

NECTFL REVIEW

**A Journal for K – 16+
Foreign Language Educators**



**Northeast Conference
on the Teaching of Foreign Languages**

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The Northeast Conference on the Teaching of Foreign Languages serves educators in all languages (including classical, less commonly taught, and ESL), at all levels from kindergarten through university, in both public and private settings. In existence since the late 1940s, NECTFL is the largest of five regional associations of its kind in the United States, representing educators from Maine to Virginia but exercising leadership nation-wide.

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Our sincere gratitude to the following individuals who have agreed to serve as reviewers of manuscripts submitted for publication in the *NECTFL Review*. We cannot fulfill our mission without them!

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From the 2018 Conference Chair



Dear Friends and Colleagues,

As we begin a new academic year, preparations continue apace for the 64th Annual Northeast Conference on the Teaching of Foreign Languages. I am honored to have been selected to serve as conference chair for the 2018 conference which will be held February 8-10, 2018 at

the New York Hilton Midtown. Our conference theme is *Unleashing the POWER of Proficiency*.

The 2018 Northeast Conference will feature fifteen preconference offerings and approximately 150 concurrent sessions. This year's keynote speaker will be Dr. Eileen Glisan, co-author of one of the best known and time-honored methods textbooks for world language teachers, *Teacher's Handbook: Contextualized Language Instruction*. Dr. Glisan along with Dr. Richard Donato have led the efforts to identify and articulate High Leverage Teaching Practices (HLTPs) for world language teaching, which have become known as the ACTFL Core Practices. In addition, the Program Committee has identified ten sessions with particularly strong connection to conference theme that will be denoted as "Featured Sessions." There will also be a particularly robust series of offerings for FLES teachers along with the traditional favorites like the #techlab and the Research Roundtables.

This issue of the *NECTFL Review*, curated by longtime editor Dr. Robert Terry, maintains the long tradition of publishing rigorously peer-reviewed articles and thorough reviews of instructional materials. Watch for announcements related to an upcoming special edition of the *NECTFL Review* containing contributions from presenters from the 2017 NECTFL Conference: *Strengthening World Language Education: Standards for Success*.

On behalf of the entire Board of Directors and staff of NECTFL, I extend to you my sincerest best wishes for an inspiring, productive and successful academic year ahead and deepest thanks for your ongoing support and dedication to the mission of the Northeast Conference.

Bill Heller

A Message from the Executive Director of NECTFL



Greetings and welcome to the 2017-18 academic and conference year!

Since our last issue was published in January, first a brief word about our 2017 conference, deftly chaired by Carole Smart, Newmarket HS (NH), retired. Our theme, *Strengthening World Language Education: Standards for Success*, was explored in depth through workshops, sessions, and across our special strands. A huge thank-you to the many presenters who gave of their time, energy, and

expertise to make the conference a huge success! Stay tuned for the special conference edition of the *NECTFL Review* dedicated to the conference theme, which will appear in December 2017.

With preparations for the 2018 conference well under way, I would like to take this opportunity to invite you to attend February 8-10 in New York City. Our 2018 Chair, Bill Heller, the NECTFL Program Committee, as well as headquarters staff have all been working hard to lay the foundations and prepare to delve into the theme: *Unleash the POWer of Proficiency*. Professional development is a central component of good teaching at any level and it is truly our honor to be a source of such high-quality, world language-specific professional development for our constituents. Come, learn, share, grow, and disseminate your new knowledge among your colleagues. We are very much looking forward to seeing you in New York!

Finally, I would like to extend my sincere thanks to the contributors to this issue of the *NECTFL Review*, to Robert Terry, Editor, and to Tom Conner, Reviews Editor. It is so important for our region to have this forum and I invite everyone to consider contributing to a future issue.

Best regards,

John Carlino
Executive Director

IN MEMORIAM

STEPHEN L. LEVY



Steve Levy died on December 3, 2016. He was a leader and advocate for the teaching of world languages at the national, regional and statewide level; for him, it was all about the profession and the learner. He authored numerous publications and articles on the teaching of foreign languages. He was the K-12 Foreign Language Department Chairman (Retired) for the Roslyn (New York) Public Schools. When the profession needed him the most, he accepted the role of Acting Executive Director (2001- 2002) of the American Council on the Teaching of Foreign Languages. He was the recipient of numerous awards: he received The Nelson H. Brooks Award for Outstanding Leadership in the Profession for his lifelong contribution at the 2007 Northeast Conference on the Teaching of Foreign Languages. He was respected by many, but more importantly, he touched the lives of students, teachers, colleagues, and friends along the way. He is survived by brothers Martin (Elaine) and Burton, nieces Michelle Mauro (Ken), Allison Foster, Janet Logan (Alan), Aron Maroto (Bernie), and Rachel Bruce (Jason) and nephew Ronald Levy, and many great-nieces and nephews. He will be greatly missed. Donations may be made to: Steve Levy Memorial Fund ACTFL, 1001 N. Fairfax St., Suite 200, Alexandria, VA 22314.

Published in *Newsday* on Dec. 6, 2016 and in *The New York Times* on Dec. 8, 2016.

IN MEMORIAM

THERESE S. (SULLIVAN) CACCAVALE



Therese S. (Sullivan) Caccavale, of Hopedale, MA, formerly of Holliston, died Sunday, March 5, 2017, at Newton-Wellesley Hospital, Newton. She was the wife of Frank S. Caccavale.

For the past 38 years, Terry had worked at the Holliston Public Schools both as the K-12 Foreign Language Coordinator and as a teacher of French. She took great pride in the success of her students.

Terry was born in San Antonio, TX. She was a graduate of Elmira Free Academy, Elmira, NY, Class of 1971 and Cortland State University, Cortland, NY. She earned her M.A. degree in French from Middlebury College in Middlebury, VT.

Terry was named a Chevalier in the Order of the Palmes Académiques by the Prime Minister of the Republic of France in 1999, was a Past President of National Network for Early Language Learning (NNELL), and was a member of the Massachusetts Foreign Language Association (MaFLA).

In addition to her husband, Frank, she is survived by three sons, Samuel J. and his wife Jennifer W. Caccavale of Weymouth; Brian A. and his wife Laura J. Caccavale of Jefferson; Peter G. and his wife Christina M. Caccavale of Norwood; two brothers, Michael P. Sullivan and Timothy E. Sullivan both of Elmira, NY; three sisters, Kathleen A. Sullivan of Geneseo, NY, Maureen R. Sullivan of Rutland, VT, Christine E. Welch of Chicago, IL; her granddaughter, Madelyn; and many nieces and nephews.

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Designing Programs to Foster Intercultural Competence through Interdisciplinary Study Abroad*

Lily Anne Goetz, *Longwood University*

William Holliday, *Longwood University*

Abstract

This article presents a model for a short-term interdisciplinary study abroad program designed specifically to foster intercultural competence. It provides a description of a one-month interdisciplinary General Education Summer Abroad Program in Valencia, Spain, that attempts to sensitize students to cultural differences, to engage students to a higher degree in historical inquiry, and to develop Spanish language skills by weaving together three General Education requirements (history, intermediate Spanish, and an English advanced writing seminar) in an immersion setting. It also presents data demonstrating that participants showed improvement in their Spanish language-speaking abilities and exhibited high levels of cognitive and affective engagement. The data also suggest that participants generally performed favorably in comparison to student cohorts who completed similar General Education courses on-campus, especially in terms of the engagement levels of students with grade point averages <3.0 on a 4-point

Lily Anne Goetz (Ph.D., The Catholic University of America) is a Professor of Spanish at Longwood University and Co-Director of Longwood University's General Education Summer Abroad Program in Spain. She teaches courses in Spanish language, literature, and foreign language pedagogy. Her publications include articles on nineteenth-century Spanish literature and using literature to teach reading skills.

William Holliday (Ph.D., University of Kansas) is an Associate Professor of History at Longwood University and Co-Director of Longwood University's General Education Summer Abroad Program in Spain. He teaches courses in Latin American history, the history of Spain, and Western Civilization. His most recent publication analyzing an eighteenth-century silk commodity chain appeared in the *Colonial Latin American Historical Review*.

* **Editor's Note:** This article was originally accepted for publication in the 2016 Special Issue of the *NECTFL Review*, "Developing Intercultural Competence through World Languages" (Number 79, February 2017). Due to multiple problems with electronic communications, the final manuscript was not included in the special issue.

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scale. The article also emphasizes that one cannot assume that cultural immersion will, on its own, lead to intercultural competence; it describes how this program fosters intercultural transformation and Spanish language skills growth among students through specific activities that require students to interact with Spaniards in a variety of contexts. It concludes with a discussion of further possibilities for research regarding the potential role of interdisciplinary study and university core curriculum courses in the development of intercultural competence.

Introduction

Over a quarter million U.S. undergraduates now participate in study abroad annually, triple the number who participated twenty years ago (Institute of International Education Open Doors, 2015). The nature of this participation has also changed, with 62% of students who study abroad signing on for short-term programs, rather than semester or year-long study abroad (Institute of International Education Open Doors, 2015), up from a mere 3.3% in 1996-97 (Donnelly-Smith, 2009, p. 12). Researchers have examined the outcomes

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of these proliferating short-term programs, and have demonstrated that they may produce numerous benefits for students, including foreign language skills growth (Allen, Dristas, & Mills, 2007; Archangeli, 1999; Cubillos, Chieffo, and Fan, 2008; Dwyer, 2004; Martinsen, 2010; NAFSA Association of International Educators, 2016; Reynolds-Case, 2013; Schmidt-Rinehart & Knight, 2004); increased self-confidence and personal growth (Archangeli, 1999; Black & Duhon, 2006; Chapman, 2011; Dwyer & Peters, 2004); independence (Black & Duhon, 2006); open-mindedness (Hadis, 2005); general personal development and well-being (Kuh & Kauffmann, 1984); employment security upon graduation (Dwyer, 2004); a positive impact of vocational identity and career decision-making (Kronholz & Osborn, 2016); and enhanced intercultural competence (Chieffo & Zipsper, 2001; Davis & Cho, 2005; Martinsen, 2011; Younes & Asay, 2003). Students themselves often gush over their experiences abroad, citing how memorable it was, how it helped them become more independent, and how it made history “come alive,” or how it improved their foreign language skills. Yet, according to some researchers, many students who have studied abroad return without having achieved a level of intercultural competence that most students assume the experience abroad provided (Day, 1987; Isabelli-García, 2010; Talburt & Stewart, 1999; Wilkinson, 1998; Yager, 1998).

Previous research provides varying definitions of intercultural competence derived from a variety of disciplines. Deardorff (2006) cites the “challenge” (p. 86) of defining intercultural competence; her study revealed that the only aspect of intercultural competence upon which scholars could agree was “the understanding of others’ world views” (p. 89). Spitzberg and Chagnon (2009) argue that it is “the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world” (p. 7). For Bennett (2001), it is “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a

Designing Programs to Foster Intercultural Competence

variety of cultural contexts” (as cited in Spencer & Tuma, 2007, p. 126). UNESCO’s (2013) document “Intercultural Competences” cites Fantini & Tirmizi (2006) in describing intercultural competence as “the ability to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (p. 5). Davis and Cho (2005) assert that intercultural competence is “the capacity to change one’s knowledge, attitudes, and behaviors so as to be open and flexible to other cultures” (p. 4). It involves a process of growth, during which “students gain awareness of [a] different culture, become sensitive to other culture[s], and have flexibility and openness in their academic culture” (Davis & Cho, 2005, p. 17). Working to gain intercultural competence involves living in another culture, since culture is developed by humans living together (Davis & Cho, 2005, p. 3). Byram (1997) proposes that there are essential attitudes, knowledge, and skills required to achieve intercultural competence. Deardorff (2011) includes in these essentials respect, openness, curiosity, “a willingness to risk and to move beyond one’s comfort zone,” as well as “culture-specific knowledge” and “the importance of understanding the world from others’ perspectives” (p. 68). Deardorff (2006) notes that language educators may be surprised that the intercultural experts she surveyed did not agree upon the place of language in intercultural competence (p. 89). While interpretations of intercultural competence may vary, one may think of it as the ability to understand how people from another culture think (attitudes and awareness; knowledge), and to communicate and work effectively with them (skills of interpreting and relating; skills of discovery and interaction) (Byram, 1997, pp. 34-35).

The development of intercultural competence, therefore, is not something that occurs simply by placing a student in an intercultural context; it must be planned for and purposefully cultivated through a process designed to develop the attitudes, knowledge, and skills that lead to intercultural competence. Brubaker (2007), in an article providing a model for short-term study abroad that includes culture learning, concludes that cultural learning should be an “integral and explicit component of short-term study abroad” (p. 118). Berger and O’Neill (2002) planned a very short (eight days) “field trip” to France for their French and business interdisciplinary course with many visits to companies, giving students a chance to interact and learn about cultural, behavioral, and attitudinal differences, and “ultimately, to appreciate another culture and people without losing sight of their own” (p. 297). *The Guide to Successful short-Term Programs Abroad* (Spencer & Tuma, 2007) instructs program leaders to actively incorporate cultural encounters into their program, and cautions that

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orientation of students in cultural sensitivity can “make or break the effectiveness” of the program (p. 56). Brubaker (2007) agrees, asserting that attainment of intercultural competence is not automatic, so leaders have to plan for it and actively promote culture learning (p. 122). The venture “can in fact lead to resistance and

rejection if the experience is not well prepared pedagogically” (Byram, Nichols, & Stevens, 2001, p. 4). Martinsen (2011) suggests that since contact with the host culture can be superficial, educators should “actively create opportunities for students to have meaningful interaction with native speakers” during the study abroad (p. 132). Wang, Peyvandi, and Moghaddam (2011) concur, arguing that “experiential characteristics such as cultural tours, opportunity of meeting local people and participating in local events” are among the “best predictors of the effectiveness of these [study abroad] programs” (p. 19).

Based on the characterizations of intercultural competence outlined above, this study presents an effective model for short-term study abroad design focused on developing intercultural competence. It describes an interdisciplinary program, consisting of required general education courses, that provides for purposeful interaction with Spanish citizens, including reflection and cross-cultural comparisons to cultivate the attitudes, knowledge, and skills required for intercultural competence. Data demonstrating efficacy of the model are provided, as well as a comparative analysis of the experience of general education abroad versus the same courses on campus. While many study abroad programs focus on foreign language skills development, it is notable that this interdisciplinary program model includes coursework in history and English writing, as well as foreign language. As will be demonstrated through a brief discussion of historical method, these disciplines should not be overlooked as contributors to the development of intercultural competence.

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Historical Method

Historical method is well suited for building the attitudes, knowledge, and skills required for intercultural competence. From the earliest days of the modern profession, historians have recognized that the interpretation of “documents” (to include text as well as images, artifacts, and structures) requires an open-mindedness grounded in objectivity and a self-awareness that written history inevitably reflects the thought of the author and his cultural setting (Beard, 1934). Thus, successful historical inquiry rests on attitudes similar to those required for intercultural competence. Likewise, historical inquiry into the meaning of a “document” is dependent upon an accurate understanding of its historical context in the same way that knowledge is foundational for intercultural competence. Further, the skills of interpretation and discovery inherent in historical inquiry are fundamentally similar to the skills outlined by Byram (1997) and Deardorff (2011) as necessary for achieving intercultural competence.

In spite of how well historical inquiry dovetails with the development of intercultural competence, scholarship analyzing history study abroad is scant; in fact, since 2006, only two articles focusing on teaching history abroad have appeared in *The History Teacher*, one of the leading forums in the discipline for discussing teaching methods at the university level (Herbst, 2011; Greenberg, 2008). While both Herbst and Greenberg provided detailed models of effective history

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teaching abroad, neither model included the integration of history instruction into an interdisciplinary program, nor did they primarily focus on the development of intercultural competence. Thus, the present study is especially relevant for history educators as well as those seeking to prepare students for intercultural competence.

Program Description

Longwood University is a state university located in central Virginia with an enrollment of approximately 4,500 undergraduate and 500 graduate students. Longwood University's General Education Summer Abroad Program in Spain (hereafter GESAPS) is a four-week interdisciplinary Cultures and Languages Across the Curriculum (CLAC) immersion program focused on the development of intercultural competence, as well as linguistic skills in Spanish and English. Courses in history, intermediate Spanish, and English (an Advanced Writing Seminar focused on active citizenship), merge their activities in an interdisciplinary inquiry into language and identity in the bilingual cultural context of Valencia, Spain. Through activities in these classes, students explore how language contributes to shaping national and regional identities. A minimum of elementary-level Spanish is required prior to participation in the program.

The authors have conducted the program every summer since 2010 in Valencia, Spain, where students live with host families and share three meals per day with them. Students enroll in two of the classes offered. These courses are normally taught on campus as part of the university General Education curriculum; however, the authors have adapted them, weaving together course activities in an interdisciplinary experience in the context of Valencia. Thus, rather than teach the three courses the same way the authors would teach them on campus, they have asked students to examine the perspectives of Spaniards toward the content of the courses, and have built in the means for them to do so. The program seeks to provide students with the tools for developing intercultural competence by sensitizing students to cultural differences through real-world interaction with Spaniards, developing critical thinking skills, engaging students in historical inquiry, and by engaging students as active learners through experiential learning in an immersion setting. In addition, the leaders believe the program will increase the numbers of students studying abroad.

The authors based the activities in the program on the numerous studies suggesting that instructors must purposefully plan and guide students in cultural learning while abroad (Berger & O'Neill, 2002; Brubaker, 2007; Byram et al., 2001; Knight & Schmidt-Rinehart, 2010; Martinsen, 2011; Younes & Asay, 2003). One cannot assume that cultural immersion will, on its own, lead to intercultural competence. Further, while achieving a high level of intercultural competence in a one-month program is almost certainly unrealistic, this program provides the framework and activities for students to achieve a measure of intercultural competence that would be impossible in other kinds of one-month study abroad experiences.

The authors based the activities in the program on the numerous studies suggesting that instructors must purposefully plan and guide students in cultural learning while abroad.

To adapt the general education courses to take advantage of resources abroad and entwine course activities, the authors' approach to program design included

coordinating syllabi and planning interdisciplinary assignments designed to develop linguistic skills and intercultural competence. They sought to create a program that would meet the criteria for a CLAC program, involving a connection between languages and other disciplines that requires students to make “meaningful use of language.” In a CLAC program, other languages and cultural perspectives are used to enrich the content one is teaching, and through these approaches students are empowered to use their language skills to learn and to accomplish tasks.

The program assignments and activities that are the cornerstone of the program are designed to develop intercultural competence and linguistic skills in participants by stimulating meaningful student interactions with the host families and with other native speakers; some require students to make use of visits to historic sites, while using Spanish language skills to reflect on their significance. Morning class time each day provides time for group work, discussion, and other instructional activities for each class. There are several guest lectures given by experts in Valencia or professors at the University of Valencia. There are afternoon visits to sites of cultural and historic significance and weekend excursions to surrounding areas. Reading, speaking, listening, and writing in Spanish are required in the history and English writing courses, as well as in the Spanish courses. Thus, the authors have attempted to ensure that this general education abroad program meets accepted best practices in short-term programs abroad by providing for clear academic components, true integration of students with the local community abroad, and ongoing reflection regarding aspects of the host culture and how they relate to the course content and to the students themselves.

Pre-departure Phase

Pre-departure preparation for GESAPS includes eight meetings from November through April, each lasting one hour and a half, during which cultural information as well as travel and safety logistics are discussed. Besides covering such travel basics as flight information and procedures, passports, packing, currency, accessing funds, electric current, cellphones and computers, health issues and procedures, students are prepared for cultural assimilation and integration into life abroad.

A study by Vande Berg, Connor-Linton, and Paige (2009) highlights the importance of instruction in cultural differences during pre-departure preparation, which results in higher levels of satisfaction, compared with students who did not receive cultural training. To begin the process of learning about the country in which they are about to live, as well as to highlight the lack of knowledge students have about their own country, one of the first activities in the pre-departure stage for the GESAPS is a “Pre-Quiz” (Appendix A), in which students answer questions about the government of Spain; the US government; Spain’s location, flag, foods; and what they consider the benefits to themselves personally of this study abroad program. This “quiz” facilitates a discussion about how much they do not know, about how important it will be to be able to talk with their new Spanish friends about the United States, and to be informed about Spain before they go. They begin to have curiosity about the many cultural differences they will soon encounter and about which they will begin to learn during the later meetings in the pre-departure stage. Activities in

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these sessions are designed to teach the knowledge and skills students need to learn about culture rather than to teach facts about culture.

To engender discussions of how to prevent or respond to problems while abroad, the pre-departure sessions include pair and group activities in which students propose solutions to various kinds of situations they may encounter while abroad. Before each meeting, students prepare responses to “what-if” questions related to common situations they may encounter in Spain. Some examples include, What if I get lost? What if I lose my passport? What if I don’t understand what my host mom is saying? What if I can’t think of how to say what I need to say to the bus driver? What if my roommate gets drunk? among others. Students then work in groups to share their proposed answers and then contribute to a general discussion on strategies for resolving these issues and anticipating the consequences for some of them. Through these activities, students’ natural fears of the unknown are diminished, and they feel more confident about their ability to navigate situations and to resolve problems while abroad in culturally appropriate ways.

In these meetings, students also begin to cultivate a relationship with their host families. As Di Silvio, Donovan, and Malone (2014) suggest, engagement with host families and other native speakers abroad will not happen as a matter of course. Activities, beginning in the pre-departure phase must be devised to structure this engagement during the study abroad. Prior to departure faculty facilitate role-play activities in Spanish as well as activities specifically designed to begin the process of training students to initiate conversations with the people with whom they will be interacting in Spain. These activities begin to cultivate Byram’s (1997) skills of discovery and interaction. Besides conversing with the host family, students will need to be able to take public transportation, buy bus passes, go shopping, ask directions when lost, hold conversations with their *intercambio* [exchange partner], and similar daily interactions. In addition to role-play activities, students begin the process of communicating with the host family by writing and peer editing letters to the host families to introduce themselves. In this way, students not only develop knowledge and skills in appropriate letter writing conventions and formal language, but they become excited about the prospect of making new Spanish friends.

During the pre-departure sessions, they also begin some of the assignments for each of the courses; rubrics are used to provide feedback on their work, so that once they are abroad, they are prepared for the kinds of assignments they will be carrying out and for how they will be assessed. For example, students are given a pre-departure version of a Question of the Day, one of the assignments they will have most days while abroad; after asking at least two people at Longwood University this question (What are the best aspects of Longwood University?), students write a summary of the answers (in Spanish) according to the rubric provided. This activity mimics the kinds of questions they will receive while abroad, and helps students understand how to carry out the activity as well as how their grade will be assessed for each question. Students also complete a pre-departure journal entry, which is graded using a rubric, and engage in research, interviews, and discussions on the English Only movement in the U.S., finally writing a blog article arguing for or against instituting an English Only law in Virginia. These activities prepare them for the kinds of research, interviews,

and discussions they will have in Spain regarding issues of current events or policy in Spain.

Interdisciplinary Activities while Abroad

Reynolds-Case (2013) maintains that “more important than the length of time of a program is the amount of time students spend interacting with native speakers” (p. 312). Wang (2010) stresses that students must have “regular and substantive interactions with native speakers” during study abroad (p. 51). The development of social networks while abroad contributes to improvement of language proficiency, according to Baker-Smemoe, Dewey, Brown, and Martinsen (2014), who assert that students who make efforts to meet and socialize with native speakers will use the language more and undertake more lengthy discourse than those who do not attempt to cultivate these relationships. Donnelly-Smith (2009) maintains that students progress most in “short-term programs that are highly structured, require ongoing reflection, and include in-depth experience working or studying with host country participants” (p. 14). To achieve the goal of development of linguistic skills in Spanish and intercultural competence, it is imperative that program leaders create the avenues for building these social circles involving the community abroad through interactive assignments via a process of “guided immersion.” Examples of how this is accomplished in the GESAPS are described below.

Conversation Partners

In addition to their host families, each student is paired with an *intercambio* conversation partner while in Valencia, usually a Spanish student at the university or a person studying English at the institute where the program classes are held. Students are asked to arrange conversation times several times per week with their partners, dedicating half of the conversation time to speaking in English, and half in Spanish, so that both partners are benefiting from the exchange. Students keep a log of their meetings, noting the topics of their conversations, which many times correspond to the Question of the Day, as well as current topics in the English Active Citizenship class. These partners open the door for students to develop friendships not only with the partners themselves, but with their friends and family, further providing opportunities for students to build their social circles.

Question of the Day

To offer activities geared toward stimulating students to engage in meaningful interaction while incorporating the disciplinary inquiry of the history and English courses, the program leaders designed daily Questions of the Day. Students are given the Question of the Day one or two days before their responses are due. Two example questions are: *¿Qué es el Tribunal de las Aguas?* [What is the Water Tribunal?], and *¿Qué es La Lonja?* [What is *La Lonja* (Silk Exchange and Commodities Market)?]. The first question references Valencia’s water tribunal, which manages the extensive irrigation network in the farmland outside the city, and is one of the oldest democratic institutions in Europe. The second pertains to a late Gothic commercial building located in the center of Valencia. In order

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to answer a question of the day, each student is required to speak to at least two Spaniards and to write, in Spanish, a detailed half-page answer, based upon what they learned in their conversations with the Spaniards. Students are instructed to identify to whom they spoke and where, and are required to use only the information they learn from these contacts; they may not use on-line sources. In the case of the two questions mentioned as examples, they are assigned in conjunction with a site visit. The questions are given the day before the group attends a meeting of the Water Tribunal and visits the *Lonja*. On the morning of the site visit students discuss their answers, in Spanish, with their classmates in small groups during Spanish class; the instructor provides additional historical or cultural information as needed, as well as visuals. Students discover through this exercise that they get differing answers from each Spanish person they have asked about these events or sites, and during the class discussions learn of even more versions provided by the people with whom their classmates spoke. After class, the students experience the sites for themselves during the group visit. At the end of the day, of course, they can reflect in Spanish on the experience in their journal. The Questions of the Day not only provide students with new cultural knowledge, but lead students to consider differing values and perspectives through their interviews and visits; the discussions contribute to cultivating the attitudes of curiosity and openness, and skills of discovering, interpreting, and relating (Byram, 1997), required for intercultural competence.

Journaling

Journaling is another interdisciplinary activity designed to develop linguistic skills and cultural competence. Students are required to keep a record of their daily experiences, written in Spanish, as part of the course requirements for all Spanish and history courses. The daily entries are not merely lists of what each student did on a particular day; instead, students are required to be reflective, to comment on their impressions, to identify cultural differences, and to contemplate the meaning of their experiences, following the Report, React, Analyze assignment model proposed by Raschio (2001). In the Report section, students narrate what they did or saw, giving as many descriptive details as possible, answering who, what, where, when, how. In the React section, students explain how they felt about the experiences, describing their emotions and reactions to what they observed or the activity in which they participated. Finally, students must Analyze their experiences, commenting on the significance, role, or function the activity, site, or event serves [or served] in Spanish society. Students are asked to consider differences in values and perspectives their activities revealed, and make cross-cultural comparisons. The last journal entry near the end of the program asks students to reflect on the main message they would tell friends and family about Spain, highlighting new perspectives they have learned. The journal activity is designed to provide each student with a platform for actively thinking about what he or she has experienced. The clarity of this approach borrowed from Raschio has helped students overcome the common problem of distinguishing between merely describing an experience and analyzing it. Further, Raschio also suggests

that greater utilization of journal entries in class discussion will result in greater student commitment to the quality of their entries (p. 535).

Participants in the program are also required to produce three additional journal entries following the Report, React, Analyze format in connection with three cultural activities on their own (or with a friend), according to their individual interests, such as visiting a museum or attending a theater production. The assignment provides opportunities for meaningful interaction with Spaniards and the element of personal choice in this requirement results in deeper commitment to the activity and a deeper engagement with the culture and the history of Spain or Valencia. Students often invite their *intercambio* partner to accompany them on these visits, granting the opportunity for a native speaker's reactions and experience with the site to provide a richer experience for the student and an opportunity to reflect on new perspectives and values provided by the *intercambio* partner.

Interdisciplinary Historical Inquiry

One of the most important aspects of this program is how courses normally taught on campus are adapted to take advantage of the opportunities available in Spain. This is especially true of history instruction; students often question the relevance of the General Education history requirement, a problem discussed by Quam-Wickham (2016). The GESAPS focuses on turning site visits, such as the aforementioned Water Tribunal and *Lonja* commodities exchange excursions, into active learning experiences. Rather than engaging in the typical tour in which instructors or tour guides explain the wonders of each site while students tediously listen, hoping the droning of the guide or instructor will end before they collapse from boredom, program site visits take an approach that converts the student into researcher or adventurer, much like an archeologist discovering cultural artifacts. In some cases, certain students are given the role of instructor, and under the guidance of the professor, research specific sites beforehand to present to small groups during the visit. Thus, the on-site visit consists of groups of four or five students with a student "guide" exploring together. At other times, students are provided with a list of questions or a "scavenger hunt" to guide their exploration of a particular historic place or a museum and to provoke cultural comparisons and recognition of new perspectives. A relatively high level of student autonomy is involved in these information-seeking activities, promoting higher levels of cognitive engagement (Rotgans & Schmidt, 2011).

In addition, even the most traditional method of history instruction, the lecture, can be adapted in the study abroad setting to encourage higher levels of student engagement. For example, a standard lecture on the history of chocolate given as part of an on-campus course on the Environmental History of Latin America is transformed when held in the famed chocolate shop Casa Valor. While students enjoy *churros* and chocolate, the professor provides a lecture on the history of chocolate, covering the morphology of *theobroma cacao* [raw cacao], how raw cacao is processed into chocolate, pre-Columbian uses of chocolate, how the Spanish incorporate chocolate into their cultural framework, and finally, how

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chocolate became the commodity of mass consumption it is today. In addition to the students having the opportunity to enjoy the chocolate at Casa Valor during the proceedings, the professor also orders chocolate that comes in a *mancerina*; afforded a unique “teachable moment” in the lecture, the instructor explains how the Spanish Viceroy of Peru, the Marqués de Mancera, ordered a Lima silversmith to construct a vessel for taking chocolate that was less likely to spill after an unfortunate incident at court. In this way, students experience a beautifully crafted ceramic *mancerina* in use, and understand not only that chocolate may be taken in a traditional *mancerina*, but why this cultural product came to be invented, leading students to gain insights on how cultural practices and products reflect the perspectives of the culture.

“Active Citizenship: An Advanced Writing Seminar”

The English course offered in the program is a required general education course restricted to upperclassmen who have completed two prerequisite courses: a first-year English writing and research course, and a literature course. As described in the course catalog, its goal is to develop the rhetorical skills needed for citizenship in a democracy through interdisciplinary inquiry into a significant public issue. As with history instruction, the professors have adapted the course, transforming it into an interdisciplinary, team-taught course in which students conduct research on topics involving prominent national issues in Spain, or issues of local significance in Valencia, with the use of Spanish required during the research phases of the assignments. In addition to fulfilling the on-campus course objectives, the course serves to help students build intercultural competence through the knowledge and skills of discovery and interaction they gain by investigating contemporary issues, and by guided research that demands meaningful interaction with Spaniards.

Two blog articles written in English, in addition to the English-Only pre-departure blog assignment, are the primary mode of interdisciplinary inquiry in the course. The first article students write while abroad focuses on Spanish culture and identity in general. Students may choose topics on their own, but are provided with suggestions, such as

- Is the monarchy still important? Why or why not?
- What role does the Roman Catholic Church play in Spanish life today? Why do many Spaniards identify themselves as Catholic, but say they do not attend church?
- Spanish democracy: Why are there so many demonstrations and protests?
- Bullfighting: Why is it prohibited in Barcelona? What is the controversy?

These suggestions are derived from the topics covered in one of the assigned texts, John Hooper’s *The New Spaniards* (2006), and encourage students to begin identifying cultural values and perspectives, not just knowledge about practices. The book is used as a basic reference to get the students started in their research. Students are then required to continue their research using oral interviews with Spaniards (conducted in Spanish) and print sources, such as newspapers and

magazines, also in Spanish. Drafts, peer editing, and other standard writing techniques are used as well. In addition, students are required to read and comment on at least two of their peers' blog entries.

The last blog article assignment follows the form of the first two, but focuses on the role of the Valenciano/Catalán and Spanish languages in shaping identity, or on current political and social issues in Valencia or in Spain. Students focus on these topics beginning in the second week of the program, so that the instructors have time to expose students to, and cultivate an awareness of, issues of language, politics, and identity in Valencia. This is accomplished through course readings and discussion, a guest speaker from the Department of Communications at the University of Valencia, as well as by emphasizing the use and role of Valenciano during site visits. For example, students are asked to notice and comment on why most of the street signs are in Valenciano, not Spanish, or why signage at the Museo de Historia de Valencia (Museum of the History of Valencia) appears in Valenciano first, and Spanish second. Students are likewise guided in their use of print materials. For example, students examine and compare how three newspapers, *El País* (national - liberal), *ABC* (national - conservative), *Levante* (Valencia - regional), differ in their coverage of events, discovering how diverse perspectives are reflected in news media.

Assessing the Model: Oral Skills in Spanish

The interdisciplinary GESAPS design focuses on helping students develop the ability to understand how Spaniards think, and to communicate and work effectively with them. One component of measuring the program's effectiveness, therefore, is to assess Spanish language proficiency. The authors began with the hypothesis that students who studied Spanish in an immersion setting, combined with an interdisciplinary and intercultural focus that included using Spanish skills in a history class and in an "active citizenship" writing (in English) class, would make larger strides in improving their oral proficiency in Spanish than those students taking Spanish on campus and without an interdisciplinary component. As mentioned, there have been studies finding gains in various language skills during short-term study abroad; however, many others have found little change in language proficiency (Day, 1987; Freed, 1990; Wilkinson, 1998; Yager, 1998). The present study assesses oral language skill development and attempts to verify that because of the deliberate design for instilling intercultural competence through interdisciplinary study and student interaction with native speakers, genuine language skills gains took place. Furthermore, the study seeks to determine how such gains compare to language learning for four weeks in a traditional classroom setting on-campus.

Berger and O'Neill (2002) assert that team teaching requires flexibility, cooperation, respect for boundaries, and allocating tasks, but that taking a course with professors from different disciplines benefits students; the experience introduces them to the need to be able to consider issues from different perspectives in their future careers (p. 304). Gorka and Niesenbaum (2001) conducted an interdisciplinary short-term program in Costa Rica, and found that

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“by letting [students] experience first-hand the interconnectedness of language, culture, and other disciplines, we shift their unrealistic goal” [of attaining high levels of language proficiency in a short time] to attaining a level of competence that will allow them entry into other cultures and perspectives” (pp. 107-08). Lessor, Reeves, and Andrade (1997) advise that the faculty in interdisciplinary study abroad courses must spend time integrating their material and preparing the course, collaborating over several semesters to polish the courses.

Method

The study contains two components: pre- and post-program surveys in which students estimated their abilities to carry out certain general functions and specific tasks orally in Spanish; and pre- and post-program oral assessments designed to measure oral skills in grammar, vocabulary, and meaningful communication, administered to each student in the study abroad program and to students in the same level of an on-campus class, also meeting for four weeks. For comparison purposes, results from students enrolled only in the intermediate Spanish classes (abroad and on campus) were included in the oral assessment study; results for students enrolled in the other Spanish classes offered in the program are not included. Pre-program surveys were administered to students in the 2012 and 2013 GESAPS, while post-program surveys were sent to students in the 2010-2013 programs; this accounts for the larger number of students answering the post-program surveys.

In the pre- and post-program surveys, students estimated their abilities to carry out functions corresponding roughly to the functions in each level of the ACTFL Oral Proficiency Guidelines, in which an upside down pyramid illustrates the process of language acquisition: advancement from Advanced to Superior is a much longer process than advancement from Novice to Intermediate (ACTFL, 2012). The surveys asked students to indicate their abilities to carry out general functions and more specific tasks in Spanish (Tables 1 & 2 below). In the student surveys, the levels were not indicated; they are shown here for reference.

Results

Table 1 (next page) presents the results of students’ perceptions of their abilities to communicate orally in Spanish. The results indicate that the students most likely overestimated their abilities to perform some of the general functions, and once they spent the month in Spain were more realistic about what they could do with the language. On the other hand, the students’ perceived levels of proficiency before and after the program correspond roughly with the ACTFL scale; a greater number consider their abilities to be at the Novice level, while progressively fewer deem their abilities to correspond with each successive level. The pre-program surveys show that almost all believe that they can perform Novice-level functions (95.8%); most believe they can perform the Intermediate-level functions in the survey (83.3% and 91.7% respectively); fewer, but still more than half believe unrealistically that they can perform Advanced-level functions (66.7%); even fewer (25%) believe (unrealistically) that they can perform the Superior-level function of arguing and defending an opinion; and very few (12.5%) believe they will be able to hypothesize

(Superior level). Thus, although the level indicators were not listed in the surveys, it appears that the students recognized the increasing scale of difficulty in the listed functions and estimated their abilities accordingly.

Table 1. Survey of General Language Functions

Prompt: *Given your current level of Spanish proficiency, which functions below can you perform when communicating in Spanish? (check all that apply):*

Function	Pre-Program % (N=24)	Post-Program % (N=36)
List things (Novice)	95.8	75
Ask and answer questions (Intermediate)	83.3	94.4
Make simple statements (Intermediate)	91.7	94.4
Narrate an event in the present or past (Advanced)	66.7	55.6
Defend an opinion; argue a point (Superior)	25	38.9
Hypothesize (Superior)	12.5	22.2

Note: Pre-program data collected 2012-2013; post-program data collected 2010 - 2013.

After completion of the program, students' perceptions of their abilities had increased in all areas except the category of listing things. It is likely that their estimations, while not reflecting their true abilities, were influenced by the kinds of interdisciplinary and interactive activities and assignments that students had to carry out during the program, and by their increasing ability to use strategies such as circumlocution in situations where they clearly could not carry out the function.

Results of the pre- and post-program surveys of specific language tasks (Table 2) show that a similar force seems to be at work when students estimated their abilities to carry out the specific tasks listed in the survey. Interestingly, although there is an *increase* from 20.8% to 30.6% in those who thought they could *explain their views* on a political or social issue, there was a large *decrease* in the number of students who thought they could *convince* someone that the death penalty or another important issue should be legal or illegal, from 16.7% to 2.8%. Perhaps they were being much more realistic about their abilities, or about anyone's abilities, to convince someone in a political argument or discussion of social issues. It is likely that students recognized the difference between expressing one's opinion and actually trying to convince someone of their views.

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Table 2. Survey of Specific Language Tasks

Pre-Program Prompt: *When you are in Spain it is very likely that your host family will not speak English. In conversation with them, will you be able to...? (check all that apply):*

Post-Program Prompt: *During the program, when in conversation with my host family, I was able to...? (check all that apply):*

Function/Task	Pre-Program % (N=24)	Post-Program % (N=36)
Tell them about my family (Novice)	91.7	92.7
Tell them what I eat at home for dinner (Novice)	91.7	75
Ask how to get to a place I need to go (Intermediate)	83.3	94.4
Answer questions about what I did today (Novice & Intermediate)	87.5	94.4
Tell them about my happiest moment or other experience (Advanced)	50	38.9
Tell them about future plans (Advanced)	54.2	55.5
Explain my views on a political or social issue (Advanced/Superior)	20.8	30.6
Convince them that the death penalty (or some other important issue) should or should not be legal in Spain (Superior)	16.7	2.8
Explain under what circumstances I would do something unexpected (Superior)	16.7	19.4

Note: Pre-program data collected 2012-2013; post-program data collected 2010 - 2013.

Student Perceptions

A third survey was given after the program, which asked students to estimate the value of their foreign language skills in completing assignments for the other classes. For students taking the history class, 73.3% “agreed” or “strongly agreed” that their foreign language skills were useful in completing assignments for the class, while 63.1% of the English students “agreed” or “strongly agreed” that their foreign language skills were useful in completing assignments.

Conclusions can be drawn from all three of the surveys that the students feel that their Spanish language skills have improved, and that they were useful in carrying out assignments for their other class, not limited to completing assignments for the

Spanish class. This speaks to the value of the interdisciplinary and intercultural nature of this program, and we believe that the surveys indicate that students were aware of the benefits derived from the interconnected nature of their courses.

Perceptions aside, an oral proficiency assessment was administered to the intermediate Spanish students one week prior to the study abroad experience and during the last week of the study abroad. The same instrument was administered to an on-campus intermediate Spanish class on the first day of class and on the last day of class before the final exam. Both classes took place during 4 weeks in the summer of 2013. All students were asked to record their monolog responding to a prompt (Appendix B) asking them to convince a friend to be more friendly to the environment. Students were instructed not to write anything and not to use any English. The topic of the prompt and the grammatical structures were chosen for the activity because these are components students will encounter during intermediate Spanish; the preterit and the imperfect tenses were covered in their previous Spanish class, and they would be practicing contexts in which the present subjunctive is used during the abroad course. The same prompt was used for the pre-program assessment and for the post-program assessment, although the students were not told that they would have the same prompt. The on-campus class completed both assessments in the language lab under the supervision of an instructor; the study abroad class also carried out the pre-program assessment in the language lab under supervision of the instructor, but performed the post-program assessment in the computer lab of the institute in Valencia where the classes are held, also under supervision. The rubrics for the assessments were designed to evaluate each speech sample in 5 areas: fluency, vocabulary, pronunciation, structure/grammar and meaningful communication (Appendix C).

Results

The recordings were each scored by two instructors who were not associated with the study abroad program and who were not teaching sections of intermediate Spanish during the summer session. They met with one of the authors of the study to discuss scoring criteria in each category and to score two of the recordings together; they discussed their findings to achieve consistency in evaluating each component of the rubric. Each instructor then scored every student in both groups, and both scores for each student were recorded. The score charts in Appendices D, E, and F include scores from both instructors; example: 2/3 means that one instructor scored the student's skill as a 2 and the other gave a score of 3. Appendix D contains the results for the group abroad; Appendix E contains the results for the on-campus group; and Appendix F contains a chart comparing the results of the students abroad and on campus.

In comparing each of the 5 categories assessed, it was noted that the on-campus group started out with somewhat higher-level skills in all of the categories, although their average GPA was slightly lower than the abroad group. Nevertheless, the group abroad made bigger strides in each of the categories except "structure/grammar," and ended up with a higher overall average of the 5 categories: 2.7 compared with the on-campus 2.57, a gain of .4, more than double that of the gain for the on-campus group of .18. Despite the greater overall improvement of the abroad group, the scores show that

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the students abroad did not fare as well as the on-campus group in their final rating in the category of “structure/grammar,” the only category in which they did not out-score the on-campus group. This result prompts us to address this in planning the academic activities for next year’s program. They did nevertheless actually improve more than their on-campus friends between the pre-program and post-program assessments in that “structure/grammar” category (+.28 compared to +.27). Looking at the scores for the on-campus group, it is notable that not everyone actually increased his or her skills. 10 of the 13 (77%) on campus improved overall, while 9 of the 10 (90%) abroad improved overall.

The “pronunciation” category showed a slightly higher rating for the group abroad than for those on campus. However, the students abroad showed the largest increase compared to their on-campus counterparts in the category of “meaningful communication,” from 2.3 to 2.88 compared with 2.48 to 2.75 for on-campus, meaning that the abroad group started out behind the on-campus group and ended up ahead of them in this category. Meaningful communication, after all, is the goal educators strive for in their students’ language skills; this result is of importance when the goal of intercultural competence is considered.

Implications for future study

The GPAs for this year’s group abroad averaged 2.92 before summer, with a range from 2.0 – 3.68. The on-campus group’s GPAs averaged 2.68 before summer with a range from 1.9 – 4.0. To what extent does GPA impact the gains that students make? The authors plan to study this question in their next summer abroad program to generate a larger sample for comparisons, and to assess whether any of the modifications to their program based upon these assessments bear fruit. The authors also plan to include assessments of writing skills in future programs.

Assessing the Model: Engagement

In addition to evaluating language development among program participants, the authors wished to assess the efficacy of historical inquiry in the program, while at the same time identifying and analyzing the factors that separate the study abroad general education experience from the on-campus experience. The comparative component of this assessment (on-campus versus study abroad) arose from the desire to demonstrate the value of the program to administrators, a common need for study abroad advocates (Smith & Mrozek, 2016). Given that the development of intercultural competence is not a primary goal of the on-campus history experience at Longwood University, the authors chose to assess student engagement to be able to make meaningful comparisons between the on-campus and abroad courses. Student engagement was chosen as it is considered to be a leading predictor of learning outcomes (Carini, Kuh, & Klein, 2006; Burch, Heller, Burch, Freed, & Steed, 2015) and because deeper levels of cognitive engagement have been demonstrated to result in increased learning (Chi & Wiley, 2014); in this program, the increased learning contributes to the development of the attitudes, knowledge and skills required for intercultural competence.

Data

An on-line survey of general education history students was initiated in the spring of 2012 to collect data for this study. Students surveyed completed their general education history requirement either on campus or through participation in the 2010, 2011, or 2012 GESAPS. All had the same instructor for their history courses. Surveys were filled out from three to twenty-four months after the completion of the general education history course. One cohort of students who completed their history requirement abroad were asked to complete a second, pre-departure survey. In order to encourage participation the first fifty students to fully complete the surveys (excluding the pre-departure survey) received \$10 gift cards for use at a local retail establishment. In all, 269 students who completed a general education history course, either on campus or as part of the program abroad, were sent an invitation to participate. Of these, 36% at least partially completed a survey and 22.7% fully completed a survey.

For the purposes of this study *student engagement* will be defined by the seriousness and thoroughness of the student's participation in the learning program. The indicators of student engagement commonly accepted in the literature are affective, behavioral, and cognitive (Hart, Stewart, and Jimerson, 2011). *Affective engagement* refers to the student's feelings about the educational setting, including, for example, feelings about peers, instructors, facilities, the subject matter being studied, perceived freedom to express opinions, and fear of ridicule (Hart et al., 2011 p. 68). *Behavioral engagement* refers to the level of effort, interest, and persistence of the student in learning activities (Hart et al., 2011 p. 68). *Cognitive engagement* refers to the depth of mental processing necessary for learning, including the number and type of strategies employed (such as comparison, making analogies, reflection, relating new to prior knowledge, and application of knowledge) (Hart et al., 2011 p. 68).

It will be argued here that students who participate in the GESAPS have a higher level of positive affective engagement in terms of their feelings about the relevance of the subject matter, specifically history, as compared to their on-campus counterparts. Furthermore, it will be demonstrated that students who participate in the program are more likely to be cognitively engaged, especially among students who carry a GPA below a 3.0. Behavioral engagement was not assessed.

Affective Engagement

The authors assessed affective engagement in a variety of ways. First, students who completed the GESAPS program were asked to respond to the following prompt:

Have you ever taken an on-campus history course at Longwood University?
If so, how would you compare the experiences relating to history in the General Education Summer Abroad in Spain Program to the on-campus experience in terms of your interest level and the content you retained?

Seventeen students responded that they had completed an on-campus history course and compared that experience to their experience abroad. A close reading

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of the responses reveals two primary themes among student perceptions. The first is that students were overwhelmingly positive about being physically present at the sites where the history they were studying actually took place. For example, one student commented, "...nothing compares to being in the actual place you are studying. The interest level is intensely higher by engaging all of the senses you get from being there." Another commented that everything about study abroad was "ten times better" and that being physically present enabled her to "mentally picture" the historical places she visited. Further, in her opinion, the ability to mentally picture historical sites allowed her to retain the information she learned to a greater degree than in the on-campus experience. In all, fifteen of the seventeen responses commented on the positive impact of being physically present.

The second theme revealed by a close reading is that immersion in a culture intimately connected to the historical events under study significantly and positively increased their interest level and enthusiasm. One student commented, "The fact that we were in another culture and the history was new and exciting and we could literally touch it with our fingertips made me more invested in learning about it [than] just listening to a professor lecture about it." Another noted, "...I felt as though it mattered more when I [was immersed] in the culture of the history." Likewise, a student said, "Seeing the history while talking about it was a great experience because it was so much easier to picture what was going on, and to see some of the people's passion on the subject was great." In a traditional classroom setting, students are often exposed to a single person passionate about history, the instructor. A study abroad program that purposefully exposes students to many individuals passionate about history will reap the benefits of positive affective engagement.

Further evidence of the positive affective engagement GESAPS participants can be found in the survey responses regarding feelings about studying or traveling abroad on their own. Among non-GESAPS participants who indicated they had never studied abroad (N = 41) only 39% indicated that they were "very likely" (17%) or "somewhat likely" (22%) to study or travel abroad on their own, without other Longwood University students, for a summer or semester. This attitude is roughly equivalent to the GESAPS participants who were surveyed prior to completing the program (N=24). Only 46% asserted that they were either "very likely" (21%) or "somewhat likely" (25%) to study or travel abroad on their own for a summer or semester, without other Longwood University students. After participating in GESAPS, however, these attitudes change dramatically. Fully 94% of students surveyed who completed GESAPS (N=35) expressed that they were "very likely" (74%) or "somewhat likely" (20%) to study abroad for a summer or a semester on their own, without other Longwood University students.

Another part of the survey instrument asked students to evaluate the extent to which the completion of their history course, either in GESAPS or on-campus, helped them to develop skills: Critical thinking, Recognizing how historical developments affect the present day, Problem solving, Independent thinking, and Considering different perspectives. Overall, GESAPS participants were less likely to disagree or strongly disagree that the program helped them to develop skills.

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Likewise, GESAPS students were also much more likely to strongly agree that their history course helped them to develop skills in comparison to students who completed their general education history requirement on-campus. Presenting the response breakdown for each skill is not possible here, but “Problem solving” results are provided as an example.

Table 3. My GESAPS/On-Campus General Education History course helped me to develop skills in: Problem Solving

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
GESAPS	45.7%	37.1%	17.1%	0%	35
On-Campus	5.4%	43.2%	43.2%	8.1%	37

Implications

The close reading of student comparisons of the on-campus versus GESAPS experience, in conjunction with their perceptions of skill building and the remarkable shift in attitude regarding studying or traveling abroad alone after completion of GESAPS, indicates that the GESAPS program design produces greater positive affective engagement in comparison to the on-campus general education experience.

Cognitive Engagement

The survey instrument also included a question designed to measure cognitive engagement. Students were asked to respond to the following prompt:

Please think of the most memorable part of history you learned about during your course (on-campus) OR the Gen Ed Abroad program. If your family or friends asked you to describe and explain the significance of that aspect of history, what would you say? Please write three paragraphs containing what you would tell them.

The response rate for this question among students who completed their general education history requirement as part of GESAPS was 36.4% whereas the response rate for students who completed their requirement on campus was 18.3%. The question was framed in order to engender a response that reflected the student's maximum level of engagement, their “best moment.”

Independent evaluation of the responses was carried out by two Longwood University faculty members (one from history and one from political science) who volunteered their time. The evaluators were given instruction regarding the definition of student engagement and cognitive engagement and were provided with a cognitive engagement rubric (Table 4). Three sample responses were then evaluated and discussed in order to normalize the ratings of the evaluators. Each evaluator then rated each response on the three-point scale outlined in the rubric. After rating each response independently, the evaluators were asked to reach a consensus rating for responses that they had rated differently.

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Results

Table 4. Cognitive Engagement Rubric

- 1 Response does not address the question, or provides a vague and/or inaccurate description of a historical event/development. The significance of the historical event/development is not addressed, is not clearly explained, or is inaccurate. Response suggests little or no cognitive engagement.
- 2 Response provides description of a historical event/development with some accuracy and the significance of the historical event/development is identified at a basic level. Response suggests cognitive engagement.
- 3 Response provides an accurate description of a historical event/development with some detail and the significance of the historical event/development is clear. Response reflects an awareness of the complexities of the historical subject and suggests a deep level of cognitive engagement.

Table 5. Cognitive Engagement: GESAPS History v. General Education History On-Campus

Score	GESAPS (N = 24)	On-Campus (N = 34)
1	6 (25% of N)	19 (56% of N)
2	10 (42% of N)	8 (23.5% of N)
3	8 (33% of N)	7 (20.5% of N)

GESAPS History – 75% Cognitively Engaged (Scored a 2 or 3)

General Education History On-Campus – 44% Cognitively Engaged (Scored a 2 or 3)

Table 6. Cognitive Engagement - All General Education History Students: GPA < 3.0 v. GPA ≥ 3.0

Score	GPA < 3.0 (N=26)	GPA ≥ 3.0 (N=32)
1	15 (57.8% of N)	10 (31.25% of N)
2	6 (23.1% of N)	12 (37.5% of N)
3	5 (19.2% of N)	10 (31.25% of N)

General Education History GPA < 3.0 – 42.3% Cognitively Engaged (Scored a 2 or 3)

General Education History GPA ≥ 3.0 – 68.8% Cognitively Engaged (Scored a 2 or 3)

Table 7. Cognitive Engagement – GESAPS History Students: GPA < 3.0 v. GPA ≥ 3.0

Score	GPA < 3.0 (N=7)	GPA ≥ 3.0 (N=17)
1	2 (28.6% of N)	4 (23.5% of N)
2	3 (42.8% of N)	7 (41.2% of N)
3	2 (28.6% of N)	6 (35.3% of N)

GESAPS History GPA < 3.0 – 71.4% Cognitively Engaged (Scored a 2 or 3)

GESAPS History GPA ≥ 3.0 – 76.5% Cognitively Engaged (Scored a 2 or 3)

Table 8. Cognitive Engagement - General Education History On-Campus: GPA < 3.0 v. GPA ≥ 3.0

Score	GPA < 3.0 (N = 19)	GPA ≥ 3.0 (N = 15)
1	13 (68.4% of N)	6 (40% of N)
2	3 (15.8% of N)	5 (33.3% of N)
3	3 (15.8% of N)	4 (26.7% of N)

History On-Campus GPA < 3.0 – 31.6% Cognitively Engaged (Scored a 2 or 3)

History On-Campus GPA ≥ 3.0 – 60% Cognitively Engaged (Scored a 2 or 3)

Grade Point Average (GPA) and participation in GESAPS are the independent variables tested in Tables 5 - 8. The results imply that both variables are positively correlated to cognitive engagement in general education history study. Table 6 demonstrates that students with superior grade point averages (over 3.0) are substantially more likely to be cognitively engaged when compared to students below a 3.0 overall GPA. Table 5 shows that students who participated in GESAPS were nearly twice as likely to be cognitively engaged when compared to on-campus general education history students (with 75% scoring a 2 or a 3 as compared to 44% for the on-campus students). This radical difference can in part be explained by the university requirement of a minimum 2.0 GPA to study abroad. On the whole, the students who participated in GESAPS carried higher grade point averages, and were therefore more likely to be cognitively engaged. However, as tables 7 and 8 suggest, grade point average alone does not explain the difference.

GESAPS history students who carried at least a 3.0 GPA outperformed their on-campus counterparts in terms of cognitive engagement. GESAPS history students with less than a 3.0 GPA were cognitively engaged 71.4% of the time, whereas the on-campus students who carried less than a 3.0 were cognitively engaged only 31.6% of the time. While the survey size is small and is limited to a single university and instructor, it does suggest that studying general education history abroad is effective at improving cognitive engagement among all students, especially among students with less than a 3.0 overall GPA.

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Conclusions & Implications

GESAPS is an interdisciplinary short-term study abroad program combining general education courses reformulated to take advantage of the cultural, historical, and linguistic resources abroad. Designed in accordance with practices demonstrated by scholarship to develop intercultural competence, assessments of the program indicate GESAPS students often perform at levels above those achieved by their counterparts taking general education coursework on campus. They also demonstrate higher levels of cognitive engagement as well as positive affective engagement in comparison to their on-campus fellows, especially among students with less than a 3.0 GPA. Finally, the results of the oral skills assessments confirm the authors' hypothesis that students gain more oral fluency in an abroad setting that includes an interdisciplinary, intercultural focus, purposefully designing assignments in which students interact with native speakers in addition to the host families.

GESAPS is an interdisciplinary short-term study abroad program combining general education courses reformulated to take advantage of the cultural, historical, and linguistic resources abroad.

A number of implications are suggested by the study conclusions outlined above. First, the study reinforces existing scholarship that argues that intercultural competence must be developed by careful design, with an emphasis on program leaders providing participants with numerous meaningful opportunities to interact with locals. Second, while further research is needed, the study suggests that carefully designed interdisciplinary programs may be more effective at developing intercultural competence than single discipline programs. The study also implies that history, as a discipline, is well-suited to partner with language instruction for the development of intercultural competency. Further, the study suggests that meaningful development of intercultural competence can take place within a university's general education curriculum and educators should not feel limited to offering only specialized upper-division coursework abroad.

A question remains regarding class size. GESAPS history class sizes are normally around 10 students, while on-campus history courses at Longwood University typically enroll 40 students per section. Undoubtedly, smaller class sizes are connected to engagement levels, and study abroad leaders who wish to build intercultural competence in students will wish to take this into consideration. Finally, while the sample size is very small, the higher levels of student engagement among GESAPS history students with less than a 3.0 GPA, in comparison to their on-campus counterparts, opens an intriguing line of inquiry. Should additional studies confirm the validity of this result, it would suggest that study abroad programs restricting enrollment to students with superior GPAs may wish to consider lowering their GPA requirements. Likewise, on-campus general education educators may wish to incorporate, when possible, the kinds of active, autonomous learning activities that contribute to higher engagement levels.

Deardorff (2006) notes the “challenge” (p. 86) of defining intercultural competence as well as assessing it. The only aspect of intercultural competence that experts agreed upon was “the understanding of others’ world views” (p. 89). She also noted that language educators may be surprised that the intercultural experts did not agree upon the place of language in intercultural competence (p. 89). Concerning the assessment of intercultural competence, Byram (1997) maintains that “objective testing is perhaps necessary in some circumstances, but insufficient to reflect the full complexity of intercultural communicative competence. Other approaches which relate teaching and assessment more closely need to be developed” (p. 6). Deardorff (2006) further notes disagreement among experts regarding the effectiveness of pre- and post-testing (p. 94), as well as the reliability of assessment instruments, which may include case studies, interviews, a mix of quantitative and qualitative measures, analysis of narrative diaries, self-report instruments, and judgment by self and others (p. 93). Arasaratnam (2016) concurs, stating that quantitative measures are frequently flawed, due to an almost exclusive reliance on self-ratings. In the absence of reliable quantitative assessment instruments, the authors believe that this program is an effective model for developing intercultural competence through cultivating the attitudes, knowledge, and skills widely recognized by scholars as fundamental in achieving intercultural competence.

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Appendix A

Gen Ed Summer Abroad Program in Spain “Pre-Quiz”

(Circle all answers that apply; some questions have more than 1 correct answer.)

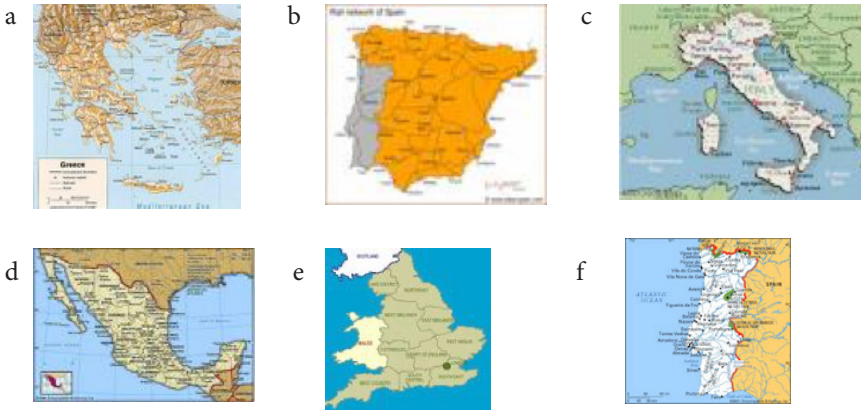
1. Spain's official name is:
 - a. Spain (España)
 - b. Republic of Spain (República de España)
 - c. Rock of Gibraltar (Peñón de Gibraltar)
 - d. Kingdom of Spain (Reino de España)
2. Spain is located:
 - a. on the Iberian Peninsula
 - b. in the Arabian Sea
 - c. to the south of France
 - d. to the east of Portugal
3. Spain is bordered by these bodies of water:
 - a. Indian Ocean
 - b. Mediterranean Sea
 - c. Bay of Biscay
 - d. Atlantic Ocean
4. What country(ies) border Spain? _____
5. Spain is the _____ country in the European Union:
 - a. largest
 - b. second largest
 - c. smallest
 - d. second smallest
6. Which of the following are recognized official languages in Spain?
 - a. Español
 - b. Castellano
 - c. Valenciano
 - d. Catalán
 - e. Euskera
 - f. Gallego
 - g. Francés
 - h. Mallorquín
7. Which of these is the flag of Spain?



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8. Which of these is a map of Spain?



9. Place dots for the cities of Valencia, Madrid, Segovia, and Granada on one of the maps above.

10. The current president of Spain is:

- a. Karolos Papoulias
- b. El rey Juan Carlos
- c. José Luis Rodríguez Zapatero
- d. Mariano Rajoy

11. Spain is a:

- a. parliamentary republic.
- b. member of NATO.
- c. member of the EU.
- d. predominantly Muslim
- e. Unitary Parliamentary Constitutional Monarchy

12. What kind of government does the US have? _____

13. The President of the US is _____. European opinion generally (favored)/(disfavored) this choice for President. His political party is _____

14. The Vice President of the US is _____

15. Currently the US is being criticized abroad for: (check all that apply)

- a. arguing that NATO is outdated
- b. the death penalty for criminals
- c. allowing the use of torture on suspected terrorists
- d. being too materialistic
- e. demanding that Mexico pay for a border wall
- f. spying on allies
- g. considering pulling out of the Paris climate agreement

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16. Americans abroad tend to get into unexpected trouble most often because of their:
- a. naiveté
 - b. overconfidence
 - c. hyper-patriotism
 - d. refusal to learn other languages
 - e. all of the above
17. What consequences will you face if you get drunk and disrupt others during the program?
- a. might get attacked or killed while impaired
 - b. might get sent home on next flight at my expense
 - c. might miss class/school
 - d. might have hangover
18. What consequences will you face if you speak English during the program?
- a. won't be understood by any Spaniards so I won't have much fun
 - b. might get low grade if I am heard by professors
 - c. won't learn much/any Spanish so might get low grade
 - d. might become the object of anti-American sentiment by Spaniards who hear me speak English
19. What will you get out of participating in this program?
- a. nothing
 - b. increased skill in communicating in Spanish
 - c. credits
 - d. enhanced career options
 - e. new friends in another culture
 - f. new perspectives, new ways of looking at issues
 - g. interest in study abroad for a longer period
20. What are the benefits of trying a new food?
- a. My brain power will be increased.
 - b. I might discover something I really like.
 - c. My host family will be happy that I liked their favorite dish
 - d. I'll gain a greater appreciation for a culture other than my own.
 - e. I'll be able to talk about it when I get home and everyone asks about the food.
21. On average how many miles do you walk per day? _____
22. During the program, we will walk _____ miles per day.
23. What is the purpose of this quiz? _____

Appendix B

Pre- and Post-Program Oral Assessment Prompt

You will be given about 4 minutes to read the prompt and think about what you want to say. Think about the vocabulary you will need, verb tenses, and other grammar. You will NOT write anything, but rather brainstorm ideas for the topic.

When speaking, the main "rule" is that you must not use any English in your recording. Your Spanish can have mistakes, and you can stick to basic vocabulary and grammar that you already know, but just do not use English. If you can't think of a word, explain around it in Spanish (circumlocute). Do not worry about being perfect, but try to include as much information as possible. Try to use good pronunciation, vocabulary, and grammar.

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Oral proficiency assessment prompt:

You are a strong proponent of protecting the environment, and you are trying to convince your friend to become more conscious of the effects of his/her lifestyle on the environment. You walk everywhere, use no perfumed products, have 5 recycling bins in your room, attend protest marches at local factories, and do a lot of other things to help conserve the environment. Your friend is entirely oblivious to the importance of preserving the environment, and commits all kinds of atrocities. Explain what you used to do (imperfect) before you became conscious of the need to be more friendly to the environment, cite any really memorable events that you participated in (*pretérito*) and tell what you do now. Try to convince your friend that he/she can be more helpful. Suggest, insist, advise, be emotional (subjunctive).

Vocabulario útil: environment: *medio ambiente* / factory: *fábrica*

Cognados: *productos perfumados* [perfumed products] / *reciclar* [to recycle] / *protestar* [to protest] / *proteger* [to protect] / *preservar* [to preserve] / *cometer* [to commit] / *conservar* [to conserve] [English for cognates is not provided on student prompt]

Appendix C

Gen Ed Summer Abroad Program in Spain

Rubric for Spanish 201 Pre-Program and Post-Program Oral Assessments 2013

STUDENT: _____ Total Points _____

Fluency (20%) _____

- 4 Speech is natural and continuous; no unnatural pauses. Speech seems spontaneous and flows naturally and easily.
- 3 Some definite stumbling, but manages to rephrase or continue.
- 2 Speech halting and fragmentary; long, unnatural pauses. Student is obviously reading prepared material.

Vocabulary (20%) _____

- 4 Rich and extensive vocabulary, appropriate to situation; very accurate usage; good circumlocution.
- 3 Often lacks needed words; some inaccurate usage; some use of English.
- 2 Lacks basic words and expressions; inadequate or inaccurate usage hampers communication.

Notes _____

Pronunciation (20%) _____

- 4 Near-native pronunciation; little or no interference of English sounds.
- 3 Interference of English pronunciation is pervasive, but utterances are mostly comprehensible; communication may be impeded to some extent.
- 2 Entirely or almost entirely incomprehensible to a native speaker of Spanish who is not used to interacting with non-native speakers. Communication is impeded or impossible.

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(More practice is needed on circled sounds): [p] [t] [k] [β] [ð] [r] [r]

(Words to practice): _____

Structure/grammar (20%) _____

- 4 Targeted grammatical structures *almost* always correct. A few insignificant errors.
- 3 Frequent errors in targeted structures. Communication is impeded but not severely.
- 2 Grammatical errors render speech incomprehensible. Communication is severely impeded.

(More practice is needed on circled items):

Verb tenses:

Conjug. of Preterite	<i>ser-estar / por-para</i>
Conjug. of Subjunctive	Preterite-Imperfect
Present tense	direct, indirect object pronouns
subject-verb agreement	adjective agreement

Use of Subjunctive:

impersonal expr.	influencing	emotion
doubt/belief	adjective clauses	

Meaningful Communication (20%) _____ (length of recording: _____mins., _____secs.)

- 4 Substance of conversation is of good quality, addresses the required task with an abundance of information, arouses interest in the listener, and may provoke response. Shows evidence of a command of the topics and contexts involved. Meaningful communication takes place.
- 3 Communication may be misunderstood at times; contains some evidence of contextual knowledge but information is lacking or incomplete, or task is not adequately addressed; negotiation of meaning is not always successful.
- 2 Shows little or no evidence of contextual knowledge and/or task is not addressed. Negotiation of meaning does not occur and communication is non-existent; meaningful conversation does not take place.

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Appendix D
 Oral Assessments for Students Abroad in Spanish 201
 Summer 2013

201 Student	Pre-Program Assessment							Post-Program Assessment							Post-Program Assessment Avg		
	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score	Length	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score	Length			
Student A	2/3	2/2	3/2	2/2	3/3	12/12	1-40s	2.4	3/3	3/3	3/3	3/3	3/3	15/15	2-24s	3	
Student B	2/2	2/2	3/2	2/3	2/2	11/11	2-30s	2.2	4/3	4/3	3/3	3/3	4/3	18/15	1-53s	3.3	
Student C	3/3	3/2	3/3	3/2	2/2	14/12	0-19s	2.6	3/3	3/3	3/3	3/3	3/3	15/15	2-06s	3	
Student D	2/2	2/2	2/2	3/2	2/2	11/10	1-18*	2.1	3	3	3	3	3	15	2-01s	3	
Student E	2/2	3/3	3/2	2/2	3/2	13/11	1-22s	2.4	3/2	3/2.5	3/2	2/2	3/3	14/12	1-18s	2.55	
Student F	2/2	2/2	2/2	2/3	2/3	10/12	2-50s	2.2	3	3	3	3	3	15	1-3s	3	
Student G	2/2	2/2	2/2	2/2	2/2	10/10	2-10*	2	3/2	3/2	2/2	2/3	3/3	13/12	2-07s	2.5	
Student H	2/2	2/2	2/2	2/2	2/2	10/10	1-37s	2	2/2	2/2.5	2/2	2/2.5	2/3	10/12	2-10s	2.2	
Student I	2/2	2/3	2/2	2/2	2/3	10/12	2-58s	2.2	2/3	3/3	2/2	2/3	2/3	11/14	1-26s	2.5	
Student J	3/3	3/3	3/2	3/3	3/2	15/13	0-36s	2.8	3/2	3/2	2/2	2/2	2/3	12/11	1-0s	2.3	
Avg for 201	2.25	2.3	2.3	2.3	2.3			2.29	2.72	2.8	2.5	2.58	2.88			2.7	+4

Note: Each recording was scored by two scorers: the first number indicates the score given by Scorer 1 and the second number indicates the score given by Scorer 2.

Appendix E — Oral Assessments for Students on Campus 2013

	Pre-Program Assessment							Post-Program Assessment							Post-Assessment Avg		
	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score	Length	Pre-Assessment Avg	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score			Length
201 Student																	
Student 1	2/2	2/2	2/2	2/2	2/2	10/10	4-12s	2	3/2	3/2.5	2/3	2/2.5	2/3	12/13	3-31s	2.5	
Student 2	1/2	1/2	1/2	1/2	1/2.5	1/0.5	1-54s	2.1	2/2	2/2	2/2	2/2.5	2/3	10/11.5	2-7s	2.15	
Student 3	2/2	2/2	2/2	2/2	2/2	10/10	5-37s	2	2/2	2/2	2/2	2/2	2/2.5	10/10.5	4-18s	2.05	
Student 4	3/2.5	2/2.5	3/2	3/2.5	3/3	16/12.5	3-57s	2.65	3/3	4/2.5	3/2.5	3/3	4/3	17/14	3-15s	3.1	
Student 5	2/2	2/2	2/2	2/2	2/2	10/10	4-9s	2	2/2	2/2	2/2	2/2	2/2.5	10/10.5	4-10s	2.05	
Student 6	3/2.5	3/2.5	3/3	3/2.5	3/3	15/13.5	2-6s	2.85	3/3	3/3.5	3/3	3/3	3/3.5	15/16	2-18s	3.1	
Student 7	2/2	3/2	2/2.5	2/2	2/2	11/10.5	2-41s	2.15	2/3	2/3	2/2.5	3/3	3/3	12/14.5	3-40s	2.65	
Student 8	2/2	2/2	2/3	2/3	2/2.5	10/12.5	3-42s	2.25	2/3	2.5/3	3/2.5	3/2.5	2.5/3	13/14	2-38s	2.7	
Student 9	3/2	3/2.5	3/3	3/3	3/2.5	15/13	1-17s	2.8	2/2	2/2	3/2.5	3/3	2/2.5	12/12	1-11s	2.4	
Student 10	3/2	3/2.5	3/2.5	3/2	3/3	15/12	1-45s	2.7	2/2.5	2/3	3/2	3/3	2.5/3	12.5/13.5	3-3s	2.6	
Student 11	2/2.5	3/2.5	2/2	2/2	2/2.5	11/11.5	4-16	2.25	3/2.5	3/3	3/2	3/3	3/3	15/13.5	3-34s	2.85	
Student 12	3/2.5	2/2.5	3/3	2/2.5	2/3	12/13.5	3-50s	2.55	1/2	1/2.5	1/2.5	1/2	1/2.5	1/11.5	2-23s	2.3	
Student 13	2/3	2/3	2/3.5	3/3	3/3	12/15.5	2-10s	2.75	3/3	3/3	3/3	3/3	3/3	15/15	4-40s	3	
Avg for 201	2.31	2.35	2.44	2.37	2.48			2.39	2.39	2.55	2.48	2.64	2.75			2.57	+1.18

Note: Each recording was scored by two scorers: the first number indicates the score given by Scorer 1 and the second number indicates the score given by Scorer 2.

Appendix F
Comparisons of Assessments for Students Abroad and On Campus 2013

	Pre-Program Assessment						Post-Program Assessment						Improvement between pre- and post- program assessments
	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Pre-Assessment Avg	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Post-Assessment Avg	
201 Abroad	2.25	2.3	2.3	2.3	2.3	2.29	2.72	2.8	2.5	2.58	2.88	2.7	+ .4 diff
201 On Campus	2.31	2.35	2.44	2.37	2.48	2.39	2.39	2.55	2.48	2.64	2.75	2.57	+ .18 diff

Note: Abroad group improved more: +.4 compared to +.18 on campus. Abroad group ended up scoring slightly higher in overall speaking skills even though they began with a slightly lower average of speaking skills.

Foreign Language Teacher Attrition and Retention Research: A Meta-analysis

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Abstract

Across English-speaking countries, there is an ongoing shortage of foreign language teachers. Promoting the retention of foreign language teachers in the profession for the long term is one of the most strategically and financially viable ways to address this problem. This article reports on a qualitative meta-analysis study of the international research on foreign language teacher attrition and retention. Data analysis reveals seven overarching themes that are relevant to the discussion: teacher education, transition into teaching, teacher knowledge and skills, workplace and employment factors, value and belonging, supportive workplace relationships, and teacher personality traits. On top of the already considerable demands placed on all educators teaching in modern classrooms, foreign language teachers also often have to contend with a lack of value for foreign language education, and a resulting lack of “space” in schools (curriculum space, physical space, and emotional space). Important steps toward addressing foreign language teacher attrition include giving more attention to challenging the negative perceptions of foreign language education and the development of substantive policies that ensure adequate space for foreign language education in schools.

Introduction

Learning languages is widely acknowledged to have numerous academic, cognitive, and social benefits for individuals (American Council on the Teaching of Foreign Languages, 2017). In an increasingly mobile world in which economies transcend national borders, the ability to engage with and in the languages and cultures of the world is viewed by many governments as a valuable commodity for

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the economic prosperity of nations (Grin, 2002). Accordingly, English-speaking countries have been working toward improving and expanding foreign language programs in their schools in response to the rapidly changing world and the changing needs of their citizens.

However, in many educational jurisdictions, language education is negatively impacted by a shortage of foreign language teachers. In the United States, the shortage has been reported to be worse than that seen in special education, mathematics, and science, all of which also face difficulties in filling vacancies (Murphy, DeArmand, & Guin, 2003). A recent national report found that 44 states and the District of Columbia reported difficulties finding enough teachers to meet foreign language curriculum demands—more than any other subject—and this has led to program cuts and reductions (American Academy of Arts and Sciences, 2017). A shortage of foreign language teachers is also seen in Canada, particularly to meet the demands of increased interest in French and French immersion programs in recent years (Rushowy, 2015).

From the context of the United States and Canada, a review of the literature on foreign language teacher supply shows that there are seven factors associated with the shortage: teacher retirements, career attrition, increased student enrollments, legislation, personality/ vocational fit, one's sense of efficacy in teaching foreign languages, and perceptions of teaching (Swanson, 2012b). Noting the important role that foreign language education plays in many schools, it is vital to improve the supply of foreign language teachers, who are arguably the “single most important controllable variable in successful language learning” (Lo Bianco & Slaughter, 2009, p. 28).

Retaining teachers in the field is just one way of improving teacher supply, but it is a particularly important area of investigation for several reasons. First, there are strategic reasons. Research shows that “the most important element of teacher supply for any given year is the retention of teachers from the previous year” (Organization for Economic Co-operation and Development [OECD], 2005, p. 34). Second, there are financial reasons. Barnes, Crowe, and Schaefer (2007) reported that retaining teachers is potentially the most cost effective way to build supply, as the costs involved in replacing teachers far outweigh those needed to retain them. In the United States alone, teacher attrition costs school districts \$2.4 billion each year (Alliance for Excellent Education, 2014). When extrapolated to a global level, the cost becomes astronomical at a time when much of the developed world is struggling to retain its teachers, particularly those in the early stages of their careers (Gray & Taie, 2015; OECD, 2013). The loss of a single foreign language teacher represents additional costs to school districts already on tight budgets, but it also compromises students in terms of their academic achievement (Armstrong & Rogers, 1997) and cognitive gains (Stewart, 2005).

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Data on the attrition rates of foreign language teachers are scarce, but what is available shows that attrition is a serious problem that needs to be addressed as part of any attempts to thwart the teacher shortage. In the United States, *The Georgia Public P-12 Education Workforce Status Report 2015* showed that “attrition rates of mathematics and foreign language teachers are highest among all high school subject areas,” with rates at around 44 percent after five years (Stephens, Hall, & McCampbell, 2015). In the United Kingdom, early-career mathematics, science, and foreign language teachers have above average leaving rates in the first five years (Worth & De Lazzari, 2017). In Australia, where data on teacher exits are not routinely available, a commissioned but unreleased report found that foreign language teachers experienced attrition at a rate 10 percent higher than the general teaching population (Rix, 1999). While the study is dated, there have been no discernible improvements concerning the issues that it raised in the intervening years. Anecdotal evidence also “suggests that [foreign] language teachers suffer rates of attrition from the teaching profession considerably higher than those in nearly all other Key Learning Areas” (Australian Language and Literacy Council [ALLC], 1996, p. 24), with many examples of teachers moving out of foreign language teaching and into other discipline areas (de Kretser & Spence-Brown, 2010; Mason, 2010, 2015). This constitutes a hidden attrition, because such losses are not noted in teacher exit statements, nor are they visible in general teacher attrition studies, because the teachers remain in the education system.

Addressing foreign language teacher attrition requires a more comprehensive understanding of why some foreign language teachers remain in the field for decades, while others leave after a short period. While some foreign language positions are threatened by program cuts, this study is concerned with voluntary attrition. The author is interested in why some teachers *choose* to leave their careers, placing strain on teacher supply when a position is otherwise available. For this purpose, the researcher conducted a meta-analysis of the international literature in the field of teacher attrition and retention as it pertains specifically to teachers of foreign languages other than English. Meta-analysis studies and other forms of systematic review have already been conducted for studies of general teacher attrition (Borman & Dowling, 2008; Guarino, Santibañez, & Daley, 2006; Mason & Poyatos Matas, 2015), early career teacher attrition (Schaefer, Long, & Clandinin, 2012), and special education teacher attrition (Billingsley, 2004). However, there is a dearth of such studies regarding foreign language teacher attrition. Foreign language teachers are a group that is largely ignored in educational research (Endicott, 2011), and so this study gives further attention to an under-researched population of teachers.

The researcher focuses on foreign language teachers in six English-speaking countries: Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States. Despite their unique historical, political, and linguistic contexts, these countries share important similarities. First, they have been collectively referred to

Addressing foreign language teacher attrition requires a more comprehensive understanding of why some foreign language teachers remain in the field for decades, while others leave after a short period. While some foreign language positions are threatened by program cuts, this study is concerned with voluntary attrition.

as the *Anglobubble*, defined as an area of English linguistic and cultural hegemony, permeated by a misguided belief that it is “only natural that everything should happen in English and should logically be experienced and understood in English” (Hajek, 2014, para. 3). Second, they are each making efforts to develop and expand their policies and programs in foreign language education (Australian Government, 2013; Department of Education [UK], 2012; East, Chung, & Arkininstall, 2012; Duncan, 2010). Finally, and important for this study, the widespread and sustainable success of foreign language programs and policies in these countries is being threatened by a chronic shortage of foreign language teachers (Australian Curriculum, Assessment and Reporting Authority, 2011; Friedman, 2015; Mason & Poyatos Matas, 2016a; McElroy, 2015; Ratcliffe, 2013; Swanson, 2013).

Three research questions guided this study: (1) How is foreign language teacher attrition and retention being studied globally? (2) Which overarching themes from the meta-analysis appear to have an impact on foreign language teacher attrition and retention? and (3) What, if any, are the challenges that are specific to foreign language teachers? The answers to these questions may provide insights into the specific challenges that are facing foreign language teachers in English-speaking countries, thus helping to work toward the development of discipline-specific approaches for curbing attrition.

Method

A qualitative meta-analysis, the systematic analysis of studies that focus on the same general research topic, was used to answer the research questions. The purpose of analyzing the research literature was to provide a comprehensive description and synthesis of the field of research, and to translate the results into new conceptualizations. It also involved an examination of the methodological approaches used in the field and an “assessment of the influence of the method(s) of investigation on findings” (Timulak, 2009, p. 591).

Inclusion and Exclusion Criteria

Included for analysis in this study were peer-reviewed and published empirical research studies published between 2000 and 2016 that directly investigated the career attrition and/or retention of foreign language teachers in predominantly English-speaking countries. For the purpose of this study, a foreign language teacher is defined as one who teaches one or more foreign languages other than English as part of his/her teaching duties in primary/elementary and high/secondary schools. The study excludes educators teaching in universities, and teachers of English as a Second Language, both of whom have their own separate and unique challenges. All studies on foreign language teacher attrition were considered, including those that employed qualitative, quantitative, and mixed methods approaches, a typical feature of qualitative meta-analysis studies (Timulak, 2009).

Procedures

In order to locate as many studies as possible, searches were conducted of the following electronic research databases: *Social Sciences Citation Index*, *JStor*, *Educational Resources Information Center*, and *Web of Science*. These databases

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were selected as they include a comprehensive range of scholarly journals that cover the geographic areas under investigation as well as the relevant fields of education, languages, and humanities. Multiple searches were conducted of each database using different combinations of the search terms *second, foreign, language, teacher, attrition, retention, turnover, and career path*. Additionally, reference lists of studies that reviewed teacher attrition in other populations were read in an attempt to identify any references to studies of foreign language teachers (Borman & Dowling, 2008; Guarino, Santibañez, & Daley, 2006; Long, McKenzie-Robblee, Schaefer, Steeves, Wnuk, Pinnegar, & Clandinin, 2012; Mason & Poyatos Matas, 2015). Finally, the reference lists of all retrieved studies were reviewed in an attempt to identify additional literature.

Sample

After applying the aforementioned inclusion and exclusion criteria to the search result outputs, 10 articles were selected for analysis, presented in Table 1. The studies were conducted in four countries: Australia, Canada, the United Kingdom, and the United States. No studies were found from New Zealand or Ireland. Each study is listed in chronological order and has been given an ID number (S1 = study 1, S2 = study 2, and so forth).

Table 1. Studies of foreign language teacher attrition and/or retention, 1997-2016

#	Year	Author/s	Publication	Title	Country
S1	2000	Wilkerson	<i>Foreign Language Annals</i>	“Attrition of foreign language teachers: Workplace realities”	United States
S2	2001	Brown	<i>Cambridge Journal of Education</i>	“Mentoring and the retention of newly qualified language teachers”	United Kingdom
S3	2009	Ewart	<i>Canadian Journal of Education</i>	“Retention of the new teachers in minority French and French Immersion programs in Manitoba”	Canada
S4	2010	Mason	<i>Babel</i>	“Language teacher: To be or not to be”	Australia
S5	2010a	Swanson	<i>Hispania</i>	“Teacher efficacy and attrition: Helping students at introductory levels of language instruction appears critical”	United States

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S6	2010	Swanson & Huff	<i>The Rural Educator</i>	“The relationship of Georgia’s Rural Foreign Language Teachers’ Sense of Efficacy to Teacher Attrition”	United States
S7	2012a	Swanson	<i>Canadian Modern Language Review</i>	“Second/Foreign language teacher efficacy and its relationship to professional attrition”	United States & Canada
S8	2012b	Swanson	<i>Language Teaching Research</i>	“The congruence of vocational interests and the workplace environment: Reducing the language teacher shortage”	United States & Canada
S9¹	2015	Mason	<i>New Zealand Language Teacher</i>	“‘Hey, I’m a real teacher!’ The value of language teachers and the role of Non-Contact Time in Queensland primary schools”	Australia
S10¹	2016b	Mason & Poyatos Matas	<i>Asian-Pacific Journal of Second and Foreign Language Education</i>	“Social capital: a vital ingredient for retaining foreign language teachers”	Australia

¹These two studies involved the same participants

Analysis

The researcher began by reading and inspecting the sample for relevant data. An important feature of meta-analysis is the appraisal of studies according to their methodological approaches. During the analysis period, information such as conceptual frameworks, sampling methods, data collection and analysis methods, quality controls, and research limitations were noted. While there are a variety of approaches to synthesizing study findings, a common feature is that “they utilize a flexible analytical strategy, which is based on comparison, abstraction, observation of similarities and differences among the original studies, while trying to retain contextual influences and detail in the findings” (Timulak, 2013, p. 12). The researcher used an iterative process of coding and analysis to generate grounded theory, which involved “breaking down, examining, comparing, conceptualizing, and categorizing data” (Strauss & Corbin, 1990, p. 67).

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Findings

Research Question One

With respect to the first research question regarding how foreign language teacher attrition and retention is being studied globally, the researcher investigated each study's research design in terms of its goals, sampling methods and participants, data collection and analysis methods, and any conceptual frameworks informing the study. The collation and analysis of these data revealed that although all studies were concerned with investigating the attrition or retention of foreign language teachers, there was considerable variety in who was being studied, and how they were being studied.

The studies' researchers adopted qualitative (S1, S2, S4), quantitative (S5, S6, S7, S8) and mixed-methods approaches (S3, S9, S10) to data collection and analysis. Data were collected using interviews, surveys, questionnaires, or a combination thereof. There was an inclination toward cross-sectional design, with the exception of Brown (2001) (S2), who collected data from new teachers at the end of the first term, and again at the end of their first year of teaching. There is a mix of exploratory and conceptually-driven research. Exploratory studies aimed to examine retention from a broad perspective to provide insights and support wider understanding (S3, S4), while others explored specific factors drawn from the wider literature on teacher attrition, in the case of workplace realities (S1), and mentoring (S2). The issue of language teacher attrition and retention was also investigated through various conceptual frameworks, such as self-efficacy (S5, S6, S7), vocational congruence (S8), and social capital (S9, S10).

Sample sizes ranged from 14 to 1,065, with an average of 265 participants, with studies involving either current foreign language teachers (S2, S3, S5, S6, S7, S8), or a mix of current and former teachers (S1, S4, S9, S10). Some studies focused on particular subgroups of foreign language teachers: beginning teachers (S2, S3), teachers of French and French Immersion (S3), teachers of Japanese (S4), and those in rural areas (S6). Studies were generally limited to a particular geographic area within a country (S5, S6, S9, S10), in some cases to graduates from a single university (S1, S3, S4). Only two studies involved large and representative samples that reached beyond state and national borders (S7, S8).

Teacher attrition and retention was measured in several ways across the studies, with some adopting more than one method. One method used was to study teachers over (or after) a period, to identify those who stayed and those who left, and to investigate potential reasons. This method was used in four studies, with data collected at periods from one year (S2), four years (S1), five years (S3), and eight years (S4) after entry into the profession. Another method was to sample current teachers and use their future "intention to leave" as a proxy measure of teacher attrition. In such studies, participants were asked about their intentions to remain, retire, or quit, in the following year (S1, S5, S6, S7, S8), with one (S1) also collecting information about participants' intentions in the medium (5 years) and long term (20 years). In two studies (S9, S10), snowball sampling was used to locate former teachers, allowing for a comparison of their responses with responses from

current teachers. Snowball sampling is a nonprobability sampling technique used to recruit difficult-to-locate participants, as in the case of former teachers when no formal exit data are collected. The technique involves all participants being asked to nominate another participant, so that the sample grows like a rolling snowball (Neuman, 2011). Other studies elicited the perspectives of the participants concerning the issues that they perceived to have impacted their decision to leave (S4), or the issues that helped retain them, or that challenged them (S3).

Research Question Two

With respect to the second research question concerning overarching themes of foreign language teacher attrition and retention, the iterative coding procedures resulted in the identification of 154 segments of information present in the findings and discussions of the 10 studies under investigation. These segments of information were organized into seven major themes and 25 sub-themes (see Table 2). The major themes were: (1) teacher preparation, (2) transition to teaching, (3) teacher knowledge and skills, (4) workplace and employment factors, (5) value and belonging, (6) supportive workplace relationships, and (7) teacher personality traits.

Table 2. Themes identified in the research literature on foreign language teacher attrition/retention.

Major themes	Sub-themes	Relevant studies
T1. Teacher Preparation	(a) Pre-service education	S1, S3, S4
	(b) Level of preparation for role	S1, S3, S4
T2. Transition to teaching	(a) Formal induction and mentoring programs	S1, S3, S10
	(b) Informal and external support	S10
T3. Teacher Knowledge and Skills	(a) ... in class management	S3, S4, S7, S10
	(b) ... in foreign language pedagogy / methodology	▲ S2, S5, S6, S7
	(c) ... in the target language	▲ S3, S4, S7, S10
	(d) ... in school context and politics	S1, S3
T4. Workplace and Employment Factors	(a) Number and diversity of students	S3, S4, S6, S10
	(b) Access to resources	S3, S4
	(c) Workload	S1, S3, S4, S6, S10
	(d) Foreign language program conditions	▲ S3, S4, S9, S10
	(e) Employment benefits and opportunities	S3, S6, S10
	(f) School culture and politics	S1, S10

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T5. Value and Belonging	(a) Support and value for foreign language education	▲	S1, S4, S6, S9, S10
	(b) Respect and value as a foreign language teacher	▲	S1, S4, S9, S10
	(c) Physical and emotional space in schools		S1, S3, S4, S9, S10
T6. Supportive Workplace Relationships	(a) ... with students		S3, S9, S10
	(b) ... with parents and community		S4, S6, S9, S10
	(c) ... with and support of colleagues		S1, S2, S3, S9, S10
	(d) ... with other foreign language teachers	▲	S2, S3, S9, S10
	(e) ... with administrators and authorities		S1, S3, S6, S9, S10
T7. Teacher Personality Traits	(a) Perceptions of self (efficacy, confidence, identity)		S2, S4, S5, S7, S10
	(b) Personality type		S8
	(c) Responses to stressful situations		S1, S2, S8, S10

▲ *Sub-themes that are specific to foreign language teachers*

T1. Teacher Preparation

The nature and content of pre-service and continuing education programs appear to play a considerable role in the retention of foreign language teachers. The most effective programs are those that develop a spectrum of skills and knowledge that facilitate effective teaching and learning (See T3). While the aim of pre-service education programs is to prepare teachers for their positions, a common complaint across many of the participants was the lack of preparation that teachers had for the so-called “realities” of teaching and managing foreign language programs (See T3). Those who lack insights into these realities, or otherwise feel unprepared for the realities of foreign language teaching, are more likely to struggle with the transition from pre-service to in-service teacher (S1, S3, S4).

In many universities, the responsibility for preparing foreign language teachers reaches across two faculties—usually Arts and Education. This means not all teachers have access to extensive training specifically in foreign language methodology (S1), and/or sufficient instruction to develop appropriate proficiency in the target language (S4, S10). In one study, a participant noted that in her pre-service training, “the language component of the course was geared toward business and not teaching ... it was completely irrelevant for my intended future career as a German language teacher” (S4)(Mason, 2010, p. 21).

Other teachers engage in alternative certification, and while Wilkerson (2000) found that alternative certification in itself did not appear to be a factor in the attrition or retention of foreign language teachers, there appeared to be a

connection between retention and the in-field experiences within certification programs (S1). Mirrored in Ewart's (2009) study (S3), those teachers who observed and engaged in foreign language classrooms during their teacher preparation, felt better prepared for their roles than those who did not (S1, S3).

T2. Transition to Teaching

Induction and mentor programs can play a role in the successful transition of teachers into the field, as well as their continued professional development (S1, S2). Transition into teaching is best supported when participants have “a named mentor in the language department; regular meetings with their mentor; regular lesson observations; explicit support in the continuing development of their language teaching methodology” (S2) (Brown, 2001, p. 73). However, it appears that induction and mentor programs designed specifically for foreign language teachers are often absent or of poor quality (S1, S2, S3, S10). In some cases, foreign language teachers sought out their own mentor within their workplace, outside of any informal arrangement, which provided them with assistance and support (S1, S2). However, in other cases, a lack of support or a lack of ability or willingness to seek support, led to some foreign language teachers' early departure from the field (S1, S2).

As already noted, foreign language teachers are often the only (or one of only a few) teachers within their discipline in a school, so they may not have access to the support of other foreign language teachers. In response to the lack of support at a school level, language teacher associations and other formal and informal gatherings of foreign language teachers have provided invaluable support to many teachers in Australia (S9, S10). High levels of social capital, developed by seeking and building social connections with foreign language teachers in the wider community, has been correlated to foreign language teacher retention (S9, S10).

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T3. Teacher Knowledge and Skills

The research suggests that teachers with sound content and pedagogical knowledge and skills are more likely to be retained, and this is linked closely to the first theme. Teachers' proficiency in the language they teach is important in developing their confidence and self-efficacy in delivering the curriculum, and thus appears to support retention (S3, S4, S7, S10). However, one concern is the lack of opportunity available for teachers to practice the language, which inhibits proficiency among foreign language teachers. Pedagogical skills and knowledge, such as helping students at introductory levels of language learning (S5), providing alternative explanations or examples when students are confused (S5), and teaching cultural knowledge (S7) have all predicted teacher retention. Teaching students of mixed-ability levels can also provide challenges to teacher retention (S6). The ability to effectively manage students and classes (S3, S4, S7, S10), and a knowledge of workplace politics and “realities” also appears to have a positive impact on foreign language teachers' career longevity (S1, S3).

Designing Programs to Foster Intercultural Competence

T4. Workplace and Employment Factors

The nature of foreign language teachers' roles is a driver of teacher attrition. Foreign language teachers may have heavy workloads (S3, S6, S10), often due to having sole responsibility for the development and implementation of language programs across multiple year levels. This might include teaching, assessing, and reporting on large numbers of students (S4, S10), sometimes as many as 650 per week (S10), and often with diverse abilities and experience in foreign language learning (S3, S6). Foreign language programs may be given limited time in students' weekly schedules (S3) and limited budget and resources (S3, S4). Foreign language teachers may not have a dedicated teaching space (S9) and may be traveling between multiple classrooms and schools (S9). As a result, they may feel that their salary is not commensurate with their responsibilities (S3, S6, S10), and there are generally few opportunities for promotion within the field (S10). The discrepancy between the working conditions for foreign language teachers and those of general education teachers and teachers of other disciplines has led some teachers to move from foreign language teaching into other areas of the curriculum. These teachers have overwhelmingly expressed higher levels of satisfaction in their new roles (S4, S9, S10).

School politics and toxic workplace environments are also threatening teacher retention. Particularly, frustrations were expressed regarding the general apathy toward foreign language education in schools (See T5), leading to ideological clashes between administrators and other colleagues (See T6).

T5. Value and Belonging

In schools in which foreign language education and foreign language teachers are valued, teachers were found to be statistically more likely to stay (S9, S10). However, a number of the studies provide insights into the lack of value afforded foreign language education in many schools (S1, S4, S6, S9, S10). The low status of the discipline has led many teachers to feel isolated in their workplaces, both physically and emotionally (S1, S3, S6, S9, S10), which naturally can lead to attrition. Marginalization can result in foreign language teachers having to fight for resources, space, support, and respect (S1, S4, S9, S10).

In Australia, foreign language classes in primary (elementary) schools are aligned with Non-Contact Time (NCT), allocated time that is set aside each week for planning and preparation. So, while the general education teacher is timetabled for their NCT, his or her students will engage in foreign language, music, or physical education lessons with specialist teachers. A common complaint by participants in the three Australian studies, was the perception that foreign language education is often seen not for its role in the academic and social development of students, but merely as a way to provide NCT. As a result, some foreign language teachers felt they are not perceived as credible or "real" teachers (S4, S9, S10).

T6. Supportive Workplace Relationships

The research shows that foreign language teachers are best supported by strong and close relationships with those in their school communities. Supportive

relationships with workplace colleagues (S1, S2, S3, S9, S10) and administrators appear to be critical (S1, S3, S6, S9, S10). Retention efforts can be enhanced when foreign language teachers feel that they have positive relationships with students (S3, S9, S10) and their parents and the wider community (S4, S6, S9, S10). When strong support is not present within schools, foreign language teachers may be supported in their careers by external networks of other foreign language teachers (S9, S10), although this has been found to assist foreign language teachers into promotional positions outside of schools, particularly into positions teaching in universities, and thus in some cases can actually lead to attrition (S10).

T7. Teacher Personality Traits

Particular personality traits have been seen to better promote retention in the field. Foreign language teachers who have a strong professional identity (S2), who possess self-confidence in their knowledge and skills (S2, S4, S10) and show a strong sense of efficacy in a range of foreign language teaching tasks (S5, S7) have all been shown to be better equipped to cope with the challenges of the role. It appears that foreign language teachers with a highly social personality are more likely to be able to cope with the challenges of the profession and are more likely to be retained for the long-term, because their personality profile is congruent with teaching in schools (S8). Further, those teachers who are able to cope with and adapt to stressful situations (S1, S2, S8, S10), and those who seek support and new knowledge for themselves (S2, S10) are more likely to overcome the challenges that they face.

Research Question Three

In response to the third question regarding the issues that are unique to foreign language teachers, there were five sub-themes that were, by definition, specific to the discipline. These sub-themes, indicated by a triangle (▲) in Table 2, were: knowledge and skill in teaching a foreign language (T3b), knowledge of and ability in the target language (T3c), foreign language program conditions (T4d), support and value for foreign language teaching (T5a), respect and value for foreign language teachers (T5b), and relationships with other foreign language teachers (T6d).

It is important to note that there were a number of issues presented, which while relevant to all teachers regardless of discipline, are likely to be particularly challenging for foreign language teachers. For example, foreign language teachers may face significant challenges in gaining the support of all members of a school community (T6a, T6b, T6c, T6e) and in developing a sense of belonging in schools (T5c) due to the lack of value and respect for foreign language education and thus foreign language teachers. Also, foreign language teachers in elementary schools, unlike general education teachers, often teach very large numbers of students for short periods of time (T4a). With less contact time with students than general education teachers, they may have particular difficulties in developing relationships with students (T6a), and with setting expectations and managing classes (T3a).

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Discussion

It can be said that the research base on foreign language teacher attrition and retention is small. This is surprising considering the widespread acknowledgment of a shortage of foreign language teachers across English-speaking countries, and the considerable attention the issue is given in international media (Mason & Poyatos Matas, 2016a). Nevertheless, the 10 studies play an important role in building our understanding of teacher attrition and retention both as a whole, and as it relates specifically to foreign language teachers.

It is important to recognize the different ways in which attrition and retention are being studied because “subtle differences ... can result in major differences in research findings” (Billingsley, 2004). Within the corpus of foreign language teacher attrition research, different populations of foreign language teachers have been studied at different career junctures and in different ways, and such differences in research design can have an impact on the findings. For example, a study of attrition after one year will likely produce very different results than a study of attrition after five years. Similarly, data collected from current teachers expressing an intention to leave most likely will differ from that collected by those who have already left, although this raises further questions about how far after a teachers’ departure from the field data collection should be acceptable.

In an emerging field of research, a lack of consensus regarding key definitions is inevitable (Billingsley, 2004; Mason & Poyatos Matas, 2015), but the result is that the findings from each study may not be able to be generalized to a wider population of teachers. In order to move forward, it is key to have a common, clear definition of teacher attrition and retention for the case of foreign language teachers, inasmuch as current definitions generally place foreign language teachers within broader populations of teachers, potentially overlooking peculiarities to the discipline (Wilkerson, 2000; Mason & Poyatos Matas, 2015). Drawing on the knowledge gained from the meta-analysis, the author offers a definition of voluntary foreign language teacher attrition for comment and consideration. That is, voluntary career attrition for K-12 foreign language teachers occurs when a teacher ceases to engage in foreign language teaching in schools, voluntarily and for reasons other than retirement. These teachers may move sideways into positions teaching in other disciplines or into general education; upward into administrative roles or university teaching positions; or outward, leaving the educational system altogether to pursue other careers.

This meta-analysis study has revealed a number of common issues raised across the countries under investigation. Some of these issues are faced by all teachers regardless of discipline, while others are unique to, or potentially intensified for, foreign language teachers. This discussion will focus on two of the challenges identified in the meta-analysis as having a negative impact on the retention of foreign language teachers. These two closely-related challenges appear to be central to many of the issues impacting foreign language teacher attrition and retention: the lack of ‘space’ given to foreign language education, and the perceived lack of value for the discipline.

Lack of Space for Foreign Language Education

It can be said that in many schools and educational jurisdictions, foreign language education is not given adequate space. Space, according to Bourdieu and Wacquant (1992) is both a physical and a social concept which “prescribes its particular values and possesses its own regulative principles (which) delimit a socially structured space in which agents struggle, depending on the position they occupy in that space, either to change or to preserve its boundaries and form” (p. 17). In regard to foreign language education, there are three ways in which a lack of space manifests: a lack of space for the discipline in the curriculum, a lack of physical space for teaching and learning, and a lack of emotional space for foreign language teachers.

The time dedicated to language learning is considered an extremely important factor in learning achievement (Scarino, Elder, Iwashita, Kim, Kohler, and Scrimgeour, 2011; Scarino, Liddicoat, & Kohler, 2016). There are numerous frameworks available that postulate the instructional time required to reach proficiency, one of the most well-known being that developed by the American Foreign Service Institute [AFSI] (Atlas & Boots, 2016). The AFSI approximates that it can take anywhere from 600 hours to learn languages that are linguistically similar to English to 2200 hours for languages that are considered most difficult for native English speakers. The ASFI framework was not made for the school context, but it does show two things: that considerable instructional time is required to reach proficiency, and that there are differences in instructional time for different languages. However, these two factors are not always acknowledged in foreign language education policy or programming decisions.

The time given to foreign language learning in students’ weekly timetables varies significantly from school to school, and is not mandated at national and often state levels. The time dedicated to foreign language education in English-speaking countries is low, particularly when compared to other developed countries, particularly those in Europe (European Commission, 2015). The OECD (2014) showed that of 30 countries where data were available, the least time dedicated to foreign language instruction was seen in the three English-speaking countries involved: Ireland (9.54%), England (8.78%), and Canada (6.79%). In the case of Canada, instruction in Alberta has been calculated to be 96 hours per year, leading one researcher to ask, “How will Alberta’s second language students ever achieve proficiency?” (Eaton, 2012). The answer, according to Eaton (2012), was that without further supplementary study, they will not. Both the UK and Australia have had recent curriculum reform and the introduction of a national curriculum, with foreign language education given core positions within their retrospective curricula. In the UK, elementary school programs were largely less than 45 minutes per week (British Council, 2014). In Australia, national guidelines recommend 5 percent to 8 percent of curriculum time to be dedicated to foreign language education, although it is up to each state to decide if and how foreign language instruction is implemented at the school level. In the United States, media reports are often made about the lack of foreign language education in schools, in terms of time as well as the number of programs available to students (Friedman,

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2015; Skorton & Altschuler, 2012). Overall, the time allocated to foreign language education is often not enough to be conducive to effective learning, nor to the development of student-teacher relationships, nor to the building of student motivation, all of which are important facilitators of foreign language acquisition (Dörnyei & Ushioda, 2011).

Bourdieu and Wacquant's (1992) conceptualization of space also includes physical space, and several studies in this paper reported inadequate provision of space for foreign language teaching and learning (S4, S9, S10). This is not a concern that appears to be raised for disciplines with a perceived higher status. When schools provide "a quality environment for students, this will facilitate the acquisition of skills that are important for society" (OECD, 2011, p. 6). Thus, where a quality environment for foreign language teaching and learning is not provided, foreign language acquisition is impeded. Further, the lack of physical space is a visible manifestation that perpetuates the perception that many students and community members already hold, that foreign language education is unimportant.

With limited space in the curriculum, and limited physical space in schools, foreign language teachers may face challenges in integrating into school communities, unable to develop a sense of belonging which has been linked to career retention in a wide variety of occupations (American Psychological Association, 2014). Further, because foreign language teachers are often the sole teacher within their discipline in their workplace, they do not always have immediate access to other like-minded colleagues who might otherwise provide a professional support network (Bulgrin 2007; Lamb, 2012). Foreign language teachers may be marginalized and disconnected from teachers of "more important" disciplines, particularly when institutional stakeholders have different and competing priorities (May, 2010). Without value, foreign language teachers may be "relegated to support functions rather than being utilised as leaders and change agents" (Gigante & Firestone, 2008 in Hancock & Scherff, 2010, p. 336). As a result, school climate may suffer, and foreign language teachers are often powerless to instigate school level change.

Lack of Value for Foreign Language Education

At the core of the lack of space for foreign language education and foreign language teachers, is the lack of value and general apathy in English-speaking countries toward learning other languages (Skorton & Altschuler, 2012; Worne, 2015). In a context in which the teaching profession is already facing a crisis in reputation in most developed countries (OECD, 2013), foreign language education is placed firmly toward the bottom of a well-established curricular hierarchy (Robinson & Aronica, 2009). This places foreign language teachers in a particularly precarious position, where they are constantly required to advocate for their subject matter and to defend its existence in the curriculum

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to colleagues, students, and the wider community (Lo Bianco & Slaughter, 2009). Thus, when foreign language teachers leave the field, they may choose to move into other areas of the curriculum in which they are afforded a higher status, and with it a sense of value and belonging in school communities. The successful move of foreign language teachers out of foreign language education and into other areas of the curriculum signals that these are indeed specific challenges faced by foreign language teachers (ALLC, 1996; de Kretser & Spence-Brown, 2010; Mason, 2010; Sherlock, 2015; Tarica, 2011).

The concerns raised in this study impact not only foreign language teacher retention, but they are all issues which have been continually raised in discussions about quality foreign language education, particularly through various professional standards frameworks for effective foreign language teaching and learning (Australian Federation of Modern Language Teachers Associations, 2005; The National Standards Collaborative Board, 2015). In what has become a perpetual cycle, the lack of value for foreign language education has led to the voluntary departure of foreign language teachers from the field, putting greater pressure on teacher supply. With every loss of personnel, the quality of foreign language programs suffer, and foreign language education is further devalued. While the lack of value for foreign language teaching and learning in schools remains unchallenged, it will become even more difficult to address the teacher shortage.

Conclusion

The lack of space and value afforded foreign language education in many schools and education systems, stands in stark contrast to the rhetoric surrounding foreign language education, and the important role it plays in the economic and social health of countries in an era of increased globalization. As noted by Pufahl and Rhodes (2011) following a survey of more than 5,000 US schools, there is a “huge mismatch between what is happening in our schools and what the country is demanding; that is, an education system that prepares all children to be competent world citizens, who can communicate in more than one language” (p. 272). On the one hand, policies are drafted which promote and encourage the expansion of foreign language education in schools. On the other hand, they are often not supported by substantive implementation and assessment plans to ensure quality foreign language education at the school level. Without explicit guidelines, and with schools facing increased pressure to produce results in other areas of the curriculum, foreign language education often takes a back seat.

The lack of space and value afforded foreign language education in many schools and education systems, stands in stark contrast to the rhetoric surrounding foreign language education, and the important role it plays in the economic and social health of countries in an era of increased globalization.

Challenging ingrained monolingual mindsets is far from a simple task, but it is central to many of the problems impacting foreign language teacher attrition, and in turn, the foreign language teacher shortage. Foreign language programs at the school level need to be supported by substantive policy with explicit minimum

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standards for programs, including clear stipulations for time and resource allocations, and a dedicated space for teaching and learning. This will go some way to improving the status of foreign language education in schools, although building value for foreign language education is a much more difficult task. As such, more research is needed to investigate the perception of foreign language learning in different communities, how monolingual mindsets are formed, and what can be done to challenge negative perceptions of foreign language education.

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Reviews

Edited by Thomas S. Conner, St. Norbert College

The Northeast Conference makes available in its *NECTFL Review* evaluations of both products and opportunities of interest to foreign language educators. These evaluations are written by language professionals at all levels representing all languages. The opinions presented by reviewers and by respondents (publishers, tour operators, webmasters, association leaders, etc.) are their own and in no way reflect approval or disapproval by NECTFL.

We will accept reviews of

- Software
 - Videos and films
 - Textbooks, instructional packages, and ancillaries
 - Websites
 - Grant opportunities
 - Programs of study, both abroad and in this country, targeting both educators and students
 - Reference materials
 - Other
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Chinese

Bourgerie, Dana Scott, Rachel Yu Liu, and Lin Qi. *Mastering Chinese Through Global Debate*. Georgetown University Press. 2016. ISBN: 978-1-62616-305-8.

It is exciting to read *Mastering Chinese Through Global Debate*—a very well-designed advanced Chinese textbook. As the authors state, this textbook aims at “aspiring foreign language learners throughout the world in pursuit of truth through reasoned debate.” The 175-page long textbook contains six units. Each unit covers a very interesting hot topic in China today. Unit 1 is about the role of government in environmental protection. Unit 2 discusses the choice between spreading democracy and respecting sovereignty: interventionist or isolationist? Unit 3 focuses on the debate about wealth redistribution vs. self-reliance. Unit 4 discusses the opportunities and challenges for Chinese farmers migrating to big cities. Unit 5 studies national security vs. personal freedom. Unit 6 raises the question if diplomas are indeed a road to success.

Mastering Chinese Through Global Debate is invaluable because it is the first advanced Chinese textbook featuring “content written by a professional Chinese journalist” and uses “debate as a means” to facilitate advanced and superior level skills as defined by ACTFL proficiency guidelines. Each of the six units starts with lead-in activities, such as group discussion based on the news provided in this section, analyzing the causes, and sharing students’ perspectives about similar challenges in their home country. The lead-in section also provides topic-specific terminology and scaffolds language tasks as well as learning strategies in debate discussing brainstorming, mind-mapping, comparing, and supporting opinions. Following the lead-in is a journal article encompassing several tasks that focus on understanding the topic and the author’s opinions. Next is a section on mastering terminology and idioms. Students are not only given a variety of vocabulary building and comparison exercises, but also a guide to check online resources in China (<http://>

ccl.pku.edu.cn:8080/ccl-corpus/advance-search.htm) and Taiwan (<http://sinica.edu.tw/sinicaCorpus>). The next section addresses the techniques in organizing speech in a debate, such as using metaphors, formulating hypotheses, etc. Several role-play situations are provided for students to do mini mock debates. The fifth section focuses on listening to different opinions on the topic under study and analyzing which opinion is the most convincing. The pre-listening, listening, and post-listening activities are clearly listed with measurable objectives. The sixth section discusses how to support opinions in a verbal debate. Techniques, common sentence structures and tips for effective ways to argue are precisely summarized. At the end, a role-play situation is given for students to practice debate using the learned techniques and terminology. The next section teaches students how to prepare, organize, and compose an argumentative article with the goal of convincing readers to adopt a clear stance and opinion. At the end of this section, students are asked to write an opinion article on the topic addressed in the unit. The article has to be an extended discourse making good use of the structures, terminologies and techniques that students have learned in the unit. The final section requires students to self-evaluate their preparation, interest, and progress in the process. In a nutshell, the eight sections in each unit provide nice scaffolding and foster students' critical thinking skills in a way that helps them analyze and debate on controversial topics at a native or near-native level.

This textbook comes with an audio companion which is available at press.georgetown.edu. Transcripts of the audio clips are included as well. The very thoughtful aspect of the audio companion is that a mock debate in each unit is included so that students can learn, model, and compare.

In summary, *Mastering Chinese Through Global Debate* is a powerful and practical textbook. It not only introduces interesting topics, authentic language, high level idioms, topic-specific terminologies, and grammatical structures for debate, but also highlights techniques and methods with regard to preparing, organizing and delivering debate. As Professor Cornelius Kubler says in his foreword, this textbook is particularly suitable for college seniors majoring in Chinese language and culture. I would add that *Mastering Chinese Through Global Debate* is perfect for non-native graduate students studying Chinese. It is also extremely useful for high level non-native professionals, such as military foreign area officers, state department officials, journalists working in Chinese-speaking regions, and business executives working with Chinese partners.

After finishing this book, users can be expected to be able to discuss, analyze and debate politically sensitive and controversial topics at ACTFL's advanced or superior level of Chinese proficiency. Using the U.S. Federal Interagency Language Roundtable (ILR) to gauge proficiency, students who complete the program can be expected to reach a level 3 and above.

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French

Anover, Véronique and Theresa Antes. *À vous! The Global French Experience*. 2nd edition. Boston, MA: Heinle Cengage, 2015. ISBN: 978-1-285-32714-3.

À vous! The Global French Experience 2nd edition is a “comprehensive introductory program for use in beginning French classes at the college level” (p. AE9). The authors note that the textbook can be used over the span of two to three semesters, which is an advantage considering the rising cost of textbooks. From the outset *À vous!* invites learners to understand themselves and then moves to interactions between self and society. In addition to the textbook itself, there are many ancillaries, such as partnered voice-recorded activities, an online Student Activities Manual with audio, companion videos with pre- and post-viewing activities, interactive enrichment activities, a diagnostic study tool and an easily accessible personal online tutor. A printed access card may accompany the textbook. If the textbook does not include this card, access can be purchased directly from the publisher.

Each of the 14 chapters begins with a section called *Passage* to contextualize the theme covered in the chapter, sometimes in a conversational format followed by the introduction of the necessary vocabulary and grammar. Each *Passage* is followed by cultural readings on broad themes focusing on the Francophone world. Next, the authors introduce more “passages” containing additional vocabulary and grammatical structures and even more activities. Each chapter concludes with a comprehensive list of vocabulary and important phrases. The *Passages* are useful as they contextualize the language and build from one to the next. The suggested activities, both for individual learning and paired/group learning, are easily integrated into classroom instruction for diverse populations of students.

Each of the chapters deals with topics that are useful for students, especially those who will study abroad. Chapter 1 (*Qui es-tu?*) introduces basic conversational expressions and teaches learners several important tasks, such as making introductions and plans. Francophone culture is introduced by studying greetings and farewells in various countries as well as the French university system. Chapter 2 (*Je suis comme je suis*) deals with describing oneself and talking about one’s personality and daily activities. Five French and Francophone individuals are presented and their life stories are used to illustrate aspects of the Francophone experience.

Chapter 3 (*Ma famille et mes amis*) introduces learners to leisure activities and the role of family in French-speaking countries in Europe but also teaches the days of the week and the months of the year. An interesting aspect in this chapter focuses on the importance of pets, in particular, dogs, in French culture as well as the significance of Mother’s Day in Central African culture. Chapter 4 (*Mon appartement*) deals with housing and household vocabulary in francophone countries and introduces students to weather expressions. Chapter 5 (*Ma ville*) is concerned with different types of shops, foods, clothing, and discusses urban planning in Francophone Europe. Also of interest is a section on manners in French supermarkets. In Chapter 6 (*Mes goûts*) the authors compare French and African speakers’ restaurant behavior and eating habits such as foods, especially bread and cheese, table settings, and manners. Chapter 7 (*Les infos qui mentourent*) introduces learners to the news via TV and radio programs. This

chapter marks the shift from the present tense to the past tense and offers a cultural look comparing American and French TV.

In Chapter 8 (*Mes relations amoureuses et amicales*), the authors present reflexive verbs and expressions of daily routines in the context of friendship, dating, and marriage. The readings focus on Moroccan culture with respect to marriage compared to customs in other countries. In Chapter 9 (*Quand j'étais adolescent(e)...*) the authors present the school system in France, issues surrounding adolescents, human development, and body parts. Francophone culture focuses on adolescents in various Francophone African countries and in Canada. Chapter 10 (*Mon boulot*) deals with information related to finding employment, and suggestions regarding job interviews. In the chapter's cultural passage, the authors focus on three Francophone countries; France, Tunisia and Belgium.

In Chapter 11 (*Mes finances*) the authors focus on a hair salon and related business vocabulary such as banking services. In this chapter learners understand how much French and Tunisian individuals spend on various items such as food, telephone, internet, furniture, clothing, and even medication. Chapter 12 (*Mes rêves*) focuses on emotions as well as travelling by train or airplane, including making travel reservations. Additionally, the authors discuss the importance of wine in France. In Chapter 13 (*Ma vie branchée*) learners focus on social networks, different sports, especially soccer, and introduces a fitness club to students. African culture is studied regarding internet use in Kita, a village in Mali. The textbook concludes with Chapter 14 (*Mon bien-être et ma santé*) where students learn about internal body parts, medication, and how to talk about illnesses, both physical and emotional. The cultural focus centers on learning to have a balance between body and soul, and traditional medicine in western Africa.

Each chapter consists of three *Passages* and three sections of vocabulary, structures and culture. At the end of each chapter a *Lexique* introduces all important vocabulary. Each chapter also includes an audio component. In addition, the text presents culture, not only in France but throughout the Francophone world. The individual or group activities can improve students' skills in the three modes of communication (i.e., interpretive, interpersonal, and presentational).

This book is recommended for elementary college level and is especially helpful for students who want to study French and Francophone culture.

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Publisher's Response

We would like to thank Sohaila Sadeghi for a thorough review of *À vous! The Global French Experience 2nd edition*.

As noted, one of the strengths of the program is its communicative focus; the pedagogical design of the program enables students to gain a thorough knowledge of grammar structures while engaging in communication in the target language through a variety of open-ended activities. The iLrn online platform, as the review noted, also provides additional valuable practice through audio and pronunciation activities, in addition to vocabulary and grammar exercises.

Another strength of the program is its rich cultural content and the focus not just on France but on the whole Francophone world. This is further supported by the video program. The Vidéo Buzz segments draw students into the different regions of France and the Francophone world through high-interest topics and bring the target language to life through engaging activities that encourage cross-cultural comparison. In addition, four distinct storyline video episodes immerse students in French and Francophone culture via authentic language relating to the vocabulary, structures, and themes of each chapter. As you mentioned, additional activities in iLrn, the online learning platform encourage students to connect with language and culture in an even more meaningful way.

The iLrn for *À vous!* provides additional student resources such as an interactive eBook containing, grammar tutorials, audio flashcards, a personalized study plan and links to all the video and audio content for the program. All of the text and SAM activities are assignable and gradable online, offering additional flexibility for flipped, hybrid, and online courses.

If instructors would like to review a chapter of *À vous!* or sign up for a 30-day trial, they are welcome to visit Cengage.com/iLrn to get started or inquire with their local Cengage Learning Consultant.

Lara Semones
Senior Product Manager
Cengage Learning

Ghillebaert, Françoise. *Face-à-face: Conversation sans frontières*. Second Edition. Boston: Vista Higher Learning, 2017. ISBN-13: 978-1-68004-340-2. Pp. 236 + 20 pages of introduction to the text. For pricing options and all information, visit www.vistahigherlearning.com.

When selecting a conversation textbook, instructors naturally tries to find one that will engage students in genuine conversation, so they will be pleased to consider at the book under review here. The primary goal of the second edition of Françoise Ghillebaert's *Face-à-face: Conversation sans frontières* is to help students improve their French-language speaking skills while simultaneously strengthening their listening, writing, reading, and socio-cultural competencies. *Face-à-face* is comprised of the following six themed chapters, which are all suitable for an AP French Language and Culture course as well as a third-year university-level conversation course required for a major or minor in French: *Les Relations personnelles*; *les Médias et la technologie*; *les Générations*; *les Voyages et les transports*; *la Nature et l'environnement*; and, *la Société*.

Each chapter, in turn, is divided into six sections: *Court métrage*; *Structures*; *Lectures*; *Bande dessinée*; *Rédaction*; and, *Conversation*. Of these six sections, probably the most appealing to students is the *Court métrage*, a contemporary short film that opens each chapter and includes cultural notes so that students gain a better appreciation of the film. The titles and synopses of these six intriguing short films are:

—**Leçon 1:** *Manon sur le bitume* d'Élizabeth Marre et Olivier Pont (France; 15 minutes)

Nominated for an Oscar and winner of three other international awards, this short film depicts a series of random thoughts that come to a young woman as she lies on the pavement after an accident. Will these be her final moments?

—**Leçon 2:** *Reality+* de Coralie Fargeat (France; 22 minutes)

Coralie Fargeat's film depicts a future world in which an implanted chip allows users to customize their own physical appearance. However, the chip can only be activated for 12 hours at a time...

—**Leçon 3:** *Il neige à Marrakech* de Hicham Alhayat (Suisse; 15 minutes)

In this short film, Hicham Alhayat deals with the sometimes comic and always complex dynamics of one Moroccan family. Karim's father wants to ski in Switzerland but was denied a visa to travel there. To avoid breaking the old man's heart, Karim comes up with a plan. But will it work?

—**Leçon 4:** *Pas de bagage* d'Ismaël Djebbari (France; 12 minutes)

Ismaël Djebbari's film deals with the painful topic of fragmented families. Alban's ex-wife and her new husband are moving far away and taking Marion, Alban's teenage daughter, with them. He is trying to keep a close relationship with his daughter, but they are both aware that distance will make this much harder.

—**Leçon 5:** *Le Lagon néo-calédonien* de Yann Arthus-Bertrand (France; 9 minutes)

This documentary short speaks of New Caledonia's coral reef, the world's second largest. It is in good health for now, though waste material from a new mine is poised to devastate the reef and its ecosystem.

—**Leçon 6:** *L'Accordeur* d'Olivier Treiner (France; 13 minutes)

Winner of a César for best short film, *L'Accordeur* tells the story of a former piano prodigy who takes up work as a piano-tuner after losing an important music competition. To make a break with his previous life, and to win the confidence of new clients, he feigns blindness. But this deception will lead him to witness things that weren't meant for his eyes. (XIV)

Like the *Court métrage* section, the other five have equally meaningful components. Particularly appealing in *Structures* are the video stills that correlate to the grammar explanations so that students see the targeted grammar point in an appropriate context. *Lectures* supplies the essential pre-reading vocabulary preparation and background information on the author as well as post-reading activities that stimulate class discussion as it relates to individual student experiences. *Bande dessinée* furnishes alternative ways to discuss each chapter's theme. *Rédaction* centers on a highly structured writing task with sequential steps. These writing tasks include *un Blog*, *un Article à sensation*, *une Évaluation de séjours*, *une Analyse d'un poème*, *une Brochure*, and *un Essai comparatif*. Conversation helps students to prepare for one of three types of active speaking activities: debate, role play, and discussion (group and paired).

The *Face-à-face* Supersite provides the necessary online support with the streaming video of all six films and instructor course management tools. In addition, based on nationwide instructor feedback, the Supersite was improved to include the following features: Auto-graded textbook and extra practice activities; Virtual and Video Partner Chat activities for oral practice; audio-synced readings; vocabulary tools for personalized learning; grammar presentation slides; and, a *Rédaction* grading tool for in-line comments and corrections via text or voice. Moreover, students will enjoy the fact that the Supersite is iPad-compatible with vText for on-the-go access.

Eileen M. Angelini
Fulbright Specialist
Buffalo, NY

Publisher's Response

I am pleased to respond to Professor Eileen M. Angelini's review of Vista Higher Learning's Advanced French program *Face-à-face: Conversation sans frontières*, Second Edition. I am grateful to Professor Angelini for pointing out so many of the program's assets. Most importantly, as Professor Angelini observes, the program's primary goal is to help students improve their French speaking skills while at the same time training them to become more proficient listeners, writers, and readers, as well as honing their socio-cultural skills. Professor Angelini remarks that the most appealing strand to students is *Court métrage*, which includes cultural notes that allow students a better appreciation of each authentic short film. Indeed, VHL devotes a significant amount of time and effort to finding the most appealing short films to capture students' interest and motivate them to express themselves in French. However, I was similarly pleased to read that Professor Angelini found the other lesson strands to contain equally meaningful components, noting that the *Structures* strand carefully integrates video stills from *Court métrage* to illustrate the grammar at hand. Video integration is indeed a hallmark of all VHL programs. Professor Angelini appropriately points out that the *Lectures* strand contains not only essential pre-reading activities but that its post-reading activities stimulate class discussion. My colleagues and I put a great deal of effort into developing the *Rédaction* writing strand, so I was thrilled that Professor Angelini had taken note of its process structure and sequence of steps. Furthermore, the *Conversation* speaking strand prepares students for one of several types of speaking scenarios, as Professor Angelini noted.

I am also grateful to Professor Angelini for pointing out the strengths of the *Face-à-face*, Second Edition, Supersite, which provides online support for students and course management tools for instructors. VHL relies on customer feedback when developing a new edition of any program, so I was happy to read Professor Angelini acknowledge it and enumerate the many areas where the Supersite was improved for the Second Edition.

Armando Brito
Senior Consulting Editor
Vista Higher Learning

Mitchell, James G. and Cheryl Tano. *Promenades à travers le monde francophone*. Third Edition. Boston: Vista Higher Learning, 2018. Instructor's Annotated Edition ISBN-13: 978-1-68005-008-0. Pp. 532 + 46 pp. of introduction to the text and 66 pp. of appendices (maps, verb conjugation tables, vocabulary glossary, index, credits and bios). For pricing options, visit www.vistahigherlearning.com.

Having successfully used the second edition of *Promenades à travers le monde francophone*, I was particularly curious to see what enhancements had been made to the third edition. The third edition maintains the well-structured format of previous editions: each chapter unit is divided into two lessons (A and B) and each lesson is comprised of "contextes," "roman-photo," "lecture culturelle," "structures," "synthèse," and "savoir-faire." "Contextes" provides a colorfully illustrated overview of chapter vocabulary with relevant exercises along with "les sons et les lettres" to help students with their pronunciation. "Roman-photo" places the chapter vocabulary in context via the story of a group of students living in Aix-en-Provence, France (one of them being David, an American

student). In the textbook, the story is presented in a dialog box format using scene clips from the video and with the French-language transcript provided beneath each dialog box. The *Promenades* Supersite provides a streaming video of the “*Roman-photo*” with options that allow the instructor to customize the video with subtitles and transcripts in French and English. “*Lecture culturelle*” addresses the cultural themes presented in “*Contextes*” and “*Roman-photo*.” Each of the chapter’s two lessons presents two separate “*Structures*,” for a total of four graphic-intensive grammar explanations with multiple exercises that have a natural progression in difficulty. “*Synthèse*” reviews the chapter’s four grammar points in a cohesive manner with “*Le Zapping*” (television clips that supplement the chapter’s cultural and grammatical lessons) and “*Écriture*” activities. “*Savoir-faire*” features “*Panorama*,” an overview of an area of the Francophone world with key facts, interactive maps, and additional short readings.

Commendable is the fact that the third edition of *Promenades* focuses more prominently on the Francophone world, most especially in “*Panorama*,” and more up-to-date authentic content: In particular, new authentic Zapping television clips (Unit 4 – *Du pain à la française*; Unit 5 – *L’activité physique*; Unit 6 – *Le marché de Noël à Paris*; Unit 7 – *Bruges*; Unit 8 – *Vivre à la ferme*; Unit 11 – *Le smartphone musical*; and, Unit 13 – *Les poules, nouvelles poubelles vertes pour citadins*). In addition, a new short film, (*Qui de nous deux*, directed by Benjamin Bouhana), and a new literary reading (*Supposition* by Jacques Charpentreau) are now part of Unit 12. Other major changes to the third edition of *Promenades* are a re-design of the end-of unit vocabulary page to reflect A/B lesson vocabulary and an updated iconography to facilitate better integration with online activities. Improvements to the *Promenades* Supersite include, but are not limited to: new vocabulary tools to create personalized study lists (e.g., sortable by lesson with multiple practice modes and flashcards with English translations and audio input); oral testing suggestions presented as partner and virtual Chats; audio-synch technology for all “*Lecture*” readings; instructor ability to adjust pre-made online assessments (e.g. create new sections and reorder or delete sections); a thematically organized illustration bank for creating activities and assessments; and, True/False activities where students are asked to provide a justification for “false” answer. Not to be overlooked is that many students will appreciate the convenience of the *Promenades* Supersite being iPad-compatible. Those instructors who have used previous editions of *Promenades* should enjoy the changes made to the third edition and those instructors who have not yet used *Promenades* will want to check out the third edition as it has much to offer.

Eileen M. Angelini
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Buffalo, NY

Publisher’s Response

I am delighted to respond to Professor Eileen M. Angelini’s review of Vista Higher Learning’s Introductory French program *Promenades à travers le monde francophone*, Third Edition. Professor Angelini had used the Second Edition in the past and, happily, with a significant degree of success. With that disclaimer, she affirms that the Third Edition still maintains the well-structured format of the previous edition. Especially gratifying to me was Professor Angelini’s remark that the *Promenades* grammar explanations are

graphic-intensive and their numerous corresponding activities progress naturally, since VHL has worked painstakingly to achieve both goals and takes great pride in the results. Furthermore, she commends the Third Edition for focusing more prominently on the francophone world outside of France, another one of our goals for the new edition. Of equal significance to Professor Angelini, and to the VHL editorial team, is all the updated authentic content in the Third Edition: seven new TV clips, one new short film, and one new literary reading.

I appreciate Professor Angelini's pointing out the enhancements to the *Promenades* Supersite. These include, among other improvements, its higher degree of customizability; new Vocabulary Tools for creating personalized, sortable study lists; Oral Testing Suggestions presented as Partner and Virtual Chats; and True/False activities where students are asked to justify any false answers. Professor Angelini is also careful to point out that the *Promenades* Supersite is iPad compatible, a fact which, as she reminds us, proves extremely appealing to students.

Professor Angelini is confident that instructors who have used previous editions of *Promenades* should enjoy the updated and improved Third Edition, and instructors who have not yet used *Promenades* will want to examine all that the new edition has to offer.

Armando Brito
Senior Consulting Editor
Vista Higher Learning

Wong, Wynne, Anne Lair Weber-Fève, and Bill VanPatten. *Encore*. Boston: Cengage Learning, 2018. Includes: Printed Student Edition, vText, Student Edition in an online, interactive, iPad-friendly format, iLrn website, downloadable eBook, an online workbook and lab manual. ISBN-10: 1111771391, ISBN-13: 9781111771393). Pp 448. \$ 149.00

Encore, an intermediate-level textbook, is a sequel to the successful first-year program, *Liaisons*. It focuses on all aspects of the French language and provides a three-tiered approach for students to learn how to discover, create and connect. Vocabulary and grammar are “discovered” through a variety of authentic printed texts, visual materials and audio recordings while form and meaning are “connected” through oral and written activities, all of which will help learners improve their skills necessary to “create” language both in and out of the classroom.

Encore is based on a plot-driven film created on location in Québec. In the film, Claire Gagner, a graduate student in Montréal, finds out she has inherited a substantial amount of money from her family. In order to claim her fortune, she embarks on an unexpected journey of adventure, romance and mystery, which eventually lead her to discover her French roots.

The textbook opens with a preliminary chapter, and is subsequently divided into ten units, which roughly follow the same structure and include similar types of components. The main objective of the preliminary chapter, “*Premières rencontres*,” is to teach students how to introduce themselves, exchange personal information and describe first impressions.

The ten remaining chapters focus on general themes related to values, symbols, family, identity, friendship, appearances, challenges, or happiness. Each chapter opens with *Premières impressions*, a series of thought-provoking questions, which encourage students to think critically and form opinions on the topic under study. *Un aperçu sur le film*, the following

section, is includes a brief activity that introduces a segment of the film and prepares learners to view and understand it. In each chapter, there are two vocabulary sections, *Réflexion culturelle*, which help students to reflect on the cultural topic of that lesson while also providing cultural information or insight related to France, Québec, and other Francophone countries or communities. After reading a passage featuring new vocabulary, students are encouraged to complete a number of follow up input and output comprehension activities, both oral and written. Among the activity types are fill-in the blank exercises, identifications, multiple choice drills, word-definition associations or comprehension questions used for discussion. Grammar is introduced and practiced in several separate sections, each devoted to one or more different grammar points. Due to the textbook's primary focus on communication, grammar explanations are not lengthy, yet detailed and comprehensive. The *Les cultures francophones* section gives students rich exposure to societies and cultures of the French-speaking world. The *Première projection* section contains pre-viewing, viewing, and post-viewing activities to help students comprehend and appreciate the film segment watching it twice. In order to facilitate the first viewing, the *Vocabulaire du film* section lists key vocabulary from the film segment and various activities to assess general comprehension. In the second viewing, activities are more analytical and help analyze the technical aspects of the film. The *La culture dans le film* box provides additional cultural information inspired by the film.

The last three sections are designed to practice and test reading and writing abilities and to wrap up all the chapter's information. In the *Synthèse* section, students are provided with assessment tools to self-assess their abilities after going through the chapter's vocabulary and grammar. Having completed two activities in which they practice the "can do" statements communicatively in French, students can evaluate the accuracy of their initial self-assessment, better understand what they are able to accomplish and in what areas they still need more practice. The accompanying *Activité du film* is a communicative task inspired by the film. It encourages students to access and combine cumulatively the vocabulary and grammar they have learned in the chapter while providing more opportunities to engage with the film.

A selection of texts by French and Francophone authors is featured in the *Un pas vers la lecture* section which uses a process-oriented approach to authentic reading passages related to the chapter's theme. Texts include excerpts from Guy de Maupassant, Mariama Bâ, Guillaume Apollinaire, Molière, Balzac or Arlette Cousture. The activities that accompany the excerpts help expand students' reading comprehension and critical-thinking abilities. *Un pas vers l'écriture*, a writing activity which invites students to apply the theme to their own lives through collaborative pair- or small-group writing tasks and individual writing tasks. The *Avant d'écrire* activity helps students prepare preliminary thoughts and ideas and the *Écrire* section allows them to further practice vocabulary and grammar that will facilitate their writing. An optional peer-editing activity is also included.

The methodology used in this textbook is informed by the input-to-output approach, which engages students in connecting vocabulary and grammar before attempting to speak and write. The activities range from focused to more open-ended and task-based.

Encore comes with a variety of well-designed ancillaries for both students and instructors. The ILrn interactive platform adds flexibility to the course's planning and delivery method as a traditional or a hybrid course. In addition, there are several ready to use Power Point presentations designed for instructors to help them introduce and explain vocabulary and

grammar. The textbook is available for purchase or rental in a variety of formats and prices: a standalone digital edition, a print edition or an ebook.

Encore is a solid and ambitious project, based on the latest research in language teaching and contextualized within important and relevant themes students can relate to. It will be a great asset for those who are already familiar with *Liaisons*, or those who are simply looking for an excellent textbook for use at the intermediate level in which the activities closely resemble tasks students will encounter in the target culture. Most importantly perhaps, the *Encore* program provides an engaging, authentic environment for learning in an audio- and video-enhanced learning environment as well as numerous opportunities to develop and practice interpersonal, interpretive, and presentational modes of communication in a meaningful communicative context.

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Publisher's Response

We would like to thank Dr. Dziedzic for his thorough review of *Encore*.

As he mentioned in the review, *Encore* takes a strong communicative approach, providing scaffolding for learning terms and concepts before giving students ample opportunity to produce and communicate through guided communication with classmates. This strategy allows intermediate-level students to build confidence since they are gaining proficiency skills that are both practical and applicable.

As part of a connected curriculum, *Encore*, the intermediate follow-up to *Liaisons*, continues to take a communicative and proficiency-oriented approach. To further this focus on proficiency, the “*Synthèse*” section is dedicated to self-evaluation statements inspired by the *Can-Do Statements* outlined in the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines*. The statements and activities connected to them give students the chance to assess their own progress. In addition, it gives instructors the opportunity to gauge learner development with oral proficiency.

As noted, the grammar program in *Encore* addresses grammar points that instructors generally expect to cover in a second-year intermediate college-level course. However, a review of basic grammar points from the first-year can be found online. This “*Préparation*” offers additional practice and reinforcement of these first-year grammar topics within the iLrn online learning platform.

The sequel to the engaging film is paired with topics and activities designed to engage students in higher level thinking while at the same time encouraging student self-assessment and critical thinking through activities and analysis.

The online platform that accompanies *Encore* is flexible enough for tech-blended, flipped, and hybrid course configurations. If instructors would like to review a chapter of *Encore* or *Liaisons* or sign up for a 30-day trial, they can visit Cengage.com/iLrn to get started or inquire with their local Cengage Learning Consultant.

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German

Augustyn, Prisca and Nikolaus Euba. *Welten. Introductory German.* Boston: Heinle Cengage Learning, 2016. ISBN: 978-0-495-91037-4 (Annotated instructor's edition).

Welten, a new introductory German textbook, is conceived around 12 German-speaking individuals who represent a variety of world views and cultural outlooks. Each of the 12 chapters is therefore anchored around one of these individuals. The idea is to encourage language learners to make connections between their own communities and those in Austria, Germany and Switzerland. Authentic texts, videos and media highlight everyday communication modes in contemporary German-speaking Europe. With students' development of 21st century skills in mind, texts range from print to blogs, journals, e-mails, articles, recipes, songs and literary texts. The authors use this variety of texts to develop student understanding of genre and text conventions, promote abilities in interpretation and translation as well as analytic aesthetic capabilities. Express instruction on how to develop reading and vocabulary learning strategies is designed to further the formation of practical habits necessary to become successful language learners.

The *Welten* video program consists of video clips designed to make the twelve lead characters more multi-dimensional. The female and male characters, ranging in age from 25 to 47, represent a variety of professions and personalities. Also, they provide multiple layers of language and culture, such as varying body language, gestures and dress codes. The lively video program contains between four and seven clips per chapter and provides cultural information, some un-scripted material, and more formal, scripted material dealing directly with vocabulary or grammatically-oriented topics. As is common with instructional language videos, some of them seem a little contrived, but they clearly serve their stated purpose.

Each of the twelve chapters is organized in the same way: chapters open with clearly formulated learning goals (*Lernziele*) followed by a chapter road map with specific topics and the vocabulary and grammatical structures necessary to discuss them. In the *Strukturen*-sections, the authors try and keep the grammatical explanations short and to the point. Chapter sections are grouped according to context, not skill. It is refreshing to see that the first introduction to adjective endings comes at a time, when students actually need to use them, i.e., in Chapter Three. This is much earlier than more traditional textbooks, which tend to introduce tables of endings after covering all four cases. In *Welten*, the students first learn about adjective endings and adjectival nouns in the nominative and accusative, and apply what they have learned to class discussions. Later, when the topic-based communicative assignments require the use of the dative or genitive, they encounter the next set of adjective endings. In keeping with the stated philosophy that students will learn skills in context, the Appendix lists only verb summaries, in tenses, in the active and passive, as well as verbs with specific prepositions. It does not provide tables with accusative, dative, genitive endings and prepositions common to most other elementary textbooks. It remains to be seen whether those students who thrive on grammar tables (usually, more STEM-oriented thinkers), will miss them in the reference section or not. If so, that could be easily fixed in a second edition.

The vocabulary (*Wortschatz*) section at the end of each chapter is quite traditional and alphabetically lists all active vocabulary from the chapter, subdivided into nouns

(*Nomen*), verbs (*Verben*), adjectives/adverbs (*Adjektive/Adverbien*) and other (*Sonstiges*). An English-German, German-English glossary is also listed at the end of the book. In contrast to this common approach, the authors encourage students to learn vocabulary they need to talk about things that are important to them and reminds them to personalize their vocabulary lists.

By creating chapters around different individuals and their respective ways of viewing German-language culture, the authors intend to demonstrate that culture(s) are embedded in the second language text. By refuting the ubiquitous “culture boxes” or “cultural notes” in their competitors’ books, they aim to show how cultural practices are represented and made explicit in each text and, in turn, relate back to the individual learner. The authors also invoke culture-specific concepts that cannot be translated easily into other languages (e.g., *Leistungsdruck*, *Zeitgeist*, *Gemütlichkeit*, *Heimat*). They have designed comparative prompts (apparently in English) that could stimulate interesting debates about the kinds of differences in worldview that are encoded in the language.

The video program featuring each of the twelve characters is integrated with the core textbook and Student Activity Manual—available both in print and online on the iLrn course management system. Instructors also have access to assessment units, which contain text- and context-driven tests and allow them to combine and customize assessments. One set emphasizes open-ended responses for analysis and interpretation of grammar, vocabulary, and culture and allows students to demonstrate what they can actually do with the language. This would allow instructors to design their course syllabi around ACFTLs “can do” statements. The second series of tests evaluates students’ progress through a combination of reading, writing and speaking exercises and provide instructors with data about their students’ textual, oral and intercultural comprehension abilities. Pre- and post-tests help learners design an individualized study plan, while the integrated customizable grade book on *iLrn* helps the instructor track auto-graded activities.

The integrated teaching and learning components (video, text, and audio) provide students with audio versions of written texts and the interactive eBook version allows students to listen to the audio while simultaneously working on their page. Each chapter contains several video clips designed to be either viewed in class or online on laptops, tablets or smartphones. Apart from the usual listening, speaking, reading and contextual writing activities, the iLrn platform allows instructors to manage and customize their course needs by adding links, YouTube videos and replacing or deleting texts. Students can record interactions with their instructors and classmates directly on the *Voiceboard*, while the *Share It!* feature integrates social media into course discussions and enables increased peer and instructor commentary outside of class.

The authors have tried to be culturally inclusive and have included two female characters with Middle-Eastern backgrounds (Turkish and Egyptian). Adding one more male of African or Asian descent and someone younger than 25 to reflect the lower median age of American freshmen would ensure that the text accomplish its expressly stated cultural comparison goal. Seeing themselves in one of the individuals would allow more minority students to make their own cultural comparisons and encourage more discussion about diversity from all language learners. In their text selection, too, the authors are careful to balance Swiss, German and Austrian authors. They are, however,

mainly white authors and the majority are male. The texts are all well scaffolded and level-appropriate, so lending voice to the multi-layered work of prolific German language writers with different ethnic, linguistic and cultural backgrounds would add an even richer dimension to *Welten*. Of course, since the iLrn platform will allow instructors to integrate additional material, they can always augment the texts to provide a more nuanced view of contemporary German-speaking Europe for their beginning German learners.

Overall, *Welten* tries to move away from the notion that beginning textbooks have to cover every single grammar structure and create more or less contrived oral and written assignments to practice them. The whole *Welten* program is quite versatile. On the one hand, it is flexible enough for proficiency-based programs to develop integrated performance assessments and ensures that students acquire grammatical structures and vocabulary in more manageable “chunks,” when they are ready to use them, not when the textbook chapter dictates. On the other hand, the predictable, highly structured framework, the self-correcting form-focused activities, and the eBook with the interactive iLrn platform also lends itself to programs that are seeking to develop more flexible hybrid or online language instruction for their constituents.

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Publisher’s Response

As Professor Hoecherl-Alden points out in her recent review of *Welten*, this new introductory program is versatile and can be used in traditional and hybrid classes alike. She captured the essence of this program, and the publisher thanks her for her candid feedback. Customers are welcome to contact us for a tour of the iLrn, or to request a desk copy.

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Wehage, Franz-Joseph. *Sammelsurium. A Reader and Workbook for Intermediate German.* An Imprint of Focus Publishing. Indianapolis, IN: Hackett Publishing Company, 2017. ISBN:-13: 978-1-58510-835-0.

Sammelsurium is half reader, half workbook and intended for the intermediate level, either as a “supplementary reader or as the main reader in the course” (vii). The 38 texts that make up this remarkable anthology range from the Brothers Grimm to contemporary German film but all have a special connection to German culture and are admirably suited for intermediate students. Moreover, there is no reason why AP students also should not find this text useful.

As the unusual title suggests, there is something here for every taste. “*Sammelsurium*” derives from the Low German “*Sammelsur*,” which designates an inedible mix of foods. However, this text is anything but. Rather, it is a mishmash or mix of things, a hodgepodge

bound to excite and to please. Of course, “*sammeln*” in German also means “to collect” and this text is very much a potpourri of German cultural and literary artifacts. As I perused the table of contents, I found myself carried away and then I discovered the rich linguistic apparatus covering a variety of grammar and vocabulary topics which a traditionalist like myself, who loves grammar, will be thrilled to explore.

As the back cover makes clear, *Sammelsurium* features:

- Literary texts spanning 400 years, profiles of iconic figures, and fascinating articles on contemporary German culture.
- In-depth coverage of Berlin as the capital and leading cultural center of Germany
- Articles on German passion for soccer and golf.
- Focus on major historical figures in the sciences and music.
- Study of the narrative past.
- Readings that challenge common cultural preconceptions, as well as offer unexpected insights into similarities and differences between German and American culture.

Texts can be used selectively, i.e., they do not follow any kind of logical pattern or order. The author evidently does not have an agenda, pedagogical or political. On the contrary, he has tried hard to find texts that somehow, in one way or another, bring out the German genius without alienating the average learner.

The book is organized into seven units: *Allerlei*, *Sport*, *Impressionen von Berlin*, *Fabeln*, *Märchen*, *Literarische Geschichten*, and *Historische Biographien*. But this is where it gets confusing. The very first “part” of the text, in fact, just seems to begin out of nowhere, plunging us into the deepest recesses of the German preterite without a word of explanation to explain what is going on. We are presented with a list of vocabulary and asked to do a fill-in-the-blank-type exercise. Admittedly, as this first part, *Allerlei*, progresses we are provided with a short text and then presented with the same kinds of high-impact grammar exercises. Perhaps the author would do well to try to reach out to our high-maintenance, visually-addicted students, especially in a first chapter. But he is preaching to the choir as I far as I am concerned.

Texts in the other parts of the book cover a potpourri of topics, everything from multiculturalism and migrants to sport (golf in *Deutschland* [who would have thought?]) and soccer [of course]), fashion, film, and pretzels by way of famous German composers and scientists like Kopernikus, Röntgen, and Koch (Robert).

Being somewhat of a Berliner myself who still has his *Koffer* in the City on the Spree I naturally was curious to look at the section on Berlin and decided that it was as good as any to give the reader a favor of the author’s approach and style.

The section titled “*Impressionen von Berlin*” contains four short sections of vocabulary, texts, comprehension questions, and grammar exercises—in that order. The first presents leisure activities in Berlin, among them “hanging out in the so-called Mauerpark, once part of the *Todesstreife* (“death strip”), a no-man’s and separating East and West Berlin, filled with watch towers, barbed wire and landmines. Let’s hope all of them have been removed by now. The comprehension questions are perfectly geared toward the text and promote a better understanding of it. Ditto the other grammar and comprehension activities.

The second selection features “*Baden und Planschen in Berlin*.” In case anyone is wondering, Berlin gets hot and muggy in the summer time but there are plenty of watering holes, the

natural kind, I mean. A much-loved classic is Wannsee. Actually Berlin is a city on water, at least if you take into account all its suburbs, most of which have access to a lake or river.

The third selection also focuses on Berlin but deals with the young and hip metropolis which inspires so many young people for all over not only to visit but to settle down in the “*Metropole an der Spree*” (114), among them numerous IT engineers, artists, writers, restaurateurs, fashion designers, et al. By comparison Paris is downright bourgeois. Berlin is not exactly lacking in world-class museums; the only difference is an entrepreneurial spirit that inspires many but apparently is not enough to overcome the many obstacles. The fact is that Berlin is not all it is cracked up to be, either. Berlin is a city of stark contrasts and faces serious problems, not the least of which is a declining population, a slowing economy and a failing school system. Perhaps a selection from an authority like novelist and public intellectual Peter Schneider, whose newspaper articles have recently been published in English as *Berlin Now*, might have been helpful.

The fourth reading on Berlin is about Berlin’s swinging nightlife (on which Peter Schneider has a much more insightful essay). Berlin was always more alive at night and its naughty side has survived until this day. To each his own.

Sammelsurium lacks the bells and whistles of other more sophisticated web-supported texts but remains an effective teaching tool, especially if accompanied by some supplementary audiovisual materials. I personally like the emphasis on language and grammar and old-school approach, which is exemplary in its rigor; however, at the same time I think that selections need to be supplemented with other online sources in order to be more appealing to our students.

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Publisher’s Response

Both Franz-Joseph Wehage and the publisher are very grateful for this thoughtful review of *Sammelsurium*. It grasps the author’s aims for this combined reader/workbook perfectly.

Brian Rak, Editorial Director

Hackett Publishing Co.

Italian

Larese Riga, Carla and Irene Bubula-Phillips. *Ciao!* 8th edition. Boston, MA: Cengage Learning, 2015. Ring-bound edition with access code to the program iLrn Heinle Learning Center, ISBN 13: 9781133539285. Audio CD, ISBN: 9781285097350. SAM Audio Program, ISBN: 9781133607410. Video Program on DVD, ISBN: 9781133610854. Premium Website Instant Access Card, ISBN: 9781285096476. Teachers’ Edition, ISBN: 9781133608370. For more information, orders and pricing information visit: www.cengagebrain.com.

Accomplished Italian language and culture instructors Carla Larese Riga and Irene Bubula-Phillips, colleagues at Santa Clara University, have added an extensive contribution to Italian language learning with *Ciao!* 8th Edition, a beginning-level Italian language manual. This introductory-level manual offers supplementary knowledge for beginning

learners of Italian, enriching the basic language terms through an intense vocabulary acquisition approach. Most appealing is the book's clear design, strong incorporation of technology, and a wide-ranging selection of cultural information, which generates students' interest. The authors have carefully formulated contexts such as dialogues, videos, and cultural articles specifically for this book, which help students to communicate using the textbook tools. In this way, students are able to engage in situations that help them to strengthen the traditional book-knowledge.

Ciao! is comprised of eighteen chapters (*capitoli*), an initial introductory chapter, *capitolo preliminare*, and an opening session with a list of basic terms, *Primo Incontro*. It is to be especially recommended for programs taught in four semesters. Additionally, in order to help students prepare for the chapter examinations, reviews (*Ripasso*) are included at the end of each chapter and on the iLrn website. These reviews include activities targeting vocabulary and grammar. This textbook provides a comprehensive review only for each chapter, which helps students to reinforce their knowledge on the specific chapter studied.

Each *capitolo* is divided into six color-coded parts. In dark purple color are *Le regioni d'Italia*, which opens each chapter by providing a map of different regions and photos with interesting information about the region discussed in the chapter. The regions covered in *Ciao!* are as follows: *Il Piemonte* (first chapter); *La Valle d'Aosta* (second chapter); *La Lombardia* (third chapter); *Il Trentino-Alto Adige* (fourth chapter); *Il Veneto* (fifth chapter); *Il Friuli- Venezia Giulia* (sixth chapter); *La Liguria* (seventh chapter); *L'Emilia- Romagna* (eight chapter); *La Toscana* (ninth chapter); *L'Umbria* (tenth chapter); *Le Marche e la Repubblica di San Marino* (eleventh chapter); *Il Lazio e lo Stato Vaticano* (twelfth chapter), *L'Abruzzo e il Molise* (thirteenth chapter), *La Campania* (fourteenth chapter), *La Puglia e la Basilicata* (fifteenth chapter), *La Calabria* (sixteenth chapter), *La Sicilia* (seventeenth chapter), and *La Sardegna* (eighteenth chapter).

The *Punti di vista* and *Studio di parole* are set off in a burgundy color and provide a list of the new terminology and activities, including an introductory dialogue on the topic of the chapter to facilitate conversation skill. In green, is the grammar section, *Punti Grammaticali*, which is divided into four parts, each of them introducing a new grammar component connected to the previous dialogue of *Punti di Vista*. The grammatical structures are highlighted and divided into sections, each of them providing numerous exercises in the *Pratica* part to reinforce the student's newly acquired knowledge. The reading and writing workshop part, respectively titled *Adesso Leggiamo! Incontri* and *Adesso Scriviamo*, are in orange and introduce selected readings appropriate for beginning students. In aqua color is a section dedicated to further cultural and geographical information with afterword questions to stimulate a possible conversation between students. Furthermore, *Ciao!* includes videos of staged simulations of different topics with acast of Italian speakers and post-viewing activities. At the end of each chapter are two sections, *Vocabolario* and *Ripasso*, which give an overview of all learned material in the chapter, supporting students in their examinations.

An essential component of the book is the Student Activities Manual (SAM), accessible in iLrn: Heinle Learning Center at <http://www.cengagebrain.com>. These activities assist students with their oral conversation and pronunciation skills, helping to

increase students' awareness of intonation, differences in pronunciation with the double forms, stressing of accents, and different pitches regarding questions and affirmation.

In conclusion, *Ciao!* 8th Edition is a comprehensive beginning-level Italian textbook that provides teachers with good teaching tips and a traditional approach to grammar structures. Furthermore, *Ciao!* promotes a clear understanding of Italian culture, integrating geographical and regional information which are enriching the cultural session without overburdening students.

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Japanese

Yukiko Abe Hatasa, Kazumi Hatasa, and Seiichi Makino, *Nakama 1 Introductory Japanese: Communication, Culture, Context*. Third Edition. Stamford, CT: Cengage Learning, 2015. Includes: Student Activities Manual (SAM, a workbook), Annotated Instructor's Edition, SAM Audio Program, Video Program, iLrn Heinle Learning Center and Premium Website. ISBN-10: 1285429591 ISBN-13: 9781285429595.

Nakama 1 is a complete introductory college program that introduces the fundamentals of the Japanese language. The program focuses on proficiency-based language learning, emphasizes practical communication and student interaction, and promotes the development of all four language skills and cultural awareness. At the end of *Nakama 1*, the successful learner will have achieved basic proficiency that corresponds roughly to the Novice High level of the proficiency guidelines of the ACTFL.

Nakama 1 is compatible with the curricula that initially focus only on speaking and listening and the curricula that emphasize all four skills equally from the very beginning. Speaking and listening are the foundation of language development in *Nakama 1*. This program provides audio recordings that help students build solid reading and writing skills as they hear the authentic pronunciation of newly introduced kanji and example sentences. Listening and reading exercises are introduced from the beginning. *Kana* (both *hiragana* and *katakana*) are introduced in the first three chapters, and *kanji* are gradually introduced beginning in Chapter 4, with stroke orders followed by reading practices at both the sentence and paragraph levels.

Nakama 1 is divided into two components, one for students and the other for instructors. The student component includes Student Text, Text Audio Program, Student Activities Manual (SAM), SAM Audio Program, Video Program iLrn Heinle Learning Center and Premium Website. The instructor component includes an Annotated Instructor's Edition and Instructor Companion Site, an Instructor Resource Manual, Transition Guide, PowerPoint Slides of grammar charts from the textbook, Situation Cards and guide to Situation Cards, Audio Scripts, and Answer Keys for the Student Text.

Nakama 1 consists of twelve chapters divided into two parts. Chapter 1 introduces the sounds of Japanese language and *hiragana*. Then *katakana* is introduced midway through Chapter 2. Chapters 2 through 12 focus on common communicative situations and contain the following sections: Vocabulary, Dialogue, Japanese Culture, Grammar, Listening, Communication, *Kanji*

(Chapters 4 through 12 introduce a total of 127 *kanji*.), Reading and Integration. Each chapter has a theme, such as Daily Routines, Japanese Cities, Japanese Homes, Leisure Time, Favorite Things and Activities, Shopping, Restaurants and Invitations, My Family, Seasons and Weather, and Annual Events. The student textbook ends with the Reference Section.

Despite these features, the textbook is not too lengthy; *Nakama 1* requires approximately 150 hours to complete. Accordingly, it can be used over two semesters, each of which consists of fifteen weeks with classes meeting five times a week, including two weeks each semester for review and testing. Or the text can be used over three quarters, each of which consists of ten weeks.

I have used this textbook over three semesters in beginning Japanese and found that its holistic approach was very well received by students. This comprehensive program provides versatile and comprehensive support to students working on assignments or preparing for a test. By using iLrn site for online assignments, students can immediately see their grades and answers through the system, which enables them to practice a specific topic repeatedly until they completely understand it. Videos in *Nakama 1* are up to date and stimulate a student's interests. For example, the skit shows a conversation between young people taking place in Shibuya station and integrates parts of modern speech in a natural way. This approach stimulates the students' interest in Japan.

Two things the publisher might want to consider for a future edition are its high price and placement of *furigana*, which is a reading aid for *kanji*. The list price of \$260.95 for the textbook with premium website access is very expensive, especially for beginners, who may be committed to learning the language. In its current edition, *furigana* are placed right below the targeted *kanji*, which may be seen in other textbooks, but they should be placed above the *kanji*, as is the case in most Japanese texts.

However, the benefits of *Nakama 1* make up for these shortcomings. The supportive features that come with the textbook, such as iLrn Online and the Video Program, enhance the learning experience for the student and facilitate teaching. With its neat presentation and holistic approach, I highly recommend *Nakama 1* to beginning Japanese students.

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Publisher's Response

The publisher appreciates the candid and favorable review from Professor Nakamura, and welcomes the suggestion for the placement of *furigana*. I would also like to point out that there are newer pricing options for *Nakama*, and that customers should feel open to asking their Cengage Learning Consultant for more information about our digital first program, digital only, and more.

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Spanish

Blanco, José A., and Philip Redwine Donley. *Vistas: Introducción a la lengua española*. 5th edition. Boston: Vista Higher Learning, 2016. ISBN: 978-1-62680-639-9 (Annotated Instructor's Edition), 978-1-62680-637-5 (Student Text, casebound), 978-1-62680-682-5 (Student Text Loose-leaf Edition; also includes Supersite Plus Code w/ WebSAM + vText + Practice App). Pp. 642 + 62 (Appendices).

Vistas: Introducción a la lengua española has been a widely used first-year Spanish language program for many years. Now in its fifth edition, the *Vistas* program includes the student textbook and instructor's annotated edition textbook, numerous online activities, and ancillary instructor materials consisting of a DVD set, testing program and activity pack. Those familiar with previous editions of this program will find the format and most of the content unchanged; the most notable change in this edition is the new platform of online activities on the Supersite. This review is primarily aimed at those unfamiliar with *Vistas*, and thus presents an overview of the textbook's structure and content, as well as of some new features of the fifth edition.

Vistas is a communicative-based program organized around the 18 chapters (*Lecciones*) of the textbook that present a theme, such as family, food, and technology, three to four grammar lessons that apply to the chapter theme, and other components to expand and enhance the study of the chapter theme. All four language skills are practiced throughout the entire program, and multiple readings and activities have cultural material either explicitly addressed or embedded in them.

Each chapter begins a section titled with “*Contextos*,” which introduces the chapter theme with vocabulary and several activities to promote its use in conversation. Embedded in these activities are applications of some of the grammar lessons that will appear later in the chapter. In Chapter 7, for example, based on our daily routines, one of the activities has students begin using reflexive verbs like “ *ducharse*” and “ *cepillarse los dientes*,” which will be formally presented several pages later. After the theme vocabulary section is an episode of the “*Fotonovela*,” which progresses throughout the entire textbook. It follows a group of students living and traveling in Mexico. The textbook version consists of photos of the scene with the printed dialogue. The video version is available online for viewing and listening. Several activities test comprehension of the episode and end with an open-ended, creative activity that expands on what took place in the chapter episode. The next section focuses on a specific aspect of pronunciation, spelling, or punctuation. Beyond standard lessons of vowel pronunciation, there are lessons on abbreviations, use of upper and lower-case letters, and, in the final chapter, neologisms and anglicisms. Next comes “*Cultura*,” consisting of a cultural reading followed by comprehension questions and an open-ended question; for example, in Chapter 11, on technology, students are asked to explain how they communicate with their friends—by e-mail, social media, telephone, etc.—and what they talk about over the phone. Cultural readings from other chapters include a potpourri of topics, among others, “*La siesta*,” “*Servicios de salud*” in Hispanic countries, “*Semana Santa: vacaciones y tradición*,” “*Beneficios en los empleos*,” and “*Protestas sociales*.”

The next component of each chapter, “*Estructura*,” involves lessons (usually four) on discrete elements of grammar and syntax. Grammar explanations are in English

throughout the textbook; however, starting in Chapter 7, instructions for the activities are given in Spanish. Activities for each grammar lesson progress from more guided to more open-ended, and in all instances they have previously learned vocabulary and grammar embedded in them. Information Gap activities, for which the instructor supply each conversation partner with only half the information necessary to complete the activity, implicitly highlight the importance of each partner in all communicative acts. The “*Estructura*” lessons end with two pages of review that include a short quiz.

Each chapter then continues with “*Adelante*,” composed of further practice in reading comprehension, writing, and listening comprehension, and organized under the headings “*Lectura*,” “*Escritura*,” “*Escuchar*,” “*En pantalla*,” and “*Flash cultura*.” An example of the level of detail of these activities is the Chapter 17 “*Lectura*,” section, which presents the poem “*A Julia de Burgos*,” by Julia de Burgos, in which the poet addresses herself and looks at the differences between her inner self and the public self that the world sees. At the pre-reading stage, students read about strategies for recognizing similes and metaphors, and then in pairs talk about differences between one’s inner and social selves. After reading the poem, students work through comprehension questions and then move to questions on interpretation of the poem. The final activity is for students to imagine they are a famous person and then, as the Julia de Burgos’ poem does, write a monologue addressing the person and describing their life. To perform their monologues for the class, the instructions suggest using a mirror. The class may then try to guess the famous person’s identity. The chapter ends with “*Panorama*,” which presents an overview of one or two Hispanic countries and a final chapter vocabulary list. For each country the “*Panorama*” provides statistics regarding such aspects as area, population, major cities, and languages spoken, and goes on to present a paragraph’s worth of three or four particular historical, economic, social and cultural features of the country. This latter part ends with a list of questions over the short readings. Every Spanish-speaking country is represented in the textbook, and with their ever-increasing numbers of Spanish speakers, the United States and Canada are also featured.

The *Vistas* Supersite, the online site accompanying the textbook, has all the ancillary materials that used to come on paper, the Student Activities Manual (SAM), the complete video episodes of the “*Fotonovela*,” the “*En pantalla*” video clips and the “*Flash Cultura*” videos. Other materials online include the testing program, resources for additional classroom activities, expanded chapter vocabulary lists, answer keys, audio scripts, slides of the textbook grammar lessons, audio files, a digital image bank to aid presentation of lessons, and sample syllabus. The most significant change to the fifth edition is the new platform for the online Supersite. Already in use in with at least one other textbook published by Vista Higher Learning—the *Sueña* intermediate Spanish program—this platform simplifies the instructor’s work of viewing, assigning, and monitoring activities in the online Student Activities Manual (SAM). The vertical menu for each chapter of the textbook enables quick access to and among different chapter components and their corresponding activities. There are eight new video clips for the “*En pantalla*” sections, and students may engage in online chat activities for communication and oral practice. New grammar tutorials have been added to quickly present grammar lessons. Students also have available a downloadable version of the textbook for iPad, and the Practice Partner mobile app.

The 5th edition of *Vistas* continues to offer the thoroughness, clarity of organization, and high level of integration of language elements that previous editions have offered. Most importantly, this latest edition has made positive changes to the Supersite online materials and format. The wealth of ancillary materials, as well as the numerous components in the textbook, provide instructors with a wide range of options for teaching and developing their courses over time. The new Supersite platform is an improvement for instructors, although some instructor functions, like “creating a new course” so that students can sign on to the site, would benefit from clearer wording with more specific instructions to guide the instructor through the process. Regarding the textbook itself, and considering the large amount of material involved in the complete program, the changes are minor, such as a few additions to chapter vocabulary and the replacement of some photos and graphics. Were it not for the high cost of textbooks, new editions might not be as problematic, but given this reality, it is important that new editions be the result of substantial changes to the previous one. The increasing use of digital formats over paper ones now makes it increasingly probable that updating and improving textbooks will not involve the high costs related to publishing paper textbooks; the loose-leaf version of *Vistas* 5th edition is one partial response to this situation. These comments, however, are not meant to detract from the high quality of the content and presentation of the *Vistas* textbook and complete program. Instructors and students will find abundant opportunities to become—and remain—closely and personally engaged with the language and cultural information throughout the program.

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Publisher’s Response

I am honored to respond to Professor John F. Day’s review of Vista Higher Learning’s *Vistas: Introducción a la lengua española*, Fifth Edition. I would like to thank him for pointing out so many of the program’s strengths, which my colleagues and I worked hard to develop. First and foremost, Professor Day establishes right away that *Vistas* is a communicative program, which most educators would agree is essential to effective language acquisition. All four linguistic skills are practiced throughout *Vistas* via skill-building processes that introduce students to strategies to help them become better readers, listeners, and writers. I was also pleased to read Professor Day’s observation that *Vistas* activities frequently weave cultural content into the practice. Professor Day also discussed our proprietary *Maestro 3* Supersite platform and how it simplifies the instructor’s work of viewing, assigning, and monitoring activities online, with abundant material to provide instructors with a wide range of teaching options. One of the online features of which VHL is proudest is our new generation of Spanish Grammar Tutorials, which present grammar through visually dynamic and entertaining animations. I thank Professor Day for his comment that *Vistas*, Fifth Edition, continues to offer thoroughness, clear organization, and a high level of integration of language elements.

I would also like to take this opportunity to expand on a couple of Professor Day’s specific remarks. First, the printed dialogues beneath the *Fotonovela* video stills in the

textbook only represent a portion of the full dialogue for the corresponding episode, although the full transcript is available online to the instructor. Second, Professor Day suggests that the widespread use of digital formats makes it increasingly likely that revising textbooks will no longer involve the high costs of publishing paper textbooks. Unfortunately, this is a common misperception, so I would like to point out that a significant part of the cost incurred by a publisher is related to obligations like negotiating and paying for rights to authentic content such as literary readings, TV clips, and short films. The permissions for photos and associated costs—considering that visuals are of utmost value to language learning—constitutes another significant expense. Therefore, the price to the consumer only partially reflects the actual manufacturing cost of the physical textbook.

Armando Brito
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Vista Higher Learning

Blitt, Mary Ann, and Margarita Casas. *Exploraciones*. Second Edition. Boston: Cengage Learning, 2016. ISBN: 978-1-305-25247-9. Includes Textbook, Interactive eBook, Video Program, Online Activities, Self-Tests with Study Plans, Voiceboard Communication Tools, Media Sharing with Share It!

Exploraciones, an introductory Spanish text now in its second edition, comes with a variety of ancillary materials, including an interactive eBook, a video program, online activities, self-tests with study plans, tear-out review cards, Voiceboard communication tools, and media sharing. A student activities manual is also available. The fourteen-chapter text can easily be adapted for a two- or three-semester course, and offers a great deal of flexibility in terms of how deeply the instructor may want to delve into the content of each chapter.

As noted on the Cengage website, “*Exploraciones* accommodates the diverse learning styles of today’s students by focusing on practical topics and tasks that appeal to a range of ages and life experiences.” This is especially evident in the *lectura* topics and the *exploraciones profesionales* section of each chapter, as well as by the variety of ways in which mastery is tested.

Each chapter begins with learning strategies and a clear and concise list of learning outcomes. Although the chapters are quite long, they are well organized and are divided into two independent parts, each with the following sections:

Exploraciones léxicas (Vocabulary)

The vocabulary for each chapter is accompanied by brightly colored thematic illustrations. Variations in vocabulary from country to country are highlighted (for example, Chapter 4 lists six ways to say “bedroom”) and helpful tips are given on usage. Several practice exercises that check mastery in a variety of ways (listening comprehension, multiple choice, paired and group activities, etc.) are also a component of this section. While some chapters offer coherent vocabulary in both sections (Chapter 10 highlights vocabulary for taking a trip in the first half, and hotel vocabulary in the second half), other chapters have vocabulary sections that do not seem to have much in common

(Chapter 5 offers adjectives of emotion and physical states in the first half and vocabulary for the professions in the second half).

Conexiones culturales (Cultural connections)

A wide variety of topics are covered in this section, providing students with insights into cultural practices across the Spanish-speaking world.

Exploraciones gramaticales (Grammar)

The four grammar sections for each chapter are well designed and well organized, with an accessible and clear presentation of grammatical points. A variety of practice exercises follow each section, and a review section can be found at the end of each chapter.

En vivo (“live,” a realia-based section)

The first *En vivo* section of each chapter is audio based, offering authentic and useful recordings with a variety of exercises to test for comprehension. The second *En vivo* section is based on written materials (food columns, advertisements for jobs, vacation destinations, talent contests, etc.) that are not only interesting but also provide additional cultural insights. The *En vivo* topics reinforce the vocabulary and grammar for each chapter.

Lectura (Reading)

This section offers reading strategy tips, a “before reading” question, colorful photos, and glossed texts. The readings are engaging, timely, and help to deepen a student’s knowledge of the Spanish-speaking world by delving into topics that may vary from country to country, such as the educational system or family celebrations.

In addition to the above-mentioned sections, the second half of each chapter also includes the following:

Redacción (Composition)

The *redacción* section provides clear and concise step-by-step prompts for writing a well-organized essay utilizing the grammar and vocabulary presented in that chapter.

Exploraciones profesionales (Professions)

This engaging section introduces a different profession for each chapter accompanied by a vocabulary list, including *frases útiles*, job qualifications and average salary, a video clip introducing someone from that particular profession, and a variety of activities (fill-in-the-blank, comprehension questions, pair activities, etc.).

Exploraciones de repaso (review sections both for grammar and communication skills utilizing chapter vocabulary)

Exploraciones literarias (Literary selections)

This section, which appears in every other chapter, features excerpts from a variety of Spanish-speaking writers, along with a brief biography of each author, and a series of “before” and “after” reading questions. I applaud the introduction of actual literary works to beginning-level students of Spanish.

The appendices include country profile pages for each Spanish-speaking country, partner activities, accentuation, verb charts, supplemental structures and a grammar guide. In addition, there are maps, a functional glossary and a Spanish-English glossary, all of which assist the student in his/her exploration, understanding and appreciation of the language.

My suggestions for improvement are minor. Enlarged drawings for the vocabulary sections, which at times appear quite small, would make it easier to see the words and what they represent. For easier access, I also would be in favor of locating the partner activities within each chapter

rather than in the appendix. And lastly, although the video selections seem to have a good variety of speakers from different Spanish-speaking countries, the audio recordings seemed to be lacking in this regard.

In summary, *Exploraciones* is a well-thought-out text that demonstrates a great deal of forethought and planning with the goal of continuously reinforcing ACTFL's 5 Cs throughout each chapter section and in the ancillary materials. This text offers the latest technology through which students are provided with abundant opportunities to practice language skills in a meaningful way. The text, with its learning tips scattered throughout the chapters, offers practical topics that appeal to more than just traditional-aged students. Video and audio components present grammar and vocabulary in context, and chapter content is presented in an accessible and engaging format, which encourages students to more fully explore the Spanish language in all of its depth, breadth and beauty.

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Publisher's Response

I would like to thank Dr. Sands for her thorough and positive review of *Exploraciones* 2nd edition. As she notes, the authors have made a particular effort to create materials that serve the learning needs of the most diverse student population possible. She has provided a nice walk through of the chapter organization, and I'd like to add some details.

The authors describe their grammar presentations as the "Discovery Method," where a segment of language is presented to students in context and the new target grammar is in bold face. There is a brief activity that draws students' attention to the boldface and asks them to make hypotheses about the function of the boldface words. The grammar sections are then called "*A comprobar*" because they are thought of as confirming what students have already discovered on their own about the new target grammar.

The authors worked diligently to include activities and assessment for all approaches to teaching. Each vocabulary and grammar activity set flows from more controlled, input-oriented activities, to more open-ended and interactive activities, including information gap activities. The assessment program includes Integrated Performance Assessments designed based on ACTFL guidelines.

The online platform, iLrn, includes an interactive, ADA-compliant ebook, as Professor Sands has pointed out, in addition to a wealth of other resources for students. We have two sets of grammar tutorial videos, vocabulary flashcards, an online voiceboard, and student self-tests that provide students the opportunity to track their own progress and to develop personalized study plans.

Brand new in 2017, *Exploraciones* has a MindTap Mobile app. This app gives students chapter-by-chapter opportunities to study their vocabulary and practice pronunciation with immediate feedback, to study using flashcards, and mini practice quizzes to help their learning on the go.

For more information, please contact your Cengage Learning Consultant at Cengage.com.

Mark H. Overstreet
 Product Manager, Introductory Spanish
 Cengage

Blitt, Mary Ann and Margarita Casas. *¡Exploremos! Level 1, ¡Exploremos! Level 1A, and ¡Exploremos! Level 1B.* Boston: National Geographic Learning, Cengage Learning, 2016. (*¡Exploremos! Level 1*: ISBN: 978-1-305-96948-3. *¡Exploremos! Level 1A*: ISBN: 978-1-305-96952-0. *¡Exploremos! Level 1B*: ISBN: 978-1-305-96953-7).

Partnering with National Geographic, *¡Exploremos!* Levels 1, 1A, and 1B are a Spanish textbook series that consists of six chapters, three chapters in each level. Each chapter is divided into 11 sections that use a cross-curricular learning approach designed to engage students to learn not only the Spanish language but also gain intercultural competence in Spanish-speaking countries. This approach to language learning is sustained through the combination of lexicon and grammar content, various communicative and meaningful drills, games, audio flashcards, and meaningful cultural content. The textbooks are supplemented by an online tool, including a digital version of the books, as well as the video and audio files. An interesting feature is the textbooks' well-designed mobile App.

As mentioned earlier, *¡Exploremos!* Level 1 contains a total of six chapters. Well-articulated learning objectives introduce each chapter. For example, students will be able to introduce themselves (Chapter 1), describe their families and to discuss their routines and their classes (Chapter 2), talk about the weather and seasons (Chapter 3), describe locations (Chapter 4), discuss job qualifications (Chapter 5), and explain their hobbies (Chapter 6).

Closer examination of the text reveals that each chapter starts with a summary of the chapter's content, and the authors' outline of the learning objectives. Additionally, the authors provide suggestions to learners how to become better students of Spanish. The text guides learners every step of the way by providing a useful table of contents referencing the main parts of the chapter and the location of videos and audios. Afterward, the lexicon and grammar is presented along with a variety of communicative activities. Interactive audio activities are displayed in combination with relevant and interesting cultural components. Each chapter also includes several short readings accompanied by pre- and post-reading activities. A great feature is that many of the readings have an audio component.

¡Exploremos! Level 1A and Level 1B each contain three chapters. *¡Exploremos!* Level 1B contains a very important section that reviews content from *¡Exploremos!* Level 1A and the last three chapters (Chapters 4, 5, and 6) of *¡Exploremos!* Level 1. Beginning with Chapter 2 (*¡Exploremos!* Level 1A), there are several short readings presenting various aspects of Spanish-speaking life. Afterward, there is a section that consists of a video selection taken from the ever-popular National Geographic collection. Intended to engage students in the geography and history of a Spanish-speaking countries, the videos are also helpful in improving learners' interpretive skills. Each chapter concludes with a review and a summary of the vocabulary and pertinent audio files.

¡Exploremos! Level 1B's review section is very useful to refresh students' prior knowledge and to build confidence and motivation before the students start learning new content. The review section allows teachers to assess their students' level of learning and motivation, as well as to customize and personalize language learning.

An interesting feature of the *¡Exploremos!* Level 1 textbook is that it progressively incorporates the Spanish language as students move forward in the textbook. Chapters 1, 2 and 3, as well as Level 1A, are entirely written in English with the exception of the Spanish content. As the learning progresses through the chapters, English is replaced with Spanish. By Chapter 4 of both Level 1 and Level 1B, Spanish is found in the majority of the text, including the prompts and directions.

I highly recommend these three textbooks for Spanish students in grades 7-12. Undergraduate students preparing for intermediate-level classes might also find the Level 1B text very valuable as a review of prior knowledge. The structure of the textbooks allows teachers ample flexibility to customize their lessons. Overall, the *¡Exploremos!* series is a great resource for teachers and language learners alike.

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Publisher's Response

I would like to thank Marta Galindo for the candid and thoughtful review of our new National Geographic Learning's *¡Exploremos!* series. I am happy to see that this first edition series for grades 7-12 has been well received. The publisher would like to point out that there are also additional levels available, levels 2 through 4, and invites customers to contact me for more information about *¡Exploremos!* and our MindTap mobile app which includes pronunciation practice.

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Courtad, James C., Kathryn Everly, and Martin Gaspar. *Intrigas: Advanced Spanish through Literature and Film*. Second Edition. Boston: Vista Higher Learning, 2017. ISBN: 978-1-68004-341-9. Pp. 308 + 16 pp. of introduction to the text. For pricing options, visit www.vistahigherlearning.com.

Intrigas: Advanced Spanish through Literature and Film is a richly designed literary reader that adeptly integrates literature with film and culture so that students are able to improve both their critical-thinking and Spanish-language skills. Comprised of six theme-based lessons, each beginning with a contemporary feature-length film with pre- and post-viewing activities and a short writing assignment, followed by three to four related readings (*cuentos*, *poemas*, *teatro*, and *novela*), each with pre- and post-reading activities and a short writing assignment, and culminating with *Escritura*, a structured writing assignment of substantial length, *Intrigas* will both challenge and inspire post-intermediate level students. The six lesson themes, their corresponding film titles, and type of *Escritura* are:

- Lección 1: “Golpe al corazón” with Alfonso Arau’s *Como agua para chocolate*. Un ensayo literario interpretativo.
- Lección 2: “El filo del poder” with Guillermo del Toro’s *El laberinto del fauno*. Un ensayo de comparación y contraste.
- Lección 3: “El lado oscuro” with Alejandro Amenábar’s *Mar adentro*. Una reseña crítica.
- Lección 4: “Lazos de sangre” with Juan José Campanella’s *El hijo de la novia*. Un informe literario.
- Lección 5: “Una cuestión de género” with Pedro Almodóvar’s *Mujeres al borde de un ataque de nervios*. Análisis de un personaje.
- Lección 6: “La moral a prueba” with Carlos Carrera’s *El crimen del padre Amaro*. Un ensayo de causa y efecto.

In addition to the pre-viewing activities for each film (*Sobre el directo*, *Personajes*, *Contexto histórico/cultural* and *Antesala*) is *Técnica cinematográfica* which directs student attention to a cinematic technique employed to provide a unique atmosphere to the film. Such as for Alfonso Arau’s *Como agua para chocolate*, it is explained:

Los planos: La distancia que se establece entre la cámara y el objeto es una de las formas más expresivas que usa un director de cine para guiarnos en ese “observar la realidad.” Si el directo de la película quiere que veamos una ciudad, entonces usará un plano general o panorámico. Si quiere mostrarnos una persona, de pies a cabeza, entonces elegirá el llamado “plano entero.” Cuando hay dos personas conversando, tal vez quiera que los espectadores observen el torso de las personas y los gestos de sus brazos y manos, al usar planos medios. Sin embargo, si el director quiere destacar las emociones de los personajes, probablemente haga un primer plano des sus rostros. Y si lo importante es una llave que cayó al piso, entonces preferirá un plano detalle o un primerísimo primer plano para asegurarse de que la veamos claramente. (6-7)

Furthermore, particularly appealing in the structure of each lesson is how each film is divided into smaller parts with a *Guía para la comprensión* and several comprehension questions so that students understand what they are viewing in manageable stages. For example, Arau’s *Como agua para chocolate* is divided into the following five parts:

- Parte 1: Tita es víctima de una tradición.
- Parte 2: Tita cocina con sus emociones.
- Parte 3: Tita se enferma de amor.
- Parte 4: Tita se rebela.
- Parte 5: La pasión decide un triángulo amoroso.

Thus, the comprehension guide for the first part is:

En la primera parte vemos que la protagonista crece en una sociedad de apariencias, donde el amor y las pasiones muchas veces quedan ocultos. Mientras miras este fragmento, identifica cuáles son los verdaderos amores de los personajes y por qué los ocultan o reprimen.

Post-viewing activities [*Preguntas {Elegir, Comprensión, Interpretación, Técnica cinematográfica}* (which builds upon the lesson's main *Técnica cinematográfica*), *Opiniones* and *Taller de escritura*] sequentially build upon the structure established in the pre-viewing activities. Similarly, each literary selections' pre-reading activities (*Sobre el autor/la autora, Técnica literaria, Contexto histórico/cultural* and *Antesala*) set the stage for the *Taller de escritura*, the short writing assignment that accompany that particular literary selection. The literary selections paired with Arau's *Como agua para chocolate* are: Ángeles Mastretta's "Cine y malabarismo" (cuento); Alfonsina Storni's "Tú me quieres blanca" (poema); Mario Benedetti's "Los viudos de Margaret Sullavan (cuento); and, Roberto Bolaño's "Llamadas telefónicas" (cuento). For the literary selections, *pausas* are inserted in order that students stop to reflect on significant details of the story, whereby enhancing their comprehension and overall appreciation for the literary selection. Each lesson's *Escritura* has a carefully structured format so that students are not simply provided with a composition topic but are given the tools so as to make significant progress with their Spanish-language writing skills. The *Escritura* structure is: *Plan de escritura, Planificar y prepara la escritura, Escribir, and Revisar y leer.*

Intrigas is a well thought-out textbook that will work well in a curriculum leading to an interdisciplinary major or minor in Spanish. For those instructors who have used or are familiar with the first edition, some of the enhancements to the second edition of *Intrigas* are: textbook activities that can be auto-graded are now on the Vista Higher Learning Supersite; the *vosotros* form is accepted as correct in relevant Supersite auto-graded activities and assessments; Video Partner Chat activities, live video chats for conversation practice outside of the classroom; an enhanced composition activity with process-writing steps for each lesson; additional online grammar presentations that features a new grammar topic per lesson; and supplemental auto-graded online-only activities.

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Publisher's Response

I am pleased to respond to Professor Eileen M. Angelini's review of Vista Higher Learning's *Intrigas: Advanced Spanish through Literature and Film*, Second Edition. I would like to express my gratitude to Professor Angelini for writing about *Intrigas* in such favorable terms. She describes the program as a richly designed literary reader that adeptly integrates literature with film and both challenges and inspires students. The VHL editorial team strove to develop content that ensures that students improve their critical-thinking skills while developing their language skills, which did not go unnoticed by Professor Angelini. She points out many of what I, too, consider the program's strengths, in particular the *Técnica cinematográfica* pre-viewing activity, which presents a different cinematic technique in every lesson, and the *Guía para la comprensión*, which divides each film into manageable stages with comprehension questions so students understand incrementally what they are viewing. Of importance, too, is Professor Angelini's observation of the *pausas* in the literary selections, also intended to make students reflect on the story in manageable stages, thereby enhancing their overall appreciation of the text.

I was particularly pleased by Professor Angelini's comment on the value and robustness of the end-of-lesson *Escritura* process writing strand. Each one features a carefully structured plan to give students the tools for building their Spanish writing skills.

Finally, I am grateful to Professor Angelini for highlighting the enhancements to the Second Edition of *Intrigas* and the many areas where its corresponding Supersite was improved for the Second Edition.

Armando Brito
Senior Consulting Editor
Vista Higher Learning

Cowell, Glynis S. & Audrey L. Heining-Boynnton. *Anda! Curso Elemental*. 3rd edition. Boston: Pearson, 2017. ISBN 978-0-13-414677-5.

Leloup, Jean W., Glynis S Cowell, & Audrey L. Heining-Boynnton. *Anda! Curso Intermedio*. 3rd edition. Boston: Pearson, 2017. ISBN 978-0-13-414687-4.

!Anda! Curso Elemental and *Curso Intermedio*, 3rd edition, are college-level Spanish textbooks designed to be completed in four semesters. The authors, researchers and leaders in the field of second language acquisition and teaching, conducted extensive research in order to develop a comprehensive textbook series that provides both instructors and language learners “more of what they need... and less of what they don’t” (p. xvi). Based on feedback and advice from instructors and users at a wide variety of institutions throughout the nation, the two-book series focuses on four important key areas: (1) realistic goals with a realistic approach, (2) increasing student talk time in and out of the classroom setting, (3) a clear focus on student motivation, and (4) tools that promote successful second language learning.

While each area is vital to successful language acquisition, I am impressed with the authors' commitment to promoting student communication, both inside and outside of the formal classroom. *!Anda!* provides instructors with a plethora of ways to promote student communication in the target language immediately through in-class paired and group activities.

Additionally, the authors provide online tools that allow students to connect virtually with native speakers. For example, *LiveChat* is a video recording tool for pair/group work. *WeSpeak* is a website that allows learners to connect with native speakers around the world and continue to personalize their language learning experience. Noting that communication in Spanish is the goal, instructors will find the annotated teachers' edition very useful as the authors guide novice and veteran language instructors through each chapter. For example, the authors provide pedagogical suggestions, ideas for the flipped classroom, expansion activities, and even a rationale for their suggestions founded in second language acquisition theory.

Upon examining *!Anda!*, instructors and students alike will immediately notice an excellent balance between the first half of the series, *Curso Elemental*, and the second half, *Curso Intermedio*. I believe they will be equally impressed with the new cultural video program, *Club Cultura*, which brings to life 22 Spanish-speaking nations. An interesting

feature that learners will enjoy are the readings that are set in different writing styles (e.g., blogs, social media) with which many may be familiar already. Learners will be intrigued by the *Cortometrajes* (short films) near the end of each chapter as they provide a window into every day culture.

!Anda! also includes two additional audio-based activities in each chapter in order to improve learners' interpretive skills as well as the *MediaShare* presentation activities for learners to practice their presentational skills. Both textbooks come with an online student activities manual in MySpanishLab and a testing program, which, like the books, are based on communicative language teaching principles.

Close examination of the texts show that learning is firmly grounded in the World-Readiness Standards for Learning Languages and the three modes of communication (Interpretive, Interpersonal, and Presentational). In order to promote successful language acquisition, there are well-articulated learning outcomes and self-checks for each chapter that guide learners so they know what they will be able to do in the language by the end of the chapter--crucial in helping build student confidence to acquire the new language. Chapter openers have been revised to highlight ever-so-important warm-up activities that aim to engage learners immediately and facilitate interpersonal communication.

!Anda! begins with two Jump-start chapters that get students speaking Spanish quickly. Vocabulary for the texts was selected and tested for relevance in order to allow for personalization so Spanish learners can create language that is meaningful to them, which is crucial for second language acquisition. Another interesting feature is the Readiness Checks, an online check for student understanding of English grammar concepts to ensure that they understand the basic concepts of language learning. Based on student performance on the Readiness Check online diagnostic quiz, English Grammar Tutorials help individuals fill in any gaps in grammatical knowledge.

The topics brought to life in *!Anda!* have been selected carefully and are relevant for today's language learners. For example, in *Curso Elemental*, Chapter 1 addresses describing family and giving details about oneself and others. Chapter 2 helps learners discuss university life. In Chapter 3 students learn to describe their homes and household chores. Food and dining are presented in Chapter 7, and Chapter 9 helps learners talk about hobbies and how they spend their free time. In *!Anda! Curso Intermedio*, there are additional relevant and interesting topics such as sharing information about sports and pastimes (Chapter 2), travel and means of transportation (Chapter 5), describing stores and other places in the city (Chapter 7), and discussing professions (Chapter 8). Each of the topics in the two volumes is vital to second language learners and especially to those who choose to study abroad during their undergraduate years.

Overall, I think the authors have created an excellent textbook series for collegiate-level Spanish programs. Culture is integrated seamlessly from the first page and learners get a solid understanding of Spanish linguistics via brief, concise explanations meaningfully placed in each chapter. Future editions would benefit from introducing and using the ever-growing *vos* verbal forms that are used daily throughout the Spanish-speaking world--a topic that I discussed recently with one of the authors, Dr. LeLoup, at the Alabama World Language Association conference. Nevertheless, I find *!Anda!* to be a

tremendous series, and I believe language coordinators, instructors, and students will find it equally impressive.

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Descubre el español con Santillana. Doral, FL: Santillana USA Publishing Company, Inc., 2015. Student Book level C. ISBN-13:978-1-61605-601-8.

Guía del Maestro. Level C, *Cuaderno de Práctica* level C, *Evaluaciones* level C, Audio program & Teacher Resources, Full e-Form, Library of 8 thematic readers in each level of Beginner, Intermediate, Advanced.

Descubre el español con Santillana is a complete and comprehensive multi-component Spanish program whose objectives are clearly stated: “to promote, support and enhance education in foreign language in the elementary school (FLES) classroom.” The program is loaded with culturally rich as well as engaging activities that are certain to pique the interest of students and teachers.

The components of *Descubre el español con Santillana* are wonderfully thorough and exceptionally interesting. Physical components include: Student Textbook, a Student Practice Book (*Cuaderno de Practica*), Teacher’s Guide, Photo Cards, Assessment Book (*Evaluaciones*), Audio CDs, *Descubre en video*, *Descubre* Online, Anthologies (grades 1-5) and Thematic Leveled Readers. The entire program is also available in interactive form with an e-learning center for students and teachers.

This review specifically covers Level C of *Descubre el español con Santillana*. It is best suited for students ranging from grades 3-6 and provides age appropriate levels for these students. However, these various book levels (A-F) can easily be adapted to a variety of FLES grade levels. I have used several components of *Descubre el español con Santillana* in my FLES program in different grades with different sequencing.

One of the many highly effective assets Santillana has to offer is that it is NOT a sequential program. Thus, each student book level (A-F) is not a continuation of the previous level. Each of the student books begins as a unit zero and the remaining units are sequential, spiraling within the grade level. In my teaching experience with student textbooks this is an enormously positive format, especially if a school purchases the program but already has a Spanish program in place. Teachers can select the best level and the best pace to fit their students’ needs. This allows for the recycling and expansion of acquired vocabulary and skills.

The *Descubre el español con Santillana* program is divided into eight units. Each unit is divided into four weeks. Each week is divided into four 30-minute periods. The pacing, however, can certainly be adapted to students’ needs as well as to address the frequency of the teachers’ FLES program.

The eight *Unidades* in level C are:

1. *Nos conocemos*
2. *¿Cómo vivimos?*

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3. *Vamos a aprender*
4. *Los Animales*
5. *Nos cuidamos*
6. *Nuestro Ambiente*
7. *¿Cómo funciona?*
8. *Nuestras celebraciones*

While the theme title of each unit remains the same in all book levels A-F, the content in each unit's presentation varies but is always centered on the unit theme. For example: Unit 5 entitled *Nos Cuidamos* in Book C covers:

- *las partes del cuerpo*
- *los sentidos*
- *la alimentación*
- *hábitos saludables*

In Book D that same unit covers:

- *la comida*
- *los sabores*
- *los hábitos saludables*
- *las sensaciones*

The pace in D is attractively faster than C. Both units cover very similar weekly sections but the content is presented from a different angle. Book D introduces more vocabulary and changes from all present tense in Book C to including preterite and future tenses in Book D. Again, depending on your student's history of previous world language education, Books A-F need thorough review so that schools are purchasing the best level and pace for the program they want to offer.

Descubre el español con Santillana explores not only the Spanish language of each thematic unit, but also shares wonderful and age-appropriate knowledge of 20 Spanish-speaking countries. The countries included in the various levels (A-F) are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Perú, Puerto Rico, Spain, Uruguay, and Venezuela. This aide is a great tool for sparking interest in language beyond the textbook and will inspire students to explore the Hispanic world.

For example, in Book C, Unit 1 shares connections with Mexico. Authentic photos, sites and clothing are integrated within the lessons. Photos include natives, local and national monuments, and daily life as seen in Mexico. This pattern of cultural integration is consistent throughout the textbook for all countries explored.

Another great piece of cultural integration as well as age-appropriate consistency is that each textbook (A-F) has two distinct characters that are the same ones used in all units within a level. The characters in Unit C are Anna and Charlie. They take students through each unit and they meet and interact with new characters as they visit a different country in each unit. These main characters are included in the Video and Online components of all 8 units in Level C. Students become very familiar as well as comfortable with these characters.

My own students now refer to “Charlie y Anna” when we are about to reach a new week or unit in the book. They consider them to be school friends. As students move to the next levels (A-F), these characters change and become age appropriate in appearance and behaviors to the students using the program.

For those institutions requiring certain attentions to one or all of the following—standards, backward design, essential questions, differentiated instruction, language functions, meeting individual needs, multiple access strategies and multiple intelligences—*Descubre el español con Santillana Teacher Guide* has truly hit the jackpot in thoroughly and consistently covering strategies, big picture, big idea, and format that meets as well as exceeds all these critical points of curriculum planning.

In Unit 4, Big Idea, *Los Animales*, in the Teacher’s Guide at the beginning of each Unit, are the Unit Objectives, Discuss the Big Idea (suggestions to enhance student learning and share previous knowledge), and there are always the Essential Questions for each of the 4 four-weeks per Unit. There is a detailed and easily comprehensible Unit Planner for each week. Within these planners as well as throughout the text, there are small icons indicating which of the 5 C’s are contained within each week. The Unit Planner is set for 16 days, 4 days per week.

- Day 1 of each week covers Language Functions, Vocabulary, Activate Prior Knowledge, Predict and Close.
- Day 2 of each week covers Read, Practice, Apply and Close.
- Day 3 covers Check Comprehension, Scaffold and Apply, and Close.
- Day 4 covers Explore Cultures, Review and Apply, Culminating Activities.

Each day also includes an Extension Activity in the *Cuaderno de Práctica* or *Descubre Online*. There are two additional pages prior to each week’s lessons for the teacher. These two pages are resources for the teacher using the multiple components that come with the complete program: *Antología*, Audio CD, *Biblioteca temática*, *Cuaderno de Práctica*, Videos, eBooks, *Evaluaciones*, *Hojas de actividad*, *Canciones*, y *Manual de lenguaje*. Moving through each week, this guide shares Multiple Access Strategies, Meeting Individual Needs, Scaffold and Apply, and a Close and Culminating Activity. These can include a multitude of suggestions involving Role-Play, TPR or a Cooperative Task ending in a Culminating Activity that includes a Presentational Writing Process or an *Album de Recuerdos*.

Suffice it to say, each Unit is thorough and offers many options for the teacher’s presentation to her students. Teachers can easily move back and forth from textbook to *Descubre Online* and the many component options in between to make each week exciting, active and creative in a learning environment that takes language and culture learning beyond the walls of the classroom and into the world of international friends, historical pictures, activities, music and literature that is completely FUN!

The *Cuaderno de Práctica* is another component to the program that is quite “kid friendly” and very engaging with regard to the amount and variety of activities per page. I have tried a few units from the workbook Level C with my 3rd- and 4th-grade students and they loved them. I have multi-level classes (3rd & 4th) as well as multi-levels regarding the individual strengths and weaknesses of each student within that multi-grade class.

All directions are in Spanish, as is the entire *Descubre el español con Santillana* program, and with the way the examples are laid out, students were able to figure out the directions without translation. They were eager to complete the exercises and ready to get to exploring the next activity. I was extremely pleased with their interest and curiosity at new vocabulary. The connection to the textbook is right on the mark and this workbook can also be projected on an interactive whiteboard for group lessons or cooperative learning activities through the online component.

Evaluaciones Level C workbook is another excellent component of the program. It is an assessment system that allows teachers to: group students for targeted and generalized instruction, inspect ongoing language development, adjust instruction based on students' needs and abilities, and reflect on student performance at the end of the year. This assessment system provides information about proficiency for each student through all units as well as initial assessment and year-end evaluation.

The greatest thing about this component is that there are Separate Domains and Integrated Domains. The unit assessments evaluate listening, speaking, reading and writing. Integrated domains uses a holistic approach to evaluate comprehension and production. There are pre-tests and post-tests. These assessments thoroughly and directly reflect attention to detail regarding the Big Idea and the Backward Design goals set forth by Santillana. Teacher guidelines for administering the assessments are clear and complete.

The images are consistent in the evaluation book, workbook, and text or online components. Students are again comfortable with the characters and the images of each activity are familiar and engaging. This component makes the thought of assessment/test/quiz in the minds of nine and ten year-olds less overwhelming and the idea of doing a presentation less uncomfortable and scary. This anticipation of assessment is a critical piece for teachers to gather true proficiency data when students are relaxed, eager and ready without pressure to do their best. In conclusion, this component covers all needs of student learning, teacher administration, and proficiency outcomes that promote a healthy well-rounded world language learner.

The *Biblioteca temática* component is a collection of 24 leveled readers tied to the themes. These books make up three series. There are eight books in each level of beginner, intermediate and advanced FLES students. This thematic library helps students build literacy skills as they are learning a second language. The characters of these leveled readers are age appropriate and entertainingly consistent with the characters in the matching levels. These books can overlap their use in levels A-F.

I have used several of these books prior to becoming fully familiar with the full Santillana program. They can be integrated into almost any elementary grade classroom when the theme connects to the lessons planned. Julio and Julia are my favorites! In my program I have also used the Big Books from the K-2 program and the *Biblioteca Temática* in all my grades K-6.

In order to write a thorough review of this program, I had been given access to the *Descubre el español con Santillana* Online for the distinct purpose of exploring these components as a teacher and also explored several components in the classroom with my students in grades 3-6. This was enormously helpful for allowing not only myself as the user/instructor to try it out, but more importantly, to give my students the opportunity

to play and explore a few chapters, activities, assessments and evaluations. The student input is very important to me as their teacher.

We explored Unidad 2, ¿Cómo vivimos?. This unit included “*La casa, La ropa y los colores, Trabajadores de la comunidad, De paseo por la comunidad* (Bolivia). Activities were engaging and directions were clear and simple to students in all the grades. Directions are all in Spanish and were comprehensible to students that experienced the unit together as a class. The images are intriguing and authentic to Bolivia. This is consistent throughout the text/online/audio components throughout the eight units and adds wonderful enhancement and promotes a more authentic program.

The E-Form Online is a great web-based interactive component that provides students the opportunity to work independently in the practice of the four domains of listening, speaking, reading, and writing. They are primarily comprised of:

- informal educational games and fun exercises that extend the material covered in the student book.
- each level has 32 online activities per level
- formal assessments for all units
- videos embedded in the program connected to each unit and each week.

Each video is directly based on the contents covered in the student book and culture is frequently and explicitly explored. Santillana adds that, “These activities incorporate culture as much as possible and allow students to interact with educators, friends, and even the textbook characters.

If a school is interested in options of purchase of this program, know that there are many options to get you started. The classroom teacher has the choice of either physical materials (student books and workbooks) or online components (e-books, *descubre* online, etc.) for the students. The eLearning Center student licenses include the eBook, online practice, online assessment, in other words, multiple components, making this a great deal.

The teacher license requires a minimum of 10 physical student books OR 10 student licenses. With the purchase of a one-year license (a minimum of 10 student licenses purchased), the teacher can get the teacher license and that is enough to start the program. Student licenses can also be purchased as a six-year license. This makes the long-range cost also affordable when mapping out a budget that expands beyond one year but requires the up-front purchase.

As an educator with over 25 years of experience in world language education, it is my strong opinion that *Descubre el español con Santillana* is one of the few FLES programs on the market that not only covers the inclusion of standards (5 C’s and Backward Design) on all FLES levels but also presents a student interactivity that pays close attention to student learning styles, is consistent in allowing immersion by staying in the target language, offers web and physical materials components/combinations for purchase, and presents the authentic inclusion of culture throughout the materials as an enhancement to intercultural understanding. *Descubre el español con Santillana* is highly attractive to students, teachers and administrators. The team of representatives from Santillana can be easily contacted via internet or telephone. They are excellent in answering all questions and want to help shape any FLES program so that the best pace

and program components critical to a successful program are put into place and always are met with a high-quality support system.

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Hertel, Tammy Jandrey, and Stasie Harrington. *El cine documental. Spanish Language and Culture through Documentary Film.* Indianapolis: Hackett Publishing Company. Includes: Online Workbook. ISBN: 978-1-58510-825-1. Price: \$74.95 (paperback) or \$59.95 (ebook).

El cine documental is an innovative intermediate/advanced textbook that focuses on communication while increasing students' cultural awareness. All the materials used are authentic, which allows students to explore common trends in Latin America and experience different dialects. At the core of each chapter is a documentary film, but other authentic materials such as readings and songs are included too. A big advantage of using authentic materials is that students are exposed to different linguistic varieties as they documentaries come from Central America, The Dominican Republic, Bolivia, Mexico, Argentina, Colombia, and El Salvador. The songs included also offer students the opportunity to listen to different accents and musical styles.

The goal of *El cine documental* is to provide students with the tools needed to communicate accurately and appropriately in Spanish and, in order to do so, the authors have developed activities that target the four skills. *El cine documental* can be used with students at the intermediate level or students who are starting a major or minor in Spanish. This book provides students with a cultural foundation that will be extremely beneficial as they move on to advanced courses in literature, civilization, film studies, etc.

El cine documental is divided into eight chapters, each focusing on a different subject. The topics addressed are the environment, sports, globalization, poverty, immigration, human rights, war and peace, and feminism. There are five sections in each chapter: a documentary film, grammar, a reading, a song, and writing activities. The documentaries used range in length from 25 to 99 minutes. Three of the documentaries are not available online so they will have to be watched in class; however, the remaining five are available online free of charge and can be watched outside of class.

Each chapter opens with an introduction and presents students with the vocabulary needed to successfully discuss the proposed topic. There are always a couple of activities to practice the new vocabulary. Then, the documentary film is presented. Before watching the film students are asked to research some relevant topics. Once they have watched the film there are two sections whose goal is to analyze and further discuss the meaning of the film. Next, students work on a reading that offers another perspective on the chapter topic. The focus then shifts to listening and this is done by means of a song. There are activities that focus on the meaning of the song and a personal project such as researching on the web, writing a song, etc. The last section focuses on writing. Each chapter requires that students work on a different type of written document: a film review, a formal letter, an expository essay, a blog entry, a cover letter, a family recipe, and a tale. Before students write the actual document, they are presented with a set of tools

that will help them in the writing process. A great deal of emphasis is put on reviewing and editing the document.

Although grammar is not at the core of *El cine documental*, there are opportunities to review several grammatical structures. Each chapter includes four grammatical points, which are placed between the sections previously mentioned. Grammar is presented in a logical manner starting with basic topics such as agreement, *ser* vs. *estar*, comparisons, and continuing with more advanced structures, such as the use of past tenses, subjunctive, passive voice, and reported speech. The grammatical explanations provided in each chapter are rather basic and only two or three practice activities are included. Instructors who want to put more emphasis on grammar should require the online workbook since, as the authors explain, “the *estructuras gramaticales* sections include detailed grammar topics and auto-correcting practice exercises not available in the textbook.” The price of the online workbook is \$25.00 for a 12-month subscription.

One of the most innovative features of *El cine documental* is that it introduces students to culturally relevant topics in an interesting and engaging manner. It is not always easy to introduce the realities of Latin America to U.S. students but *El cine documental* provides students with the background and the tools necessary to successfully discuss topics such as human rights, child poverty, violence, and gender inequalities. Moreover, it often makes students responsible for their own learning. For example, at the beginning of each chapter students are asked to research several topics in preparation for the documentary and at the end they have to research other topics not covered in the chapter.

As already mentioned, *El cine documental* is designed with intermediate/advanced students in mind. Students at this level need to refine their reading and writing skills. The authors’ approach to writing is particularly interesting. They emphasize writing as a process and walk students through the steps that should be followed. Another important aspect is that students are required to write a wide range of documents. This should help them get ready for upper-level or more advanced courses where writing tends to be a key component. Also, students at the intermediate/advanced level need to improve and expand their vocabulary. *El cine documental* introduces students to the vocabulary needed to understand the documentary and to discuss the topic. The new vocabulary is presented by means of lists of Spanish words with their English translations.

The culminating activities included at the end of each chapter provide meaningful ways for students to reflect on their learning and to put everything into perspective. Reflecting on the learning process is an important component of any course and this is the goal of the last three sections of the chapter: an expansion section that asks students to work on a formal presentation of a topic related to the chapter theme; a debate, which forces students to consider the main theme from different perspectives; and the *diario* (diary) section, which allows students to reflect on what they have learned.

Although *El cine documental* includes some original and challenging activities, some might not be viable in all classrooms. In the *escuchar* (listening) section, there is a section entitled “*perspectivas en tu comunidad*”, where students have to interview members of the Hispanic/Latino community first and then record a video where they summarize the results of their interviews. In some areas the Latino community may not be as visible or accessible and some schools might lack the technology required to produce a video.

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El cine documental is certainly a unique and innovative textbook, which can easily be adapted to be used in conversation and/or composition classes. It provides students and instructors with ample opportunities to discuss relevant cultural topics while working on all skills.

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Publisher's Response

Many thanks to Isabel Alvarez for her insightful review of *El cine documental: Spanish Language and Culture through Documentary Film*. The review does an excellent job of describing the innovative approach of this textbook and its accompanying online workbook: learning through the culturally rich and linguistically authentic medium of documentary films on topics of particular interest to American students. Ms. Alvarez does an admirable job of outlining the main features of the book and describing how they work together to immerse students in the target cultures. We are confident that instructors of Spanish, will find *El cine* a welcome solution to the challenge of engaging students at this level. Hackett is happy to provide examination copies to instructors of relevant courses, and trial subscriptions to the online workbook. Instructors wishing to assign a portion of the 8 chapters in *El cine* may request permission to reproduce that material at, permissions@hackettpublishing.com, or to contact our editorial department at editorial@hackettpublishing.com to discuss a custom edition. On behalf of authors Tammy Jandrey Hertel and Stasia Harrington, thank you again for an excellent review.

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Reviewers Wanted

NECTFL invites you to submit your name as a reviewer of textbooks, software, websites, programs, ancillaries, videos — in short, any product or opportunity or program that might be of interest to you and your colleagues. You can help others make their way through the wide array of materials they may see at a conference, in a catalogue, on a website, or through advertising! Share your knowledge and experience ... and see yourself in print! Don't be shy if you've never written for publication before; we are eager to work with you!

Reviewers are needed at all levels and in all languages. If you would be interested in exploring this possibility, would like to submit a review, or wish to receive materials to evaluate, please send your name, address, telephone and fax numbers, and e-mail address to Tom Conner (see below). If your company produces educational materials or provides educational services, and if you would like to have them reviewed in our journal, please contact Tom.

Guidelines for reviewers can be found at <http://www.nectfl.org/software.html>

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Change in Dates of Publication

Beginning in 2018, the *NECTFL Review* will be published in March and September.

Guidelines for the Preparation of Manuscripts — NECTFL Review

Below, you will find a summary of the Guidelines for the Preparation of Manuscripts and the Checklist for Manuscript Preparation. The complete documents for both in PDF format can be downloaded at

- Guidelines for the Preparation of Manuscripts: http://www.nectfl.org/wp-content/uploads/2017/07/Review-Guidelines_2017.pdf
- Checklist for manuscript preparation: <http://www.nectfl.org/wp-content/uploads/2017/07/Review-Checklist.pdf>

All articles submitted will be evaluated by at least two, normally three, members of the Editorial Review Board. Elements to be considered in the evaluation process are the article's appropriateness for the journal's readership, its contribution to foreign language education and the originality of that contribution, the soundness of the research or theoretical base, its implications for the classroom, and finally, organization, focus, and clarity of expression.

As you prepare your manuscript for submission to the *NECTFL Review*, please keep the following guidelines in mind:

1. We use the most recent **APA [American Psychological Association] Guidelines** (<http://www.apastyle.org/>), and not those of the Modern Language Association (MLA) or the *Chicago Manual of Style*. Please use the latest edition (6th ed., 2010) of the *Publication Manual of the American Psychological Association* or the *Concise Rules of APA Style* as your guide. For models of articles and references, examine *The NECTFL Review*, recent issues of the *Modern Language Journal* or *Foreign Language Annals*. These journals follow the APA style with minor deviations (and those being primarily changes in level headings within articles). Citations within articles, bibliographical entries, punctuation, and style follow the APA format very closely.
2. In order for an article to be processed and sent to outside reviewers, please follow these guidelines carefully to expedite the review and publishing process. Submit your article electronically to NECTFL at <https://nectfl.wufoo.com/forms/authorarticle-information-form-nectfl-review/>, uploading it in the **Author/Article Information Form**.
3. Please think carefully about the title of your article. It should be brief, preferably without subtitles, and *no longer than 12 words*.
4. **We require an abstract of your article.** See pp. 25-25 [Section 2.04] in *Publication Manual of the American Psychological Association* (2010) for clear guidelines for writing an abstract.
5. Articles will not be accepted if they appear to endorse or sell software, hardware, books, or any other products.
6. **Do not include the names of the author(s) of the article on the first page of the actual text.**

7. Include a short biographical paragraph (this will appear at the bottom of the first page of the article, should it be published). Please include this paragraph on a separate page at the *end* of the article. This paragraph should be **no longer than 4-5 lines**.
8. Please note that the typical length of manuscripts averages approximately 20-25 double-spaced pages, including notes, charts, and references. This does not mean that a slightly longer article is out of the question.
9. Authors should read the manuscript very carefully before submitting it, verifying the accuracy of the citations (including the spelling of names, page numbers, and publication dates); the accuracy of the format of the references; punctuation, according to the APA Guidelines; spelling throughout the article.
10. Please consult the **Checklist for Manuscript Publication** [<http://www.nectfl.org/wp-content/uploads/2017/07/Review-Checklist.pdf>]. Promising articles have been rejected because authors did not spend enough time proofreading the manuscript. Proofreading includes not only reading for accuracy but for readability, flow, clarity.
11. Remember: In order for an article to be processed and sent to outside reviewers, authors must complete the **Author/Article Information Form**. This form is used to match the author's description of the article with the appropriate reviewers according to (1) instructional level; (2) areas of interest; (3) the type of content; (4) relevant language(s); (5) keywords that best describe the article content [no more than four should be indicated].

Checklist for Manuscript Preparation

Here are a few reminders, many of which are taken directly from the APA Guidelines:

- Please remember to use the spell check and grammar check on your computer before you submit your manuscript. Any portions of text in a foreign language must be followed immediately by an English translation in square brackets.
- Do not submit an article that includes tracking in Word.
- Remember that in the APA guidelines, notes (footnotes or endnotes) are discouraged.
- Do not use automatic footnoting or endnoting available with your word processor.
- Do not use automatic page numbering.
- Please double-space everything in your manuscript.
- Use left justification only; do not use full justification anywhere in the article.
- The required font throughout is either Times New Roman 12 pt. or Minion Pro 12 pt.
- There should be only one space after each period.
- Punctuation marks appear inside quotation marks.
- In listing items or in a series of words connected by *and*, *but*, *or*, use a comma [the Oxford comma] before these conjunctions.
- When providing a list of items, use double parentheses surrounding the numbers or letters: (1), (2), or (3) or (a), (b), and (c).

- ❑ All numbers above nine must appear as Arabic numerals [“nine school districts” vs. “10 textbooks”]; numbers below 10 must be written out.
- ❑ Page number references in parentheses are not part of the actual quotation and must be placed outside of the quotation marks following quoted material.
- ❑ Use standard postal abbreviations for states in all reference items [e.g., NC, IL, NY, MS], but not in the text itself.
- ❑ Do not set up automatic tabs at the beginning of the article (i.e., as part of a style); rather you should use the tab key (and *not* the space bar) on your computer each time you begin a new paragraph. The standard indent is only ¼ [0.25”] inch.
- ❑ Please reflect on the title of the article. Quite often titles do not give readers the most precise idea of what they will be reading.
- ❑ According to APA guidelines, the References section contains only the list of works you actually use in your article. Check all Internet addresses before submitting the manuscript.
- ❑ Be judicious in using text or graphic boxes or tables in your text.
- ❑ Please make certain that the components you submit are in the following order:
 - ❑ First page—with the article title, names and titles of authors, their preferred mailing , addresses, home and office phone numbers, e-mail addresses, and the name of the primary contact person [also, times in the summer when regular and E-mail addresses may be inactive];
 - ❑ First page of the manuscript—containing the title of the article and the abstract
 - ❑ The text of the article
 - ❑ Notes; References, Appendices—in this order
 - ❑ A short, biographical paragraph (no more than 4-5 lines).
- ❑ Authors must complete the **Author/Article Information form**, uploading the submission via this form: <https://nectfl.wufoo.com/forms/authorarticle-information-form-nectfl-review/>

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