

Note from the series editor

In the volume *Aquí se habla: Centering the Local and Personal in Spanish Language Education*, editors Adam Schwartz, Dalia Magaña, Devin Grammon and Sergio Loza highlight the range of tensions involved in Spanish language education across contexts, demonstrating the interconnectedness of relationships, ideology, identity, intersectionality, positionality, and representation in this endeavor. Recognizing tension at multiple scales including macro, meso, micro, and me-cro (Avineri & Baquedano-López, 2024), the editors and authors take a critical approach to examining individual and interpersonal experiences alongside institutional and global dynamics. The volume emphasizes key aspects of Spanish language education in traditional classroom contexts and beyond, including *amor propio*, linguistic insecurity, linguistic leadership, affect, markedness, belonging, private vs. public space, counterstories. They highlight the complexity of curriculum design, pedagogical decision-making, community engagement, researcher ethics, institutional engagement, and language access. Furthermore, the editors and authors engage with critical aspects of identity and representation (e.g., race, class, language variety) as well as social issues (e.g., healthcare, international education) across contexts. Their focus on Spanish language ideologies and practices in both educational and community-based settings is compelling and significant.

The authors represent a wide range of Spanish users, learners, and educators, integrating voices and perspectives that meaningfully highlight reflexivity, negotiation, and dialogue. The editors sat in conversations with contributors and share transcripts of these with the reader, providing further opportunities for meaningful engagement in the topics and tensions highlighted in each section. The editors and authors also seek to engage a broad range of audiences, through their exploration of diverse contexts as well as their intentional use of language in the volume itself.

Taking up Avineri's challenge to 'pay attention to the tension to set intention' (2024), they not only identify key tension points (embodied/institutional knowledge, home/abroad, local/medical, visibility/invisibility) but also collectively imagine more just and equitable engagement moving forward. Inherent in the book is an advocacy orientation, through its inclusion of multiple stories and a call to action for the reader. Overall, the volume highlights the complexity of Spanish language education and advocates for inclusion, equity, and representation to foster meaningful learning and relationship-building across contexts. The volume is a unique contribution to critical applied linguistics, which will foster deeper reflection and

critical engagement among future scholars, educators, and practitioners in the field and beyond.

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About the book series

The *Critical Approaches in Applied Linguistics* book series focuses on methods of inquiry, approaches, theories, concepts, and topics in applied linguistics that are critical in nature – that is, geared toward interrogating the relationship between language and the (re)creation of present and possible worlds. The field of applied linguistics has traditionally focused on ‘real world issues’. In recent years, there has been a socially-oriented turn that considers issues including language policy, language assessment, language acquisition, discourse, and other topics from a critical perspective. This critical approach not only describes social issues but recognizes societal inequities and seeks to intentionally address them. The series has a social change and social justice orientation to allow editors, authors, and readers to engage in critical dialogue about relevant topics from an applied linguistics perspective.

The books in the series take interdisciplinary approaches to focus on key topics (e.g., language and education; language, race, and racism; heritage language socialization; heritage and indigenous language education) using a range of methodological approaches (e.g., critical discourse analysis, participatory action research, narrative inquiry, ethnographies, case studies). This book series provides a distinctive forum for scholars and practitioners to engage with these approaches and topics to move towards social action around the world. Early career scholars are especially encouraged to submit proposals to the series.