

Glynn, C., Wesely, P., & Wassell, B. (2014). *Words and Actions: Teaching Languages Through the Lens of Social Justice*. ACTFL. Print member price: \$22.95. Print non-member price: \$26.95. eBook member price: \$10.95. eBook non-member price: \$12.95

In Sonia Nieto's foreword to *Words and Actions*, she identifies a possible pitfall in multicultural education and language teaching, namely, that they can be "based on shallow ideas that can perpetuate stereotypes and racism" (g). She introduces Glynn, Wesely, and Wassell's book as a project that addresses the potentially superficial cultural content of world language instruction through social justice. *Words and Actions* enters the debate on the "definition and scope of language education" with the authors' belief that social justice "positively influences *all* students" and thus is valid in its questioning of mainstream language and culture teaching (i). The three authors, Cassandra Glynn from Concordia College, Pamela Wesely from the University of Iowa, and Beth Wassell from Rowan University, teach and research world language teaching, and all three have had prior K-12 teaching experience in various languages. As educators of teachers and teachers themselves their goal is to support teachers "in recognizing their students' diverse backgrounds, while also supporting students' ability to think critically about the world around them" including their own identities, their local communities, and the target culture (i). The authors advocate that teachers take an inclusive, social justice stance in order to achieve this goal. What *Words and Actions* ultimately does it to provide a clear, precise step-by-step guide for instructors wishing integrate social justice approaches and perspectives into their world language classrooms.

In Chapter 1, the authors provide thorough definitions for several basic terms and their arguments for the integration of social justice into the world language classroom. They look to the work of Sonia Nieto for their definition of and goals pertaining to social justice education, with its four components summarized here: 1. disrupting discriminatory notions of others, 2. providing necessary resources to students for learning, 3. recognizing students' strengths in learning, and 4. creating a "learning environment that promotes critical thinking and agency for social change" (2). Throughout the course of the book, the authors do address the integration of all four components into the language classroom. Their arguments for the inclusion of a social justice are rooted in language education standards. They are clear on how the goals of a social justice stance in language teaching work well within the ACTFL standards and other major frameworks.

Chapter 2 of *Words and Actions* addresses specifically components 2 and 3 of Nieto's definition of social justice education. The chapter covers how teachers can develop awareness of their frame of reference and those of their students as the essential starting point of social justice education. Chapter 3 introduces unit planning based on backwards design and standards integration and is invested in Nieto's components 1 and 4. Chapter 4 stands out as the most immediately useful chapter in the book, as it is targeted at world language instructors who wish to integrate social justice into their lessons while working with existing mandatory textbooks and within a system of national or local standards. Chapter 5 covers social justice education on a day-to-day level with lesson planning. With an emphasis on components 3 and 4 of Nieto's definition of social justice education, chapter 6 addresses assessment and reflection, including student and teacher reflection and self-assessment. Chapter 7 addresses lingering questions from real teachers about implementing social justice in the world language classroom.

The major strengths of *Words and Actions* are its linguistic clarity and brevity, and transparency in its goals and sources. The book's structure, which is laid out in chapter 1, makes it easily accessible for teachers of all levels of experience and training. Each chapter of *Words and Actions* opens with a hypothetical vignette of instructors planning a social justice approach to a unit, lesson, or other instructional component of a class. It then moves to step-by-step instructions for whatever class component the chapter is covering, usually including several example templates and activities that could be easily adapted for individual classrooms. The chapter ends with a task for the reader and/or reflective questions and then a reference section for further reading. This practical approach taken by the authors should make transforming social justice ideas into concrete lessons and units as smooth as regular lesson planning. Additionally, their focus on standards bolsters their argument that social justice can be at home in the language classroom and gives teachers theoretical support for their decision to include it. The authors do not investigate where standards might limit the social justice stance, but to draw out the tensions between standards and social justice education is not the objective of this book. However, a critical look at this relationship might prove to be a worthwhile contribution to the development of language education and the standards themselves.

The book is intended for K-12 world language instructors, though instructors at secondary institutions will find it just as valuable as a resource for their teaching. The guidelines and questions for reflection that Glynn, Wesely and Wassell provide for teachers could enable them, through a social justice stance, to set up a world language classroom in which they recognize and work with student diversity and in which students are supported in their critical thinking development. In addition to being an introduction to social justice language teaching, the book provides a brief but solid foundation in backwards design, standards integration, unit planning, lesson planning and IPA style assessment. Though *Words and Actions* situates itself on a sound theoretical basis, it is foremost a practical manual responding to a need in the profession: a thorough, easily adaptable introduction on how to bring social justice into the classroom.

Sophia Clark, Vanderbilt University
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