



Amanda J. Godley · Jeffrey Reaser

Critical Language Pedagogy

Interrogating Language, Dialects,
and Power in Teacher Education

New York, 2018. XXVI, 174 pp. 10 tables
Social Justice Across Contexts in Education. Vol. 9

hb. ISBN 978-1-4331-5303-7
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

eBook ISBN 978-1-4331-5306-8
CHF 45.- / €^D 40.95 / €^A 41.00 / € 34.20 / £ 28.- / US-\$ 40.95

Prices are subject to change and do not include shipping and handling. CHF – RRP incl. VAT (valid for Switzerland). €^D – fixed retail price incl. VAT (valid for Germany and EU customers without VAT Reg No). €^A – fixed retail price incl. VAT (valid for Austria). US-\$/£/€ – RRP excl. VAT.



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New publication

Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education demonstrates how critical approaches to language and dialects are an essential part of social justice work in literacy education. The text details the largest and most comprehensive study ever conducted on teachers' language beliefs and learning about dialects, power, and identity. It describes the experiences of over 300 pre- and in-service teachers from across the United States who participated in a course on how to enact Critical Language Pedagogy in their English classrooms. Through detailed analyses and descriptions, the authors demonstrate how the course changed teachers' beliefs about language, literacy, and their students. The book also presents information about the effectiveness of the mini-course, variations in the responses of teachers from different regions of the United States, and the varying language beliefs of teachers of color and White teachers. The authors present the entire mini-course so that readers can incorporate it into their own classes, making the book practical as well as informative for teachers, teacher educators, and educational researchers. *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* provides a much-needed theoretical explanation of Critical Language Pedagogy and, just as importantly, a detailed description of teacher

learning and a Critical Language Pedagogy curriculum that readers can use in K-12, college, and teacher education classrooms.

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