

Department of Modern Languages
Term Tenure Reading List

BOOKS

Smith, David, and Barbara M. Carvill. *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. Grand Rapids, Mich: W.B. Eerdmans, 2000. Print.

- Abstract: A pioneering look at the implications of Christian faith for foreign language education. It has become clear in recent years that reflection on foreign language education involves more than questioning which methods work best. This new volume carries current discussions of the value-laden nature of foreign language teaching into new territory by exploring its spiritual and moral dimensions. David Smith and Barbara Carvill show how the Christian faith sheds light on the history, aims, content, and methods of foreign language education. They also propose a new approach to the field based on the Christian understanding of hospitality.

ARTICLES

Scott, Lindy. "Christians, Foreign Languages, and the Immigration Debate." *Journal Of Christianity And Foreign Languages: Journal Of The North American Christian Foreign Language Association (NACFLA)* 8.(2007): 71-78. *MLA International Bibliography*. Web. 7 Feb. 2017.

- ABSTRACT: Christian professors and students of modern foreign languages have a unique and privileged position to grasp two very important characteristics of Jesus: He is God Incarnate and He is the Immigrant par excellence. We who learn a second language have acquired the possibility of traveling the globe and conversing with people in their own languages. As we struggle to communicate with our global neighbors on their terms and on their turf we begin to appreciate God's great love when He took on human flesh in Jesus Christ. In addition, anyone who has learned another language also has the privilege of helping immigrants who speak that language receive a genuine welcome. Jesus, in his great sermon in Matthew 25:31-46, proclaimed that our treatment of the least of these his siblings, was, in fact, directed towards him. Foreign language acquisition enables us to show hospitality in ways that help us to better understand our God.

Smith, David I. "On Viewing Learners as Spiritual Beings: Implications For Language Educators." *Journal Of Christianity And Foreign Languages: Journal Of The North American Christian Foreign Language Association (NACFLA)* 9.(2008): 34-48. *MLA International Bibliography*. Web. 7 Feb. 2017.

- Abstract: This article, first presented as a plenary address at the CELT 2007 conference at Seattle Pacific University, explores the implications of challenging reductive understandings of learners in language classrooms and working instead with a conception of the learner as a spiritual being. Some reasons why it has been difficult to frame a place for spirituality in accounts of the language learner are described, and an example is examined of an attempt to design a sequence of classroom learning in the light of a concern for students' spiritual growth.

Osborn, Terry A. *Teaching World Languages For Social Justice: A Sourcebook of Principles and Practices*. Routledge, 2006. Chapter 4. : The Politics of Grammar and Vocabulary. p. 57

- *Teaching World Languages for Social Justice: A Sourcebook of Principles and Practices* offers principles based on theory, and innovative concepts, approaches, and practices illustrated through concrete examples, for promoting social justice and developing a critical praxis in foreign language classrooms in the U.S. and in wider world language communities. For educators seeking to translate these ideals into classroom practice in an environment dominated by the current standards movement and accountability measures, the critical insights on language education offered in this text will be widely welcomed. The text is designed as a sourcebook for translating theory into practice. Each chapter includes the theoretical base, guidelines for practice, discussion of the relationship to existing practices in the world language classroom, suggestions for activity development (which can be integrated into a professional portfolio), illustrative examples, questions for reflection, and additional suggested readings. *Teaching World Languages for Social Justice* is a primary or supplementary text for second and foreign language teaching methods courses and is equally appropriate for graduate courses in language education or educational studies.

Yorba-Gray, Galen. "The Personal Narrative Journal In The Christian Foreign Language Classroom." *Journal Of Christianity And Foreign Languages: Journal Of The North American Christian Foreign Language Association (NACFLA)* 7.(2006): 44-66. *MLA International Bibliography*. Web. 7 Feb. 2017.

- The paper considers how Saint Augustine's use of personal narrative as a form of spiritual exploration can be suggestive for journaling practices in the language classroom that could contribute not only to linguistic and critical thinking skills, but also to students' spiritual formation.

Prompts:

1. Given that the overall ethos that guides our educational practices in the Department of Modern Languages is "to feature the humanity of the stranger as fully as possible throughout our curriculum," how might you implement this as a curricular goal at the beginning, intermediate or advanced levels of undergraduate language study?
2. What does a hospitable Christian community look like in a religiously and culturally pluralistic society? How might the competencies and skills developed through language study contribute to the formation of hospitable Christian communities that are equipped to engage with the plurality of cultures that comprise contemporary world?