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In Pursuit of a Multilingual Equity Agenda: SFL Teacher Action Research by Meg Gebhard and Kathryn Accurso (Routledge, 2023) offers K-12 teachers, teacher educators and their students, and scholars a set of action-research case studies by teachers who designed, implemented, and studied curricular interventions in a range of multilingual/multicultural contexts where they work. Its chapters are organized to present problems of practice that the teachers' literacy instruction addresses as they also align their instruction with state standards and foreground issues of equity. The book centers the professional voices of practicing teachers who model new ways of acting as change agents and generators of knowledge about literacy from an informed position inside their classrooms.

At the same time, the volume is a valuable introduction to praxis with systemic functional linguistics (SFL), the meaning-focused theory of language in context developed by Michael Halliday, with particular emphasis on tackling long-standing inequities related to race, class, language, and immigration status in literacy education. Working closely with teachers in elementary and secondary contexts and across a range of content areas, Gebhard and Accurso present accessible and inspiring examples of how K-12 teachers used SFL and teacher action research to enact a multilingual equity agenda.

In chapter one the editors define this agenda as focused on students who have been marginalized in schools because their language practices have been racialized or otherwise stigmatized by persistent ideologies shaping public education in the United States. Chief among the ideologies are: (1) unexamined beliefs about grammar; (2) misguided commitments to English monolingualism and the supremacy of national varieties of written language; (3) deficit thinking regarding the abilities of students officially designated as "English language learners," especially those of color; and (4) the belief that student learning and teacher professional development are primarily individual accomplishments rather than collective activities that require sustained institutional investments and political will.

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Each subsequent chapter then presents a teacher's account of the ways SFL's meaning-making conception of grammar gave them the conceptual and pedagogical tools they needed to push beyond viewing linguistic forms as operating discretely at the sound, word, or sentence levels. The teacher-authors' conceptualization of grammar as an individual and societal linguistic resource that expands and changes over time enabled them to support their students to use language effectively in a range of functions across home, peer, community, and academic worlds. Rather than drills and tests that assess multilingual learners' linguistic behavior in relation to standardized white-middle class norms, elementary and secondary teachers report on how they used SFL-informed pedagogy to value students' linguistic and cultural resources while also scaffolding the literacy practices students needed to construct grade level knowledge in specific content areas (English language arts, math, science, social studies, art, and Spanish).

Teachers' pedagogical approaches are guided by a reconceptualization of SFL's Teaching and Learning Cycle as a guide for planning and action research. The authors describe how SFL analysis of the texts their students would encounter in their subject areas helped them plan the ways they would build students' background knowledge and linguistic resources for reading and writing and participation in contextually and linguistically scaffolded multilingual and multimodal disciplinary reading and writing practices. Several of the authors also analyzed changes in students' written work using rubrics focused on evaluating language and meaning in terms of the context, audience, and disciplinary purpose, some including quantitative data reporting related achievements in students' scores on national and state exams. Collectively, the chapters illustrate how teachers and their students can use a meaning-focused theory of language and its tools to become critical text analysts and develop a metalinguistic awareness of how meaning is made in the types of texts they routinely read, write, and discuss in school.

The authors conceptualize disciplinary literacy development as an inherently multilingual and multimodal process, highlighting the ways translanguaging, images, diagrams, talk, and print function in overlapping and complementary ways to advance students' abilities to read, write, and critically discuss challenging texts for authentic purposes and audiences. They address a

range of subject area literacy practices, including writing biographies in Spanish, producing and analyzing visual art, making scientific observations and writing reports, developing mathematical explanations and creating literary arguments. Authors present data from their classrooms that elevate students' voices and they use their analysis of student work to refine their practices, create rubrics, scaffolds, and other resources for literacy pedagogy, and ask critical questions for further inquiry. The book thus positions teachers as critical change agents pursing an equity agenda in support of their students.

At the same time, the authors push back on inequitable policies and practices in their schools, sometimes in ways that brought about resistance even as they forged deeper and more respectful connections with their multilingual students. The authors' action-oriented pedagogy set high expectations for themselves and their students as they engaged students in sophisticated activities that challenged them as they also revealed and valued the wealth of resources students brought to their classrooms. This work often pushed teachers' colleagues and school administrators to re-think their assumptions about language, learning, and current reform movements (e.g., approaches to teaching reading, student grouping practices, discipline practices).

In the final chapter, the authors engage in dialogue with each other about the work they have written about, highlighting the barriers they faced and revealing the struggles they encountered as they moved between the reality of students' lives and the demands of a mandated curriculum. Many of the authors received recognition for their work, but others worked in isolation and feared retaliation for putting specific inequities in the spotlight. Nonetheless, they used teacher action research and student data to persist and make changes, some of them lasting.

In Pursuit of a Multilingual Equity Agenda places the work of equity-oriented teachers at the center of any attempt to humanize literacy research and practice. The book offers teachers and teacher educators inspiration and resources to support such an agenda, with concrete suggestions about supporting the language and literacy development of multilingual learners across grade levels and subject areas.

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