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Today, the need for change in foreign language (FL)<sup>1</sup> education is dire because precious few language learners exit grade 12 or universities with a level of language proficiency that appropriately reflects the time they've invested in attempting to learn the target language. While there are many reasons that contribute to the lack of success of today's conventional K-12 and post-secondary FL programs (see, for example, Reagan & Osborn, 2002; Cammarata, Tedick, & Osborn, Chapter 1, this volume; Martel, Chapter 5, this volume), this volume makes the case that the nature of such programs is much the cause. By and large, their curricular structures remain grammar driven, failing to (1) engage learners in cognitively stimulating tasks and (2) connect with learners' lived experiences and, thus, entice them to learn languages or use them beyond the classroom walls.

In the past two decades, several renowned scholars in the field have challenged the status quo, arguing that it is essential for us to find more effective ways to engage learners in the pursuit of language learning. They have also argued that FL education could play a more significant role in learners' lives as issues of language education are fundamental to any stated or implicit goals of a just society, that is, a society oriented toward the defense of human, linguistic, and environmental rights (e.g., Guilherme, 2002; Osborn, 2000, 2002, 2006; Reagan, 2007; Reagan & Osborn, 2002; Shohamy, 2001; Skutnabb-Kangas, 2000; Tollefson, 2002). Charging language scholars and teachers with a responsibility to understand the broader implications of their endeavors (e.g., Roberts, Austin, & Saito-Abbott, 2003), this discussion has to date: (1) helped identify and clarify the field's potential to support learners' overall intellectual and academic development beyond the expected acquisition of an additional language, and (2) clarified the need to reconsider the content we utilize to teach languages.