forum for both theoretical and empirical research, from existing and emergent research methodologies, for exploring the relationships among language, power, discourses, and social practices."

CONTENTS: Introduction. Language Rights for Minorities and the Right to Code-Switch in the United States Workplace, *Eduardo D. Faingold*. Do Experiences of Teaching Abroad Impact Identity Transformation in Second Language Teachers? *Keiko Kitade*. Language Engineering in Totalitarian Regimes: Controlling Belief and Behavior Through Language, *Timothy G. Reagan*. Dramaturgical Critical Analysis: A Case for Performance Plays to Stage Critical Multicultural Analysis of Literature, *Paulo Andreas Oemig*. Critical Sociolinguistics and Commodification: Studying English as a Foreign Language in Mexico, *Gerrard Mugford*. (Mis)understanding in the Language Classroom: The Case of a Japanese Student and a Brazilian English Language Teacher, *Priscila Leal*. Researching College Community Services Engages Isolated Foreign-Born English Language Learners in Campus Life, *Bettina P. Murray*. Testing the Grounds of Reciprocity and Multilingualism: Forays into Writing Collaborations among L2 and L1 Writers, *Mary Jeannot and John Eliason*. Hispanic Settlement in Rural Settings: The Role of Language in Adaptation, *María Cristina Montoya and Ho Hon Leung*. Critical Analysis of Nation-Building and Maintenance Through Discourse: Transition in Slovenia, *Anton Vegel*. The Benefits of Play-Based Learning in a Native American Community, *Thomas M. Hill, Jr.* Discourse, Globalization, and the Translocalization of Gangspeak: Evidence from Trinidad, *Renée Figuera and Wendell C. Wallace*. Reaching Outside the Classroom: A Qualitative Look at the Effects of Community on the Heritage Language Development of University Students, *N. Ariana Mrak*. Literacy Practices and Identity Construct: A Critical Discourse Analysis with an SFL Perspective, *Leonor Juárez García*. About the Editors. About the Contributors.



Intersections of Peace and Language Studies

Erin A. Mikulec; Sai Bhatawadekar; Cuhullan Tsuyoshi McGivern; Paul Chamness Iida

2022. Paperback 978-1-64802-771-0 \$72.99. Hardcover 978-1-64802-772-7 \$104.99. eBook 978-1-64802-773-4 \$85.

Readings in Language Studies, Volume 7: Intersections of Peace and Language Studies features international contributions that represent state-of-the-field reviews, multi-disciplinary perspectives, theory-driven syntheses of current scholarship, reports of new empirical research, reflections on pedagogical practices, and critical discussions of major topics centered on the intersection of language studies and peace. Consistent with the mission of ISLS, the collection of 13 chapters in this volume seeks to “bridge these arbitrary disciplinary territories and provide a forum for both theoretical and empirical research, from existing and emergent research methodologies, for exploring the relationships among language, power, discourses, and social practices.”

Language and peace are in themselves incredibly complex concepts. They are simultaneously interpersonal in their function and effect as well as intimately personal in their experience. From everyday communication to the pragmatics of world diplomacy, from embracing a foreign culture to embarking upon a journey of self-awareness, language and peace are inseparably intertwined. To reveal their myriad interconnections, in local and global contexts, is a limitless task; nevertheless, we attempt to bring you a few glimpses from far corners of the world. It is also a linguistic and postcolonial mission of this society and the book series to publish the voices of non-native speakers of English. Decolonizing the academic enterprise is part of our commitment to diversity.

CONTENTS: Introduction. Foreign Popular Media: Boon or Bane for Peaceful Educational Outcomes in Japanese University EFL Learning Contexts? *Brian G. Rubrecht*. For the Peace of Mind of Language Learners: Understanding Constraints on Learners in an EFL Environment, *Chieko Mimura*. Identifying and Identifying With: A Critical Look into Student Interaction with Peace, Activism, Altruism, and Love in a Japanese University Setting, *Kirk R. Johnson and Tim M. Murphey*. Peacebuilding and Social Justice in English as a Foreign Language: Classroom Experiences from a Colombian High School, *Yecid Ortega*. Incorporating Peace Education into EFL, *Maki Taniguchi*. Critical Foreign Language Pedagogy: Peace Education & Confronting and Negotiating Aggressive Situations, *Gerrard Mugford*. Social Dispositions Against Women in Bangladesh: Using Critical Media Literacy to Promote Social Justice, *Sabiha Sultana and K. C. Nat Turner*. Bilingual Teacher Candidates Speak of Peace, Language, and Identity: Reflecting on the Era of Restrictive Language Policies in California, *Ana M. Hernández*. The Tattooed Body Speaks Peace: Centering the Male Brown Body as Language of Rebellion, Resilience, and Emancipation, *Mia Angélica Sosa-Provencio and Tamara Anatska*. Pragmatic Acts of the Talking Drum in Pre-Colonial Yoruba Warfare and Peace Initiative, *Waheed A. Bamigbade*. The Roles of Language Use in the Elusive Peace of the Nigerian Social and Political Landscapes, *Babatunji Adepaju*. Investigating Language Politics Before and After the 2016 U. S. Election, *Nicole King, Jackie Ridley, and Esther Yoon*. The Role of Language in the Western Sahara Conflict Between Algeria and Morocco, *Kamal Belmihoub*. Waging War in the Language of Peace: The Use of Esperanto as the “Aggressor Language” by the U.S. Army, *Timothy Reagan*. About the Editors. About the Authors.



Book Order Form

IAP - Information Age Publishing, Inc.
Special Sale Price: \$39.99 for each paperback and \$69.99
for each hardcover (plus s/h)

Special Paperback Set Price: \$36.50 per book + FREE SHIPPING when you order the complete series.

Title	Qty	\$ Paperback	\$ Hardcover
Engaging in Critical Language Studies			
Critical Perspectives on Teaching, Learning, and Society			
Language Across Disciplinary Boundaries			
Language and Power			
Language and Identity			
Language and Social Justice			
Language and Society			
A Critical Examination of Language and Community			
Intersections of Peace and Language Studies			

Standard Shipping and Handling for Books:
\$7.50 handling fee on U.S. orders; \$9.00 for the rest of the world
plus \$3.00 shipping per book
Online shopping available at www.infoagepub.com

Subtotal: _____
 Handling: _____
 Shipping: _____
 Order Total: _____

Card Number: _____ Exp. Date: _____ CVV2 Code: _____

Name on card: _____

Signature: _____

Billing Address: _____

Shipping Address: _____

City: _____ State/Province: _____ Postal Code: _____ Country: _____

Phone: _____ Fax: _____ Email: _____

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com