



## The Office of Bilingual Education and World Languages of the New York State Education Department



# 2026-27 Statewide Book Study on Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) is proud to sponsor the 2026-27 statewide book study on Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education by Manuela Wagner, Fabiana Cardetti, and Michael Byram. This book study will be presented by a team of facilitators who were trained by Manuela Wagner and Lea Graner Kennedy last year. NYS world language educators from district, charter, religious, and independent schools, as well as administrators who supervise world language departments, are encouraged to participate.

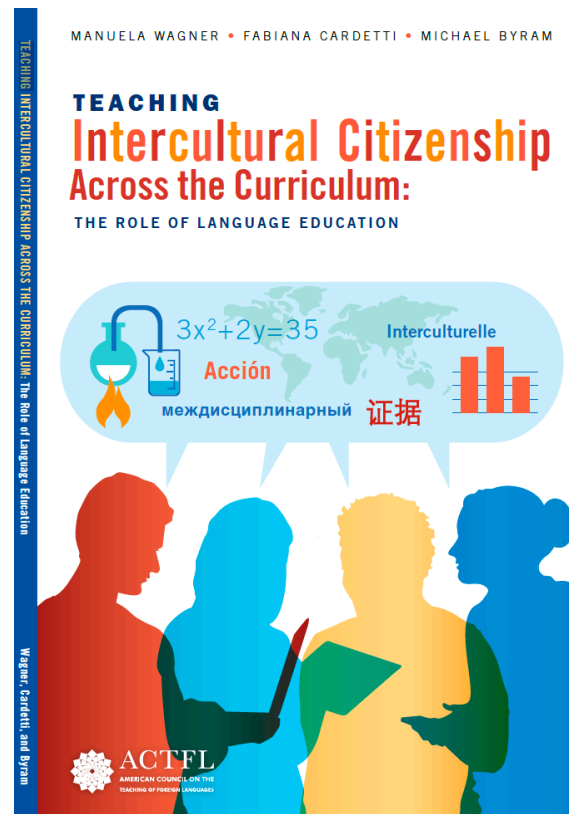
To register for this book study, click [here](#).

This text explores how language educators can advocate for and illustrate the importance of language education not only for their students' education but also for their ability to solve complex problems we urgently need to address. This book introduces readers to theory and practice in planning, teaching, and assessing intercultural communication and citizenship across the curriculum. Teachers, teacher educators, and curriculum designers gain a better understanding of designing (world) language curricula for intercultural citizenship by making connections to the students' knowledge and experiences from other subjects. This enables students to apply what they learn in language education in their lives in the here and now.

The aim of the book is also to help language educators work together with teachers of other subjects (e.g., mathematics, sciences, English language arts) to broaden students' understandings and strengthen their intercultural citizenship development. Theoretical investigations are illustrated with practical examples and lesson plans from world language education and linked to other subjects through discipline-specific content. Questions for reflection encourage the reader to interact more deeply with the concepts and the suggested examples. Supporting materials are provided which teachers can adapt for implementation in their own program. The book study is structured so that time will be provided during each meeting for small groups to process and apply new ideas to school contexts.

Book study groups will meet monthly from October to June from **3:45-5:00pm via Zoom**. [October 5<sup>th</sup>, November 9<sup>th</sup>, November 30<sup>th</sup> (counts as December date), January 4<sup>th</sup>, February 22<sup>nd</sup>, March 8<sup>th</sup>, May 3<sup>rd</sup>, June 14<sup>th</sup>.]

Attendance policy: participants must attend at least seven of the eight book study meetings in full (from 3:45-5:00pm) in order to receive CTLE/attendance credit. Those who attend all meetings in full will earn 20 hours and those who attend at least seven of the meetings in full will earn 17.5 hours. While participants who will attend less than seven full meetings are welcome to continue attending meetings, no credit will be awarded.



Attendees will be sent a hardcopy book prior to September 15<sup>th</sup> at no charge. The preference is to Participants must have a reliable internet connection, a laptop, desktop computer, or tablet with a functioning webcam and microphone, as well as a suitable, distraction-free environment in which to participate in the book study. Because of the interactive nature of this facilitator book study, participants will not have the option of joining the meetings using a smartphone. There is no cost to participate in this book study.

Please contact Candace Black via phone (585.356.0951) or email ([candace.black@nysed.gov](mailto:candace.black@nysed.gov)) with any questions regarding this book study.

Visit our [professional learning website](#) for more information.