Number 85 March 2020

NECTFL Review

A Journal for K – 16+ Foreign Language Educators

Northeast Conference on the Teaching of Foreign Languages

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.

NECTFL has expanded its outreach, professional development and advocacy efforts through publications, workshops, research projects and other initiatives. Its prestige has been reflected in its singular ability to bring together the profession's most prestigious leaders for world-class and ground-breaking programs while sustaining an organizational culture that is interactive, welcoming, and responsive.

Through representation on its Board of Directors, through its Advisory Council, through conference offerings and refereed journal articles, NECTFL maintains a commitment to the individual foreign language teacher, to collaborative endeavors, to innovation and to inclusionary politics and policies.

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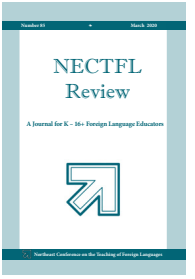

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***NECTFL Review* 85**
March 2020

NORTHEAST CONFERENCE on the Teaching of Foreign Languages

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Announcement

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ISSN: 2164-5965

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From the 2020 Conference Chair

Dear Colleagues and Friends,

On behalf of the NECTFL Board of Directors, I would like to thank you for reading this issue of the NECTFL *Review*, the Northeast's acclaimed academic journal for PK-16+ world language and immersion educators, researchers, and administrators. Within this 85th issue of the NECTFL *Review*, you will find a diversity of articles curated by our editor, the fastidious Dr. Robert Terry. Many thanks to Bob and his Editorial Board for their expert work in vetting the best in scholarship in our region and beyond.

On February 13-15, 2020, over 1300 educators gathered in New York for the 66th Annual NECTFL conference. Dr. José Medina kicked off the weekend with a rousing keynote, challenging us to take up the mantle of serving the needs of those students who are often cast to the margins. Throughout the conference, there were conversations about the inclusion of diverse learners, using inclusive pronouns in gendered languages, and honoring every learner for exactly who they are. With the 2020 conference behind us, I am hopeful that participants take the theme of "Languages for All: Envisioning Language Learning Opportunities for Every Learner" to heart and will apply the learnings from this conference to their classroom practice or research projects.

On behalf of Michael Bogdan, the 2021 Conference chair, I invite you to submit a session proposal for the 67th Annual NECTFL Conference held from February 25-27, 2021, in New York City. The theme, "Finding Our Voice: World Languages for Social Justice." The deadline for submissions is May 1, 20120. You can find the link to the proposal form at **https://www.nectfl.org/conference/call-for-proposals-2021**

In June, the NECTFL Board will welcome the members of the class of 2024, who were recently elected by the NECTFL Advisory Council: Dr. Carolina Bustamante of New York, Beckie Bray Rankin of Massachusetts, and Dr. Frank Ruggiero of New Jersey. In addition to nominating and electing members of the Board of Directors, Advisory Council members can offer nominations for various NECTFL awards, give guidance and support to the Board of Directors, volunteer to help at the conference, and serve in an advisory role on various committees. Read more about joining the Advisory Council as an individual or as part of an institutional membership at **https://www.nectfl.org/advisory-council**

It is because of the efforts and commitment of Dr. Robert Terry, Editor, and Thomas Connor, Materials Editor, that the NECTFL *Review* maintains a strong presence among professional journals. These gentlemen work throughout the year soliciting articles, consulting with reviewers, and editing the journal. They, along with the entire NECTFL Board, encourage you to submit an article for publication. Find submission guidelines and download past issues at **http://www.nectfl.org/nectfl-review**

Preparations are already well underway for the 67th NECTFL Conference. We look forward to welcoming you next year in New York City!

Regards,

Nathan Lutz
2020 Conference Chair
NECTFL

Introducing the 2020 NECTFL Mead Fellows

This scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels. Educators of all languages at all levels are encouraged to apply to this program, designed to identify potential leaders in education and to support the development of their potential. Each scholarship recipient will be assigned a mentor with expertise in the area of that person's project, and NECTFL will facilitate virtual and, if possible, face-to-face meetings of the two.

Cherie Garrett *is a Spanish teacher and world language department chair in the Dallastown Area High School, York County, PA.*

Promoting the PA Seal of Biliteracy

The Seal of Biliteracy provides employers and universities with a method of identifying people who are bilingual, recognizes students with 21st century skills, and encourages students to study other languages and cultures. Also, the Seal of Biliteracy has the potential to make world language education more visible and to positively influence public opinion about the value of bilingualism and cultural understanding. Currently, 36 states and Washington, D.C. have an approved Seal of Biliteracy; however, the Seal in Pennsylvania is currently "under consideration." This project will promote the Seal of Biliteracy in Pennsylvania at both the local and state level. Locally, I will work with my school district to offer its own seal of biliteracy to its high school graduates which will serve as a model for other districts in the state. Moreover, I will communicate information about the Seal of Biliteracy to state legislators, teachers, administrators and stakeholders in PA via state language organizations and conferences, a web page and social media to provide support for the approval of the PA Seal of Biliteracy and to support teachers and districts interested in implementing a program that provides both an incentive and recognition for `heir students who are bilterate.

Michele Back *is an assistant professor of world language education at the University of Connecticut in Storrs, CT.*

Recruiting World Language Teacher Candidates

This project contributes to world language (WL) education by fostering the ongoing recruitment of qualified teacher candidates through a high quality, target language, open educational resources curriculum. Swanson (2012) accurately stated that teacher recruitment is a long-term process, requiring regular interventions and up-to-date resources. WL teachers, as critical advocates for the profession and the best judges of student language proficiency and dispositions for teaching, are clearly in the best position to engage in this recruitment. However, there is a disconnect between ACTFL's important policy of conducting 90% of classroom instruction in the target language and ACTFL's recruitment curriculum, *Educators Rising 2.0* (2019), which is in English. Therefore, in this project I propose collaborating with K-12 WL teachers in the Northeast region to translate and adapt the *Educators Rising 2.0* curriculum into accessible, interactive modules that can be easily incorporated into WL classrooms. After an

initial assessment of existing recruitment-related resources in target languages, I will work with a group of these teachers translate and adapt *Educators Rising 2.0* and existing target-language resources into an accessible, easily implementable language teacher recruitment curriculum, which will be disseminated among NECTFL members, members of state language associations, partnership districts, and other stakeholders.

2019 Mead Fellowship Report

Growing Tomorrow's Leaders Today (GTLT)

2019 Mead Fellowship recipient Emily Bugbee is a National Board-certified teacher of Spanish at Bohemia Manor High School, Chesapeake City, Maryland. She is the first vice president of the Maryland Foreign Language Association. Her project seeks to empower teacher leaders.

Growing Tomorrow's Leaders Today (GTLT) is an online teacher leadership course that targets emerging world language teacher leaders from across the state of Maryland. The course was developed as part of the 2019 NECTFL Mead Fellowship program and with the support of the Maryland Foreign Language Association, Maryland State Department of Education and Cecil County Public Schools.

A common misconception about teacher leadership is that in order to lead one needs to leave the classroom. GTLT provides a learning opportunity for Maryland world language teachers who desire to lead while continuing in their current roles from inside the classroom. Teachers examine their current position and leadership roles, identify their reasons for remaining in their current role, explore ways to lead from their current position, while establishing goals to continue growing their leadership into new areas.

The course leads participants through a series of seven modules. These modules focus on the ACTFL Core Practices and characteristics of effective leaders, map out leadership experiences and opportunities, expand spheres of influence, advocacy, and culminate with a professional development proposal worthy of presentation on a local, state, regional or national level. Participants who successfully complete the course are awarded 2 continuing professional development credits through the Maryland State Department of Education.

Thus far the course has been offered twice, once in the summer of 2019 and again in January 2020, both times registrations maxed out within 12 hours of opening. The hope is to continue to refine the course, tap into more leaders to help open more sections of the course, and to reach as many future leaders in Maryland as possible. Small steps to big changes.

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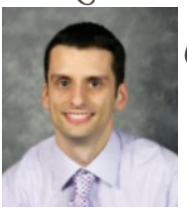
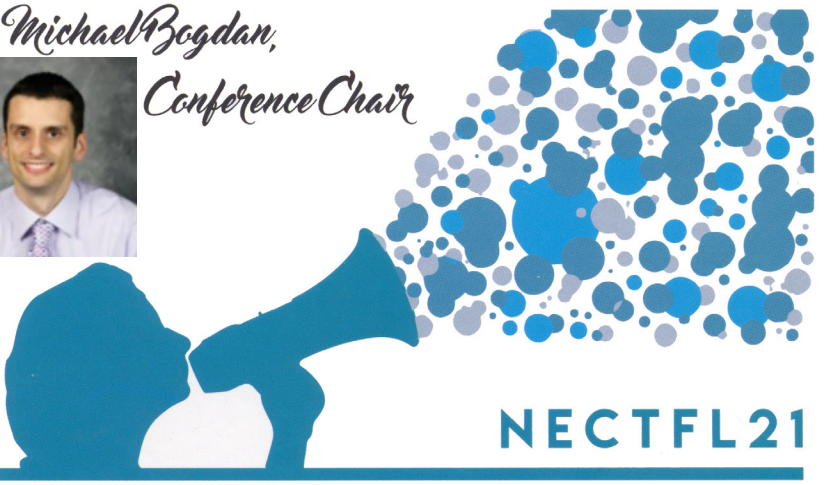
Michael Bogdan,
Conference Chair





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67th Annual Conference

Increasing Enrollment in Foreign Language Teacher Training Programs

Scott Kissau, *University of North Carolina at Charlotte*

Abstract

The critical shortage of foreign language teachers in the United States is well documented, and it was recently reported by ACTFL (2017) to be the worst on record. Exacerbating this shortage is declining enrollment in foreign language teacher training programs that serve as a pipeline to the profession. Even more troublesome, in response to declining enrollment, many programs that prepare the next generation of foreign language teachers are being closed (Garcia, Moser, & Davis-Wiley, 2019). To help address the inadequate supply of qualified foreign language teachers in the United States and to maintain program viability, faculty in the Cato College of Education at the University of North Carolina at Charlotte (UNC Charlotte) embarked upon a multi-year initiative to increase enrollment in a graduate program for aspiring foreign language teachers. In this article, they share some of the recruitment strategies they employed and the success they experienced in the endeavor.

The critical shortage of qualified K-12 teachers is well documented in the United States (Sutcher, Darling-Hammond, & Carver-Thomas, 2016; U.S. Department of Education, 2017). According to a report by the United States Department of Education (2017), the national shortage is

According to a report by the United States Department of Education (2017), the national teacher shortage is particularly acute in high-need areas, including foreign language instruction.

Scott Kissau (Ph.D., University of Windsor, Ontario) is Professor of foreign language education, Chair of the Department of Middle, Secondary, and K-12 Education, and Interim Associate Dean in the Cato College of Education at the University of North Carolina at Charlotte. He is the author of over 40 published peer-reviewed journal articles and book chapters. Dr. Kissau was the recipient of the Cato College of Education Award for Excellence in Teaching in 2011 and Research in 2012. He was named the Higher Education Teacher of the Year by the Foreign Language Association of North Carolina in 2015, and in 2016, was honored by ACTFL with the Anthony Papalia Award for Excellence in Teacher Education.

NECTFL Review, Number 85, March 2020, pp. 11-28. © 2020 by Northeast Conference on the Teaching of Foreign Languages.

particularly acute in high-need areas, including foreign language instruction. Exemplifying this shortage, Skorton and Altschuler (2012) reported that approximately one-quarter of elementary schools in the United States and one-third of middle schools were unable to find enough foreign language teachers. More recently, a study initiated by the United States Senate and the House of Representatives found that 44 states could not fill all foreign language teacher vacancies (Commission on Language Learning, 2017, p. ix), and ACTFL reported the shortage to be the worst in over 25 years of record keeping (ACTFL, 2017).

Swanson (2010, 2012a, 2012b) identified five principal causes of the foreign language teacher shortage in the United States. According to the researcher, the "tsunami" of baby boomers retiring (Swanson & Mason, 2018, p. 252), coupled with increasing enrollment in K-12 foreign language programs, has led to teacher vacancies across the country. Exacerbating this shortage, federal legislation, such as No Child Left Behind, has made it challenging for school districts to find "highly qualified" foreign language teachers and has diverted funding to prioritized subjects, such as math and science (Swanson & Moore, 2006, p. 8). Swanson and his collaborators (Swanson, 2012b; Swanson & Mason, 2018; Swanson & Moore, 2006) also contend that a myriad of negative, and sometimes inaccurate perceptions, (e.g., low pay, low status, poor working conditions) have stigmatized the profession and have steered aspiring foreign language teachers away from choosing the career. For example, in their study investigating the perceptions of 106 high school students studying Spanish in five rural schools, Swanson and Moore (2006) found that many students had inaccurate perceptions about the teaching profession and that those perceptions tended to dissuade them from considering becoming a foreign language teacher. The number of foreign language teachers leaving the profession is equally problematic. Swanson and Huff (2010) reported that attrition rates among foreign language teachers exceed the 17% to 30% range reported for all classroom teachers within their first five years in the profession (Guha, Hyler, & Darling-Hammond, 2016).

While multiple factors are contributing to this critical shortage (Swanson, 2010, 2012a, 2012b), declining enrollment in teacher training programs that serve as a pipeline to the profession represents a significant obstacle in trying to address it. According to a report by the Learning Policy Institute (Sutcher et al., 2016), teacher education enrollment dropped 35% from 2009 to 2014. Between 2010 and 2014, enrollment in traditional university-based teacher preparation programs declined by 31% in the United States (American Association of State Colleges and Universities, 2017). While no national statistics are available specific to foreign language teacher preparation programs, recent research by Kissau, Davin, and Wang (2018), combined with reports of foreign language teacher training programs closing due to insufficient enrollment (Garcia, Moser, & Davis-Wiley, 2019), suggest similarly dramatic declines.

While multiple factors are contributing to this critical shortage declining enrollment in teacher training programs that serve as a pipeline to the profession represents a significant obstacle in trying to address it.

Increasing Enrollment in Foreign Language Teacher Training Programs

Contributing to declining enrollment in traditional teacher training programs is increasing competition from the growing number of alternative licensure programs that often lower the minimum standards required to teach, can be completed more quickly than traditional programs, and at a lower cost (AASCU, 2017). While only six percent of the nearly half million candidates nationwide in teacher preparation programs in 2012-2013 were enrolled in alternative, non-university-based programs (AASCU, 2017), this percentage is expected to rise in coming years. In Texas, where legislation is in place allowing private, for-profit programs to prepare teachers, alternative programs comprise 50 percent of new teacher certificates (Granados, 2017).

Faced with declining enrollment and increasing competition from cheaper and faster alternative licensure programs (Granados, 2017), faculty in the Cato College of Education at UNC Charlotte embarked upon a multi-year initiative to increase enrollment in a graduate program for aspiring foreign language teachers. In this article, they share some of the recruitment strategies they employed and the success they experienced in the endeavor.

Recruitment Strategies

At a time of critical shortage of foreign language teachers and declining enrollment in foreign language teacher training programs, there is little research that sheds light on what motivates individuals to pursue the profession. To guide and inform their recruitment initiatives, foreign language teacher education faculty at UNC Charlotte surveyed foreign language teacher candidates across the United States to better understand what drew them to the profession. Further, to better understand what might be deterring people from the profession, the faculty also interviewed a small group of undergraduate foreign language majors who were not interested in pursuing a teaching career (see Kissau et al., 2018). The findings of this research, combined with data and feedback collected from school partners, program completers, teacher mentors, and teacher education faculty, helped to shape the design and implementation of a variety of recruitment strategies aimed at increasing enrollment in a graduate certificate program for aspiring foreign language teachers. These strategies involved programmatic changes, strategic partnerships, and advertising.

At a time of critical shortage of foreign language teachers and declining enrollment in foreign language teacher training programs, there is little research that sheds light on what motivates individuals to pursue the profession.

Programmatic Changes

To address feedback from program completers, make the program more competitive with alternative licensure programs, and expand the pool of potential applicants, foreign language program faculty decided to make a number of programmatic changes to the graduate certificate program in foreign language education. These changes included re-designing the curriculum, modifying the primary means of instructional delivery, providing more structured opportunities for clinical experiences in K-12 foreign language classrooms, adding additional

language tracks, and offering the option of a streamlined master's degree for candidates who wished to pursue an advanced degree.

Curricular re-design. Over a 2-year period (fall 2016-spring 2018), program faculty participated in the collection and analysis of data from a variety of sources including (1) a day-long summit with school partners to seek their input in regard to how the program could better meet their needs and the needs of their foreign language teachers; (2) program completer exit surveys to gauge completer satisfaction with the quality of their preparation; (3) focus group interviews of candidates, faculty, supervisors, and mentor teachers to shed light on both program strengths and limitations; (4) and candidate performance on performance-based assessments, such as the Oral Proficiency Interview and edTPA, to better understand where candidates do well and where there is room for improvement. Guided and informed by this data collection and analysis (see Appendix A), in summer and fall 2018, a taskforce of program faculty embarked upon a re-design of the curriculum in the seven-course (21 credit-hour) graduate certificate program for foreign language teacher candidates. The outcome was a more streamlined (16 credit-hour) program that candidates could begin (starting summer 2019) at multiple entry points (summer, fall, spring) and complete in one year (see Figure 1). Responding to feedback from both program completers and mentor teachers that candidates lacked confidence in their ability to apply what they learned in the coursework (see Appendix A), the program adopted a less theoretical and more practice-based approach that focused on a set of high-leverage teaching practices (HLTPs) that included facilitating target language comprehensibility, designing and conducting oral interpersonal tasks, and focusing on cultural products, practices, and perspectives in a dialogic context (see Glisan & Donato, 2017) with opportunities for candidate rehearsal and coaching. In further response to feedback from school partners, candidates, and mentor teachers (see Appendix A), the re-designed program consisted of a year-long internship[1] in an urban school setting and aimed to better prepare candidates to manage their classrooms, analyze student assessment data, and meet the needs of diverse students in urban schools.

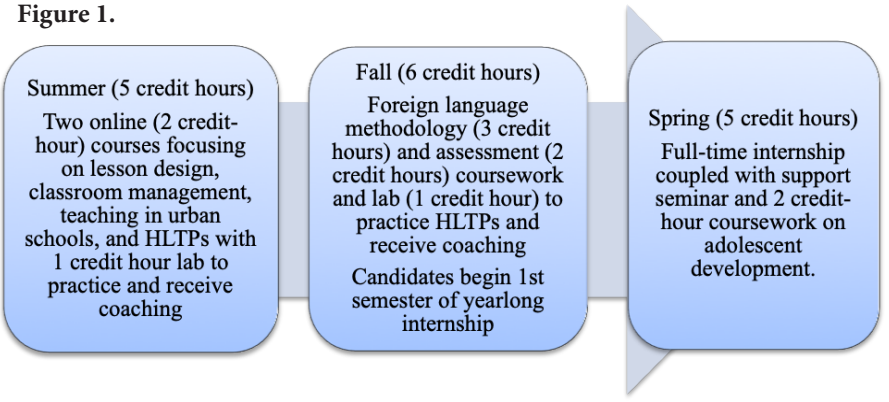
Instructional delivery. According to the Director of the teacher licensure office at UNC Charlotte that admits approximately 300 teacher candidates per year into its graduate certificate programs for aspiring teachers, prospective applicants want to know how long a program will take to complete and how much it will cost them. Supporting this claim, during focus group interviews (see Appendix A), several candidates expressed concern about the high cost of completing their licensure program. In response, an important goal of the above-mentioned re-design of the graduate certificate program for foreign language teacher candidates was to make it more affordable. While the above-mentioned reduction of total credit hours helped in this pursuit, to further reduce costs and make the program more competitive with less expensive alternative licensure programs, the decision was made to change the method of instructional delivery. Starting fall 2019, the traditional on-campus program was offered in a strictly distance education (i.e., online and/or off-site) format, reducing total costs of tuition and fees from over $8,000 per candidate to approximately $4,000.

Addressing initial faculty concerns expressed during focus group interviews about the impact of this change (see Appendix A), steps were taken to maintain program quality and ensure adherence to a practice-based approach to instruction. For example, although several of the required courses in the re-designed program were to be conducted entirely online, the program also involved multiple labs, where candidates met with their peers and instructors off-site (e.g., at a local school) to participate in the modeling and rehearsal of skills and to receive feedback from instructors (see Figure 1). To ensure that candidates received quality feedback, all lab instructors completed training on effective "in-the-moment" coaching strategies. More specifically, each summer the Cato College of Education at UNC Charlotte held a Teacher Education Institute (TEI) for teacher education faculty, university supervisors, and mentoring K-12 teachers. During the TEI, participants were familiarized with and practiced several coaching strategies (see Roberts, 2017). The *Sideline Strategy*, for example, involves the mentor teacher or university supervisor using h21`124`and gestures or providing written feedback on a whiteboard for the candidate to see and immediately respond to during instruction. Another strategy, *Huddling*, involves the mentor or supervisor pulling a candidate aside while students are working in groups or independently to whisper brief feedback and/or game-plan next moves.

Further, faculty responsible for the development and instruction of all online courses in the re-designed program were incentivized to get each course Quality Matters certified. Quality Matters is a nationally-recognized program subscribed to by universities across the country to assure the quality of online education. To be Quality Matters certified, a course must score a specified number of points across 42 review standards.

In addition to significantly reducing costs incurred by students (i.e., tuition, fees, driving, parking), adopting a distance education mode of instructional delivery made the program more convenient for the many working adults who take graduate courses and allowed it to draw potential students from a much wider geographical area across the state. While the mandatory labs that characterized the re-designed program still involved face-to-face instructional meetings, these meetings were scheduled on select Saturdays throughout the semester, allowing for candidates to drive in for the day from locations across the state.

Figure 1.



The re-designed program described above represented a significant change from the previous initial licensure program that was delivered on-campus. Table 1 summarizes the differences between the former and re-designed graduate initial licensure program for foreign language teacher candidates.

Table 1. Former vs. Re-design Initial Licensure Program

Former Program	**Re-designed Program**
One semester full-time internship in K-12 school (some candidate choice in setting)	Two-semester (year-long) internship in an urban setting
21 credit hours	16 credit hours
On-campus instruction	Distance Education (online instruction with off-site labs)
$8,381 (approximate main campus rate for tuition and fees)	$4,011 (approximate distance education rate for tuition and fees)
Exclusively 3 credit-hour coursework	Combination of 1, 2 and 3 credit-hour courses
Diversity course focusing on race	Equity course focusing on urban schooling, including race, English learners, poverty, and students with special needs
Course on reading across content areas	Greater classroom management preparation
Clinical experiences in K-12 schools varied according to instructor	Infusion of HLTPs throughout coursework
	Two 1 credit-hour labs to rehearse HLTPs and receive feedback from trained coaches
	Inclusion of content-specific assessment course
	QM certified courses
	More structured sequence of required clinical experiences that were connected to coursework

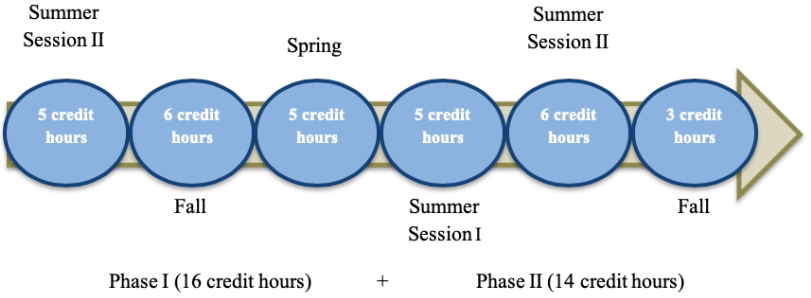
Clinical experiences. The findings of the aforementioned research conducted by program faculty to guide their recruitment initiatives underscored the motivational influence of both love of the language and the opportunity to work with children that is afforded via a career in teaching (see Kissau et al., 2018).

With this in mind, program faculty ensured that all required coursework provided candidates with multiple opportunities to spend time in K-12 foreign language classrooms, immersed in the language, and working with children. In this pursuit, faculty developed a logical progression of meaningful clinical experiences that are connected to coursework. For example, in the first semester course focusing on educational equity in urban schools (see Figure 1), candidates are asked to work one-on-one assisting an identified English learner, special needs, or gifted student and to write a brief report describing the work, student progress, and recommendations for continued student improvement. In the second semester foreign language assessment course (see Figure 1), teacher candidates are asked to seek approval from the mentoring teacher to score a set of student work samples, score the work, and provide each student written feedback on strengths and areas for improvement. Completion of these checklists ensures that candidates are provided with experiences that align with what initially drew them to the profession (i.e., the opportunity to work with children and use the target language) and also serves to meet accreditation standards established by the Council for the Accreditation of Educator Preparation (CAEP, 2013) that require teacher preparation programs develop a sequence of meaningful clinical experiences for teacher candidates that are connected to coursework.

Adding language tracks. Ensuring that candidates have adequate content knowledge in the intended language of instruction prior to admission to the program[2] allowed for yet another program change that expanded the pool of potential candidates and responded to feedback from school partners pertaining to the lack of licensure options for teachers of less commonly taught languages (see Appendix A). Given that (1) UNC Charlotte only offered graduate-level foreign language coursework in Spanish, causing German and French teacher candidates to transfer in coursework completed at other universities, and (2) feedback from program completers indicated they were not always provided a lot of opportunity in their content courses to further develop their oral proficiency (see Appendix A), program faculty decided to remove the mandatory 3 credit-hour content course from the program of study. No longer including this mandatory language, literature, or civilization course in the course sequence allowed the program to focus strictly on enhancing candidate pedagogical skills and to add multiple licensure pathways for aspiring teachers of less commonly taught languages (e.g., Chinese, Arabic, Japanese, Cherokee, Russian). Prior to this change, no university-based teacher preparation program existed in the state for many of these languages, requiring prospective teachers to seek alternative licensure routes that often led to only a regionally-approved license to teach. While few candidates may seek licensure in one of these less commonly taught languages, the distance education format of the re-designed program offered the potential to reach them throughout the state[3].

Advanced licensure. An additional strategy employed to increase enrollment in the initial licensure program for aspiring foreign language teachers was to offer the opportunity for program completers to earn an advanced license (master's degree) in an abbreviated time frame (see Figure 2, next page). Upon completion of the 16-credit-hour initial licensure program (Phase I), candidates could

Figure 2. MAT Timeline



choose to complete 14 credit hours of additional online coursework (Phase II) to complete the Master of Arts in Teaching (M.A.T) with a concentration in foreign language education. The opportunity to earn a master's degree by taking only a small number of additional courses helped distinguish the program from some alternative licensure programs.

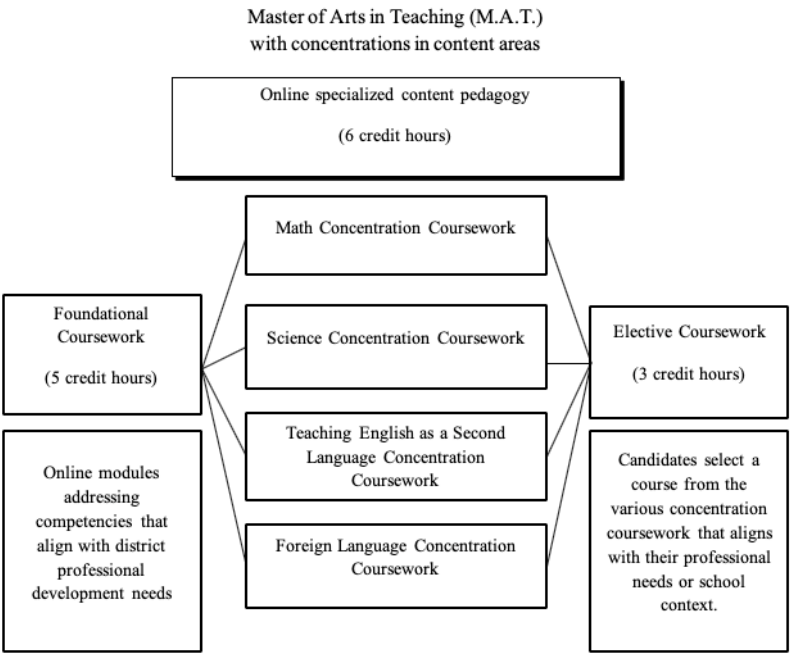
As shown in Figure 3on the next page, the M.A.T. is a 30 credit-hour program leading to the advanced "M" license in a variety of concentrations (e.g., mathematics, science, teaching English as a second language, and foreign language education). Initial coursework in the M.A.T. program (5 credit hours) was intended to be foundational, aligned with partnering school district needs, and shared across all concentrations. The next six credit hours were more specialized and intended to prepare candidates to become instructional leaders in their chosen content area (i.e., foreign language instruction). The final three credit hours consisted of an elective and were tailored to the individual needs of the candidates and/or their schools (e.g., working with English learners or students with special needs).

Strategic Partnerships

Recognizing the need for help in increasing program enrollment and that multiple organizations and stakeholders have a vested interest in teacher preparation programs, faculty in the foreign language teacher program sought to forge strategic partnerships. More specifically, in their efforts to recruit aspiring foreign language teachers, they sought support from other foreign language stakeholders, school districts, the Department of Languages and Culture Studies at UNC Charlotte, UNC Charlotte's graduate school, and external funding agencies.

Foreign language stakeholders. Forging strategic partnerships with organizations like Teach for America that work with aspiring foreign language teachers offers opportunities to draw potential candidates. Teach for America (TFA) is an organization that recruits university graduates to teach high-need subject areas (e.g., Spanish, bilingual education, and English as a second language) in urban schools across the country (Teach for America, 2019). While TFA recruits new teachers, it is not a licensure program. Once a cohort of new teachers has been recruited to a region, TFA familiarizes them with the variety of licensure programs available to them in that region, and allows the recruits to choose the program

Figure 3. M.A.T Coursework



that best meets their needs. In fall 2018, program faculty met with representatives of the regional TFA chapter to market their convenient, cost-effective, and streamlined program and provide promotional materials to share with their TFA recruits. While TFA cannot endorse a particular program, faculty hoped that by familiarizing the TFA representations with the many benefits of the program, they might promote it among their foreign language teacher recruits who were still exploring licensure program options.

Foreign language faculty also formed a partnership with the state's department of public instruction that had recently applied for a STARTALK grant to offer intense, summer professional development to aspiring teachers of Chinese and Arabic. Terms of this partnership included offering completers of the professional development the opportunity to use the STARTALK training as a substitution for three credit hours (2 credit-hour course on instructional planning and 1 credit-hour co-requisite lab) toward completion of the 16 credit-hour re-designed graduate certificate program (see Figure 1). By recognizing the training completed during the STARTALK program, and as a result further reducing total program cost and time to completion, foreign language teacher education faculty hoped to lure many of these teachers into the program.

School districts. Building strong relationships with local school districts that hire foreign language teachers is another potentially fruitful strategy to increase enrollment in graduate teacher training programs. Due to the shortage of foreign language teachers, districts often hire unlicensed candidates to fill vacancies and

give them a period of up to three years to complete teacher training. Capitalizing on this pool of potential candidates, foreign language teacher education faculty used the strong relationship they forged over many years with a neighboring school district to negotiate a mutually beneficial partnership. The district agreed to inform prospective, un-credentialed foreign language teachers about the re-designed graduate teacher training program, and foreign language faculty in the program, in turn, offered a high-quality licensure program that is convenient, affordable, time-sensitive, and tailored to the unique needs of the urban district.

Department of Languages and Culture Studies. Although this foreign language teacher training program falls under the responsibility of the college of education, steps were taken to build stronger ties with the Department of Languages and Culture Studies in the College of Liberal Arts and Sciences as a recruitment strategy. While hundreds of students enroll in upper-level language courses each semester in the Department of Languages and Culture Studies at UNC Charlotte, only a small number express interest in becoming foreign language teachers and pursue teacher training. To address the disciplinary divide reported in multiple studies between teacher training programs and departments of languages and literature (Cox, Malone, & Winke, 2018; Glisan, Swender, & Surface, 2013; Kissau, McCulloch, Salas, & Pyke, 2011; Modern Language Association, 2007) and recruit more foreign language teacher candidates, teacher education and language and literature faculty collaborated on multiple internal grant opportunities. One such opportunity led to the design and implementation of an undergraduate French course intended to introduce French majors to the requisite skills and responsibilities associated with being a K-12 French teacher (see Kissau et al., 2011). Another collaborative grant proposal led to the development of a proficiency-based course for Spanish majors intended to help candidates reach the minimum expected level of oral proficiency (Advanced Low) required of aspiring foreign language teachers (see Kissau, Davin, & Wang, 2019). Teacher education faculty also collaborated with the chair of the language and literature department to recruit potential foreign language teachers. This collaboration led to the identification of a critical capstone seminar completed by all undergraduate foreign language majors in their final semester prior to graduation. Each semester, foreign language teacher education faculty members visit this capstone seminar to familiarize the students with the many reasons to consider pursuing a career as a foreign language teacher and the graduate teacher training offered on campus that could help them achieve that goal.

Graduate school. Program faculty leveraged the support of their graduate school to recruit new teacher candidates. Graduate schools often have funds to support graduate students and projects that align with the institution's mission. Helping to address the critical shortage of foreign language teachers in a large urban school district aligns well with the Cato College of Education's mission at UNC Charlotte to prepare highly effective teachers who have a positive impact on children and schools in urban settings. With this in mind, program faculty sought and obtained support from their graduate school to earmark funds to provide tuition support to cohorts of aspiring teachers. With this commitment

from the Graduate School, foreign language teacher education faculty members at UNC Charlotte have been able to offer tuition support to candidates who enroll in their certificate program. This funding not only serves as an effective recruitment strategy but also responds to concerns expressed by candidates about the high cost of pursuing teacher licensure (see Appendix A).

External funding agencies. Developing partnerships with external grant funding agencies that promote cultural exchanges and immersion experiences for aspiring and practicing teachers is yet another way to potentially increase enrollment in foreign language teacher training programs. With this in mind, foreign language teacher education faculty at UNC Charlotte have partnered with the Office of International Programs on campus to submit successful grant proposals to bring cohorts of English teachers from non-English speaking countries (e.g., Brazil, Saudi Arabia) to campus to hone their English skills and learn more about the American education system. Depending on the length of their stay and program goals, many of these international visitors have enrolled in graduate coursework for aspiring foreign language teachers to learn more about how languages are taught in American schools. While this influx of international students has not led to an increased number of certified teachers in the state, their presence has helped to boost enrollment in program coursework for aspiring teachers, thus helping to maintain program viability.

More recently, foreign language program faculty were part of a grant-writing team that submitted a successful grant to fund an opportunity for a select group of aspiring teachers to receive a living wage while completing their licensure requirements at UNC Charlotte. The grant project focuses on recruiting teachers in under-staffed subject areas (e.g., math, science, foreign language, and English as a Second Language) and placing them in high-need schools. Selected candidates in the program will receive a living wage stipend that covers the full cost of tuition, textbooks and supplies, and additional expenses. Program leaders have set a goal of recruiting 36 teacher candidates over a 3-year period (12/year), approximately six of which will be foreign language teachers (two/year).

Marketing

Once the programmatic changes were in place and the strategic partnerships formed, the faculty sought opportunities to better promote the re-designed program. In this pursuit, they participated in various recruitment events and enhanced their program website.

Recruitment events. University campuses often host events that draw prospective candidates to campus and thus present opportunities for recruitment. Some of these events align well with foreign language teacher education. For example, each year UNC Charlotte holds International Education Week intended to support internationalization and exchange efforts on campus. To encourage greater participation during this week, small grants of up to $1,000 are available to faculty wishing to host an internationally-themed event on campus. Touting the international nature of speaking and teaching another language, foreign language teacher education faculty have routinely taken advantage of this opportunity

to apply for and receive funds to host an event promoting a career as a foreign language teacher. To generate interest and attract attendees to the hour-long session, the event is advertised broadly, grant funds are used to bring in guest speakers (e.g., the Foreign Language Coordinator for a local school district), and offer a raffle of related prizes (e.g., free registration to the state foreign language teacher conference). Language and literature faculty are also encouraged to bring their students. Program faculty have also attended career fairs and open house events where they advertised their program, promoted a career as a foreign language teacher, and familiarized attendees with the demand for qualified foreign language teachers. Admitted Students Day is yet another event attended by program faculty. During this event, program faculty encourage undergraduate foreign language majors to consider a career as a teacher and familiarize them with their teacher training program.

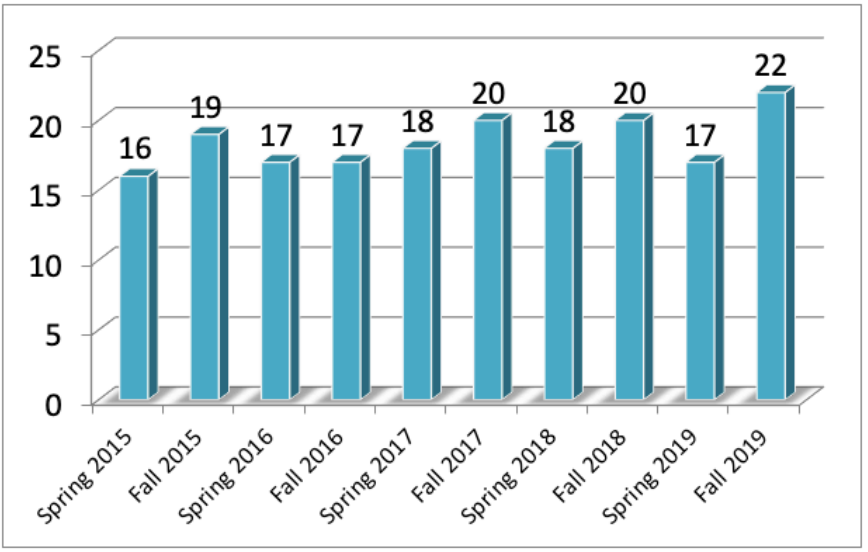
Program Website. The influence of online advertising cannot be understated. According to a report by Hanover Research (2014, p. 3), "among the most important tools for social and online marketing is an effective and intuitive website." In recognition of the influence of online advertising, program faculty worked with instructional technology specialists in the college to update the content of their foreign language teacher training program website and make it more attractive, informative, and user-friendly. One related strategy was to work with faculty in the Office of Distance Education to create a promotional video featured on the program's landing page. The three-minute promotional video highlighted many of the aforementioned features of the re-designed program (i.e., convenience, affordability) while also providing personalized commentary from former students and employers. Program faculty also used the website to address some of the concerns among perspective teacher candidates that emerged during their study investigating the motivational draws and deterrents related to becoming a foreign language teacher (see Kissau et al., 2018). After learning that some potential foreign language teachers are deterred from the profession due to fear of failing challenging and costly licensure tests, the decision was made to not only infuse greater candidate preparation for these assessments into the program (e.g., support seminars, practice tasks, and workshops), but also to advertise high candidate pass rates on the program website.

Successes

Data collected each semester from UNC Charlotte's Office of Institutional Research afforded foreign language teacher education faculty the opportunity to examine the impact of the above-mentioned recruitment strategies on program enrollment. As evidenced in Figure 4, enrollment in the graduate certificate program in foreign language teacher education has increased from 17 in spring 2019 to 22 in fall 2019 (+29%). Bolstering these numbers and further contributing to the sustainability of program course offerings was a small grant-funded cohort of 12 Saudi English as a foreign language teachers completing an immersion experience on campus in 2019 to enhance their English skills and learn student-centered language teaching strategies. While graduate school policies[4] and student

visa restrictions that limit online instruction prevented these teachers from enrolling in the graduate certificate program and online courses, the cohort did provide sufficient enrollment to offer a separate, face-to-face section of two of the required program courses (foreign language methodology and foreign language assessment) specifically for the Saudis. As a result, while many foreign language teacher training programs are being discontinued due to insufficient enrollment (Garcia et al., 2019), the Saudi cohort provided sufficient enrollment to offer two sections of program courses.

Figure 4. Enrollment - Graduate Certificate in Foreign Language Education



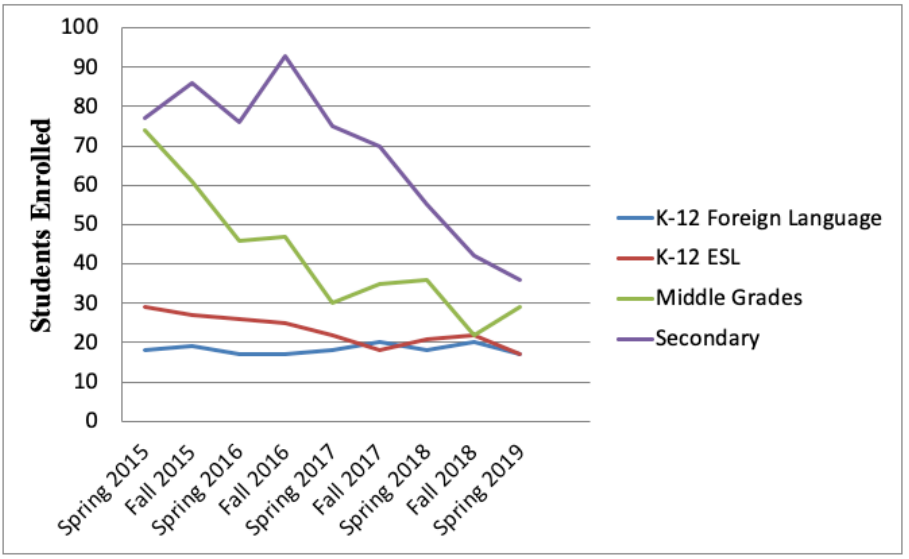
While the number of candidates in the program remains small and the increase in enrollment modest, comparison with other initial licensure programs for graduate students at the same university suggest that the foreign language teacher training program enjoyed greater success in sustaining enrollment than other graduate certificate programs across the college. For example, enrollment in the graduate certificate program for aspiring English as a second language teachers declined from 29 in Spring 2015 to 17 in Spring 2019 (-41%), and enrollment of middle grades teacher candidates decreased from 74 to 29 (-60%). During this same time frame, the number of teacher candidates in the graduate certificate program for foreign language teachers increased slightly from 16 to 17 (+6%). As shown in Figure 5 on the next page, of the four graduate-level, initial licensure programs, only the program for aspiring foreign language teachers experienced growth in enrollment during the time period (2015-2019).

Discussion and Directions for Future Research

At a time of declining enrollment in foreign language teacher training programs across the country and the subsequent closure of many programs that prepare

aspiring foreign language teachers (Garcia et al., 2019), the recruitment strategies presented above appear to have been beneficial in helping to maintain, and even increase enrollment. It is noteworthy that during a period (2015-2019) when enrollment in some graduate programs dropped precipitously (e.g., secondary education), enrollment in the graduate certificate program for aspiring foreign language teachers increased by more than 37%, from a low of 16 in 2015 to 22 in 2019. While impressive, this finding should be considered cautiously. When working with small numbers, even slight enrollment growth can result in a significant percentage increase.

Figure 5. Graduate Certificate Enrollment by Licensure Area



An additional limitation to consider when interpreting the study's results is that they do not establish a specific correlation between enrollment growth and the implementation of the strategies described above. In other words, none of the strategies were individually assessed to ascertain their impact on enrollment. To identify which of the many strategies employed by the foreign language teacher education faculty at UNC Charlotte were most impactful in enhancing enrollment, and thus serve to further guide and inform recruitment initiatives, future research might focus on individual recruitment strategies or survey teacher candidates enrolled in a foreign language teacher training program to see which recruitment strategies drew them to the program.

It should also be noted that many of the recruitment strategies outlined above are still in their infancy, and thus their full impact has yet to be seen. The re-designed program, for example, that offers a convenient, affordable, and streamlined path to licensure for aspiring foreign language teachers was just launched in summer 2019. Since many school districts attempt to fill teacher vacancies in the late summer and early fall each year, it is possible that many foreign language teachers were

hired too late to apply for summer or fall admission to the re-designed program. A longitudinal study tracking enrollment in subsequent semesters to see the impact of the recruitment strategies over time would be informative. Involving multiple institutions in the implementation of the above-mentioned strategies and monitoring their enrollment patterns and trends would also strengthen the results.

Conclusion

Despite these limitations, the study's results are important and should be considered. While waiting a year or two to monitor enrollment trends at UNC Charlotte and involving other institutions in the project might serve to strengthen the study's findings, the profession cannot afford to wait. It is worth repeating that the shortage of foreign language teachers has been reported as the worst on record (ACTFL, 2017) and that it is being exacerbated by declining enrollment in teacher training programs. Steps need to be taken now to recruit more aspiring foreign language teachers to the profession. To help address the inadequate supply of qualified foreign language teachers in the United States and to maintain program viability, foreign language teacher educators should consider the many recruitment initiatives outlined above. When viewed holistically, the data suggest that these strategies were beneficial in maintaining, and even increasing enrollment in a graduate program for aspiring foreign language teachers at UNC Charlotte that had, in recent years, experienced a significant decline in enrollment in teacher training programs.

It is worth repeating that the shortage of foreign language teachers has been reported as the worst on record (ACTFL, 2017) and that it is being exacerbated by declining enrollment in teacher training programs. Steps need to be taken now to recruit more aspiring foreign language teachers to the profession.

Notes.

1. During the first semester of the year-long internship, candidates were expected to complete 30 hours of clinical experiences in the same classroom in which they would complete the full-time internship the following semester.

2. To be accepted into the program, all graduates of an accredited university could demonstrate adequate content knowledge in their intended language of instruction via (1) an undergraduate degree majoring in the intended language of instruction; (2) an undergraduate degree with the equivalent of a major in the target language (i.e., a minimum of 24 hours of post-secondary coursework); or (3) a passing score on the corresponding Praxis Subject Assessment or a score of Advanced Low or higher on ACTFL's Oral Proficiency Interview and Writing Proficiency Test.

3. To avoid difficulty finding clinical placements and student teaching internship sites, candidates seeking licensure in a less commonly taught language were required to be practicing teachers in the licensure area. In other words, to be eligible for the program, a candidate seeking a license to teach Arabic, would have

to already be employed as an Arabic teacher, but not yet licensed. Such candidates would complete clinical experiences and the required internship semester in their own classroom.

4. To be eligible for admission to a graduate program at UNC Charlotte, international students from non-English-speaking countries are required to demonstrate English proficiency on the TOEFL. Since participants of the grant-funded Saudi cohort had not completed the TOEFL, they were not eligible for admission to the Graduate Certificate in Foreign Language Education. Instead, they applied to complete two of the required courses as post-baccalaureate, non-degree-seeking students.

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Appendix A. Key Findings from Program Data Collection and Analysis

Data Source	Finding
School Partner Summit	• Candidates are not always well prepared to work in urban settings. • Some candidates lack sufficient proficiency in the target language. • There is no licensure option for teachers of less commonly taught languages (Chinese and Japanese).
Program Completer Exit Survey	• Candidates lack confidence in their ability to meet the needs of English learners, and children with special learning needs (e.g., gifted students and students with learning difficulties). • Candidates want greater preparation in managing their classrooms, differentiating instruction, integrating technology to enhance instruction, and using student data to guide and inform instructional decision-making.
Focus Group Interviews	• Candidates and mentor teachers recommend greater opportunity for teacher candidates to practice and apply what they learn in their coursework and more opportunity to spend time in K-12 schools. • Mentor teachers suggested candidates receive greater classroom management preparation. • Candidates expressed concern about the limited opportunities provided in language and literature coursework to practice their language skills. • Candidates expressed concern about the high cost of completing the licensure program and crave the convenience of online instruction. • Faculty expressed some concern about the quality of online instruction and their lack of training in developing online coursework. • Faculty and supervisors reported that too many topics are addressed in coursework at the expense of candidate mastery of critical teaching skills.
Performance-based Assessments	• Almost half of all foreign language teacher candidates struggle to reach Advanced Low proficiency on the OPI. • Candidates do well on Task 1 of edTPA (Planning for Instruction) and struggle to meet expectations on Task 3 (Assessing Student Learning).

The Seal of Biliteracy, Graduates with Global Competence, is on the Rise

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Abstract

The Seal of Biliteracy is an official state award that recognizes high school seniors who graduate with demonstrated proficiency in English and one or more other world languages. The policies and practices that support the Seal of Biliteracy promote twenty-first century skills and intercultural communication competencies that are critical in today's global society. The Seal of Biliteracy policies thus help improve high school graduation rates, and in some states, such as New York, these policies include specific language addressing the particular needs of English Learners[1] (ELs) to increase the graduation rate among this group. This article documents the journey of a high school and the experiences of a group of World Language teachers[2] during the 2016-17 school year, the first year of implementation of the New York State Seal of Biliteracy (NYSSB). We show that the initial voluntary participation of schools in this program was the result of the leadership of World Language teachers. These teachers knew their students well and made sure they understood that graduating with the Seal of Biliteracy would broaden their college and career opportunities. We illustrate how the teachers strengthened their thematic units in response to the State's language proficiency criteria and engaged students in goal setting and performance tasks that connected real-world situations with language learning toward the successful

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NECTFL *Review*, Number 85, March 2020, pp. 29-49. © 2020 by Northeast Conference on the Teaching of Foreign Languages.

completion of the NYSSB requirements. We also show that schools need to establish school wide systems, such as strategic programming to foster ongoing collaboration among teachers and guidance counselors if they are committed to increasing the number of students who graduate with the NYSSB, particularly the number of students who are new to the English language but already speak one or more other world languages. Examples from other states and the lessons learned since its initial implementation in 2016 including the recent changes in the NY State Accountability system suggest a possible shift in how schools may perceive the NYSSB and therefore, embrace this voluntary program as a path to improving student achievement and increasing the graduation rate for all students.

Introduction

There are approximately 350 languages spoken in U.S. homes, and there are at least 192 languages spoken in New York State (American Community Survey, 2015). Despite this fact, bilingual competency in the United States is rarely recognized as a personal or professional asset. For example, in 2015 and 2016, the New York State Education Department, recognizing the importance of fostering students' interests, approved several academically rigorous pathways to graduation. Students can choose to meet their graduation requirements through six pathways: (1) Arts, (2) Career & Technical Studies, (3) Career Development & Occupational Studies, (4) Humanities, (5) Science & Technology or (6) Languages Other than English (LOTE). In 2018, of a cohort of 169,321 students, less than 1% of English-speaking students chose LOTE as their pathway to graduation, and among ELs only 2% (NYS Demographics, 2018).

> ...bilingual competency in the United States is rarely recognized as a personal or professional asset.

The Seal of Biliteracy California was the first state to enact legislature to implement a seal of biliteracy program in 2011. In New York, the Seal of Biliteracy (NYSSB) laws[3] were established in September 2012, but the program was not fully implemented until the spring of 2016 (NYSED, 2018). Since 2011, students in more than 36 states can graduate with an award that recognizes their proficiency in English and one or more other world languages. The rapid pace in which states are enacting legislation regarding the Seal of Biliteracy is beginning to change the monolingual norm prevalent in the United States (Heineke, Davin & Bedford, 2018). The adoption of the seal in many states reflects the changes in 21st-century society and its impact on today's education. In New York State, the enactment of the NYSSB is part of the Next Generation P-12 Learning Standards framework, released last year as a result of a comprehensive review of the NYS Common Core Standards (NYSED, 2017). This new framework embraces a vision of 21st century literacy described as, "The skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes." (Lesaux, 2017). This definition aligns

> The rapid pace in which states are enacting legislation regarding the Seal of Biliteracy is beginning to change the monolingual norm prevalent in the United States

with the international PISA 2018 Global Competence Framework developed by the Organisation for Economic Co-operation (OECD, 2019). Global competence (GC) "is a multidimensional, life-long learning goal. Global competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldview, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being." (OECD, 2019, p.116). The importance of this new vision for 21st century literacy and Global competence framework is to prepare our students for fulfilling personal and professional lives while responding to the demands of a job market where bilingual/bicultural professionals are highly sought out candidates (Brett, 2019).

The state Seal of Biliteracy laws recommend but do not mandate the implementation of the program, thus many states have established incentives to encourage the voluntary participation of their schools. The state Seal of Biliteracy laws recommend but do not mandate the implementation of the program, thus many states have established incentives to encourage the voluntary participation of their schools. For example, the state of Illinois offers college-level credit to students graduating with the seal (Heineke et al., 2018) and New York State has included measures to give credit to schools that graduate students with the NYSSB according to the recently approved State Accountability System (NYSED, 2019) under the Every Student Succeeds Act (ESSA).[4] Despite its being voluntary, the participation of school districts in the program continues to increase. Last year, the California Department of Education reported that a record number of 55,000 students had graduated with the seal of biliteracy in the school year 2017-18 (2019), and in New York State, over 3,300 students earned the NYSSB in 46 languages, its second year of implementation (Black, 2019).

The state Seal of Biliteracy laws recommend but do not mandate the implementation of the program, thus many states have established incentives to encourage the voluntary participation of their schools.

The NYSSB criteria and its explicit policy related to English Language Learners (ELLs). The NYSSB is an award available to all graduating seniors who pass the mandated NYS Regents[5] exams and demonstrate proficiency in English and one or more other world languages. The intent of the NYSSB regulations is to encourage the study of languages and prepare students with twenty-first century skills while recognizing the significance of home language instruction and affirming the value of diversity. The NYSSB sets the level of proficiency in the World Language(s) at the Intermediate-High level of proficiency based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL, 2017), and includes a menu of criteria on how students can meet these expectations with explicit considerations for ELLs (Figure 1). To that end, the NYSSB does not mandate a particular curriculum or methodology; rather it gives districts flexibility to ensure that students of all languages, including those who speak a low-incidence language, have the opportunity to demonstrate Intermediate-High level of competency in their home language. The NYSSB

Earning the New York State Seal of Biliteracy

[Back to Table]

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma*;
B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of **the two (2) areas** listed below:

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Figure 1. New York State Seal of Biliteracy criteria (NYSSB Handbook, 2018, p. 12)

Handbook guidelines (NYSED, 2018) include opportunities for students to produce portfolios, culminating projects, and/or scholarly essays in both English and in a world language. In schools with bilingual programs, students can submit completed Home Language Arts coursework with a score of 85 or higher to earn one credit. The NYSSB regulations also encourage students who recently arrived in the United States to graduate with the NYSSB; if the transcripts from a school in a foreign country demonstrate three years of instruction in the student's home/native language at grade 8 or beyond, he/she can receive one credit toward meeting the NYSSB requirements.

In addition, the NYSSB regulations include language that encourages ELLs in their study of English as a new language. More specifically, in New York State, ELLs must take a yearly exam to measure their progress in the acquisition of English. This test, the New York State Test of English as a Second Language or NYSESLAT, measures students' progress in five developmental stages: Entering, Emerging, Transitioning, Expanding, and Commanding. Students scoring at the Commanding level on the NYSESLAT are no longer classified as ELs and can receive one point toward the three points they need to meet the criteria for the Seal of Biliteracy.

The Seal of Biliteracy Committee (SBC), evaluates the student culminating projects. The SBC is responsible for supporting the students throughout the process, keeping documentation of the work produced by the students, and evaluating their projects (NYSED, 2018).

Embracing the NY State Seal of Biliteracy (NYSSB): A High School Case Study

The Foreign Languages[6] Department proactively recruits student candidates. In the fall of 2016, the New York State Education Department launched the full implementation of the NYS Seal of Biliteracy program (NYSSB). In one of the urban high schools where one of the authors provides professional development and coaching, the Foreign Language (FL) department embraced the opportunity from the very beginning. The FL teachers met with their school supervisor who recognized what the NYSSB could represent to many of the school's 732 students[7], and thus supported the teachers' initiative. To that end, the school began the administrative process and signed up for voluntary participation in the NYSSB.

The FL teachers carefully considered the criteria students had to meet to graduate with the NYSSB and realized that because the school was already in session and the process was new to all parties involved, it would be difficult to make some critical language programming changes. Consequently, they made the strategic decision to select students who were on a solid path to graduation and taking Advanced Placement (AP) language courses. At the same time, the teachers and the administration agreed to disseminate the information to all the students and begin recruiting 9th and/or 10th graders with the goal of increasing the number of candidates to the NYSSB in the following years. Teachers distributed a student-friendly informational flyer with an overview of the initiative and the list of requirements (Figure #1, above), and invited a guest speaker to meet with the AP students. During the presentation, students engaged in discussion about the intent of the law in New York and other states, the process to meet the language proficiency criteria, and the advantages of the Seal of Biliteracy on their official transcript would represent to college admission officers and prospective employers. The discussion session, together with the written information, helped students understand that the benefits of graduating with the NYSSB would continue beyond their high school years. Students were also reassured that the school would make every effort to support their hard work and help them overcome language and academic challenges toward the successful completion of all the requirements.

By the end of this initial phase, the FL department had identified a group of 10 students that included five ELL students, two of whom might have become Long-Term English Language Learners (LTELLs[8]). In addition, the Spanish FL teacher opted to include two or three recent arrivals. These students were juniors with a positive academic attitude and who, according to the transcripts from their countries of origin, had attended school and had at least an eighth-grade or equivalent literacy level in their home language. The school had also formed the SBC to document all the student activities related to the NYSSB and meet submission deadlines as given by the district.

Student candidates self-assess and set goals. The candidates, who were taking AP Spanish or AP Italian, studied the criteria for demonstrating proficiency in the World Language of their choice and opted to present a culminating project to meet the criteria for speaking, listening, reading, and writing. The NY State Education Department gives districts latitude with regard to the type and theme

of the project (NYSED, 2018). Therefore, the school followed the guidelines of the New York City Department of Education (NYCDOE). According to the guidelines distributed internally via a weekly newsletter disseminated by Central office, student-candidates to the NYSSB had to make an oral presentation of their culminating project to a panel of reviewers with expertise and/or proficiency in the target language, during a particular week at the end of May.

In order to engage students in the process, teachers helped them set clear and concrete goals. In the AP Spanish class, students reviewed and discussed the Can-Do Statements for the target level of proficiency at Intermediate-High and compared them to the statements at the Intermediate-Mid and Advanced-Low levels (ACTFL, 2017), with a focus on Presentational Writing (Figure 2). Subsequently, students reviewed and discussed the other competencies: Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading.

Presentational Writing What are my strengths?	Performance Rubric: Use these statements to guide your self-reflection, What can I do?	Target Performance Level: Intermediate High, What are my goals?
VOCABULARY How rich and varied is my vocabulary?		
	• I can use vocabulary from topics of personal interest, literature and current events. • I often use practiced structures and past, present and future time words accurately on familiar topics, or in prepared presentations.	
QUALITY OF COMMUNICATION – ORGANIZATION & LEVEL OF LANGUAGE How well do I communicate?		
	• My writing is organized and has good cohesion. My sentence complexity is appropriate for this level. • I can begin to develop a topic, often using paragraph style speech and references to authentic resources • I can clarify meaning by paraphrasing, rephrasing or circumlocution. I may be able to self-edit or self-correct.	
INTERCULTURALITY – INTERCULTURAL COMPETENCE Do I show intercultural understanding?		
	• My language shows intercultural knowledge or understanding for this task. • I can begin to explain perspectives (family or cultural values) by comparing familiar products and practices (social norms, celebrations) in my own and other cultures.	

Figure 2. Self-Assessment & Goal Setting

The teacher introduced and modeled this self-assessment and gave students time to review and ask clarifying questions about its purpose and how and where to write their answers. Afterwards, students discussed their answers and goals with a partner, and a few volunteers shared their overall self-reflection experience with the larger group.

Students develop higher levels of language proficiency through thematic units. Both the AP Spanish and AP Italian teachers had carefully revised their thematic units to support the progress of their students to achieve the criteria required for the NYSSB. They selected thematic units that would activate students' background knowledge and topics that all students could relate to, thereby motivating them to learn and practice the target language while reading, exploring, investigating, and discussing issues of their interest. One example is the thematic unit entitled "Building a Better World – "*Construyendo un mundo mejor*" (Figure 3, next page).

Here the students immersed themselves in the lives of Spanish-speaking communities of Central and South America through carefully - selected videos that addressed challenging social problems and the actions carried out by young people determined to make a positive difference in their communities. Students would engage in animated discussions about the pain that the explosion of landmines created in Columbia and the courage of the singer-songwriter and peace ambassador Juanes who "launched a foundation with the goal to help victims transcend and become active agents working for peace" (Fundación Mi Sangre, 2017). The class viewed one of the videos in three stages. The first viewing of the video included English subtitles, and the goal was to ensure that all the students understood the main idea, while practicing topic specific vocabulary. Following the viewing, there was a whole-class discussion guided by open-ended questions that had students reflect on how the "Fundación Mi Sangre" uses art and games to nurture the leadership of young people who become problem solvers and peacebuilders in their local communities. This first time, the teacher accepted questions and comments in English when that helped the students better negotiate the meaning of a word or an expression, and/or to ask for clarification. Before the second viewing, students reviewed the ACTFL Can-Do Statements for Interpretive Listening and Presentational Writing (ACTFL, 2017) and prepared to take notes in the target language. Following the second viewing, students had ample time to review their notes with the support of the Can-Do Statements. The AP Spanish teacher moved about the classroom providing individual support and clarifying questions. Before the third viewing, the teacher presented several questions and prompts to offer opportunities to practice the target language and deepen students' intercultural understanding.

The purpose of the third and last viewing of the video clip from the "Fundación Mi Sangre" was for the students to review their notes for accuracy and to add details. Later, students would use these notes and those they had taken during the previous whole class discussions and conversations with a partner to prepare a written draft for their culminating projects. To that end, the AP Spanish teacher dedicated a few class periods to the study and practice of Hochman's Multiple Paragraph Outline (MPO) strategy (2015), which provided students with several

Building a Better World – Construyendo un Mundo Mejor: Unit Overview

Within a real world context, this unit focuses on the challenges facing today's society and how students can become part of the solution(s). More specifically, students study, research and discuss a leadership development project aimed at helping young people become key builders of their local communities.

Essential Questions	**Language Tasks & Instruction** Can-Do Statements from Intermediate Mid to Intermediate High (NYSSB criteria)	**Communicative Mode**	**Summative Performance** Presentational Intermediate High (NYSSB criteria)
• *What are the challenges faced by the Columbian society? How do they reflect the social, political and environmental challenges facing today's society?* • *What are the causes?* • *What are the solutions presented by the "Fundación Mi Sangre"? How can you be part of the solution (s) of the challenges facing today's society?*	Students watch a theme-related video, i.e. the youth leadership program of the "Fundación Mi Sangre". They watch it in three steps. First, to get the gist (video with English sub-titles). Second, to take notes in the target language, and third, to review their notes and add details. Students share and discuss with a partner their understanding of the youth leadership project. Students use the Multiple Paragraph Outlines (MPO) strategy to organize their notes and write a multi-paragraph draft of their Capstone project, guided by the Can-Do Statements.	Interpretive listening Interpretive speaking Interpretive speaking Interpretive listening Interpretive reading Interpretive writing	NYSSB Culminating project (The Capstone Project) Students create and a 3-5 minute power-point presentation about the challenges facing today's society, its causes and possible solution (s), including how they can contribute to resolving them. This is an oral presentation to an audience that will include their classmates and a panel that will evaluate the presentation with the purpose of granting to the student-presenters the NYSSB.

Figure 3. Overview of Thematic Unit

levels of scaffolding and various access points into the writing of their draft for the culminating NYSSB project.

The Multiple Paragraph Outline (MPO) is a strategy used school-wide to improve students' expository writing. The Hochman method, or MPO strategy, provides a systematic approach to writing with a set of instructional guidelines and templates aimed at helping students organize their notes from effective sentences

to multi-paragraph compositions. Through this organizational strategy, students express their ideas in writing more clearly, therefore improving the overall quality of their compositions. In the AP Spanish class, the MPO strategy guided students through the writing process in the target language. The teacher illustrated how to use the MPO template (Figure 4) with a parallel topic as example. She discussed how students could improve their school community—*mejorar mi comunidad escolar*—using the MPO strategy to write a thesis statement and organize a set of notes into a multi-paragraph composition. At the same time, she sought students' ideas and vocabulary, and reinforced the MPO steps to writing. She also emphasized that the power of this writing technique was that they could use it when writing in other classes. The teacher then showed how they could use the MPO strategy to write a paragraph explaining how they solved a problem in algebra, or to write a hypothesis for a science experiment. Students then re-worked the example created in collaboration with the teacher to practice the MPO strategy on their own. Once the class demonstrated confidence using the strategy, students returned to the notes they had taken while watching the video clip and used the MPO to compose the first draft of their NYSSB culminating project.

Multiple Paragraph Outline Name: _____

Topic: _____

Thesis Statement: _____

_____

Main Ideas	Details (in note form)
1st ¶- Introduction	GS: ..... SS: ..... Th.St.: .....
2nd ¶- Topic becomes TS	....
3rd ¶- Topic becomes TS	....
4th ¶- Topic becomes TS	....
5th ¶- Conclusion	Th. St. (rephrased): ..... SS (new): ..... GS (new): .....

Figure 4. Multiple Paragraph Outline

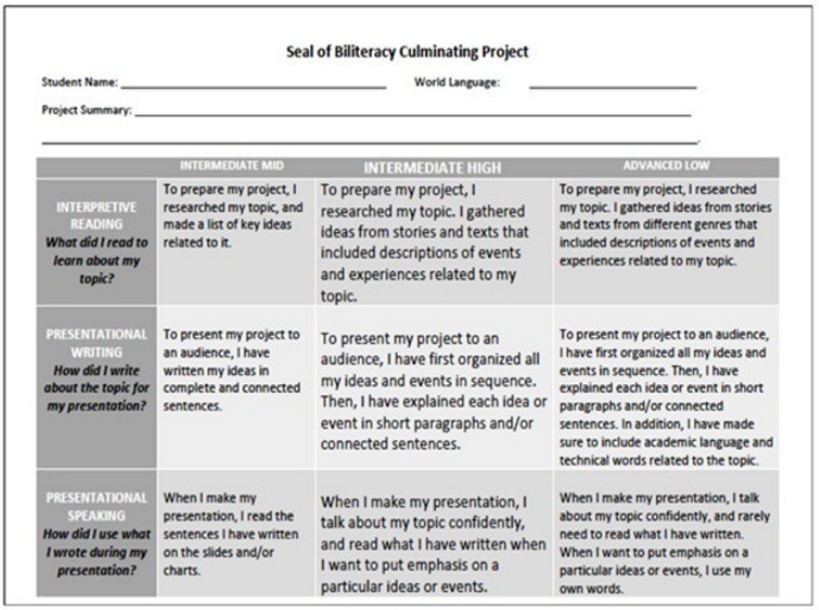
Students Develop their NYSBB Project & Prepare their Presentation

The ensuing weeks were very busy for the students; they researched their topic, refined their compositions, and used them to create the talking points for a PowerPoint presentation. The students knew that they had to earn three points to meet the NYSSB criteria (Figure # 1 above) and were confident about scoring 85 or higher in the AP classes, which would earn them one point. Two former ELL students already had one point because they had scored Commanding on the NYSESLAT. The culminating project, however, had the highest value and they all worked hard to earn the two points assigned to it.

As stated above, NY State delegated to the school districts the decision(s) regarding topic, quality of content, quality of presentation, and the final decisions about whether a student had met the criteria. At the school level, the SBC was responsible for guaranteeing legitimacy and rigor in both the process and the culminating student projects.

The first year of the statewide implementation of the NYSSB, the NYC Department of Education (NYCDOE) developed district-wide guidelines to ensure the quality of the process and established specific deadlines for the timely submission of all required paperwork to the State. During this initial phase, however, there were no districtwide guidelines to assess the quality of the content and delivery of the NYSSB presentations based on the ACTFL proficiency levels. Recognizing this need, the AP Spanish teacher took upon herself the responsibility of researching how other states with a State Seal of Biliteracy were evaluating the quality of the students' work. She then developed a set of student-centered rubrics and a checklist for the SBC and judging panel and submitted them to the NYC District office for approval. The rubrics developed by the school's AP Spanish teacher (Figure 5, next page) became the district's prototype for the student NYSSB culminating projects, which the NYCDOE renamed NYSSB Capstone project rubrics. Today, these are the rubrics used in all NYC schools participating in the NYSSB program.

Students deliver their NYSSB projects in front of an audience. The Presentational mode of communication at the Intermediate-High level of proficiency requires rigorous study and preparation. This proficiency goal combined with the fact that students were to present in front of their classmates and respond to a panel of judges, made the NYSSB project presentations a very challenging multi-modal task for all of them. Working with a partner or in groups of three, students researched the material that they had collected and made preliminary decisions on what they wanted to include in their slides and what they would say when delivering the presentation orally. They checked their word selection to be sure that their vocabulary was clear, rich, and accurate. Then, two weeks before the presentations, both the AP Spanish and AP Italian teachers met with each student individually and helped them prepare their final presentations using the compositions they had written previously using the MPO strategy. Students rehearsed their presentations in small groups and practiced listening and responding to questions with clarity and following the Can-Do Statements for the



Seal of Biliteracy Culminating Project

Student Name: _____ World Language: _____

Project Summary: _____

_____.

	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
INTERPRETIVE READING ***What did I read to learn about my topic?***	To prepare my project, I researched my topic, and made a list of key ideas related to it.	To prepare my project, I researched my topic. I gathered ideas from stories and texts that included descriptions of events and experiences related to my topic.	To prepare my project, I researched my topic. I gathered ideas from stories and texts from different genres that included descriptions of events and experiences related to my topic.
PRESENTATIONAL WRITING ***How did I write about the topic for my presentation?***	To present my project to an audience, I have written my ideas in complete and connected sentences.	To present my project to an audience, I have first organized all my ideas and events in sequence. Then, I have explained each idea or event in short paragraphs and/or connected sentences.	To present my project to an audience, I have first organized all my ideas and events in sequence. Then, I have explained each idea or event in short paragraphs and/or connected sentences. In addition, I have made sure to include academic language and technical words related to the topic.
PRESENTATIONAL SPEAKING ***How did I use what I wrote during my presentation?***	When I make my presentation, I read the sentences I have written on the slides and/or charts.	When I make my presentation, I talk about my topic confidently, and read what I have written when I want to put emphasis on a particular ideas or events.	When I make my presentation, I talk about my topic confidently, and rarely need to read what I have written. When I want to put emphasis on a particular ideas or events, I use my own words.

Figure 5. New York City rubrics to evaluate the culminating project, aka Capstone Project.

Intermediate-High level of proficiency. The process of preparing and creating the presentations for the NYSSB was a collaborative effort, but the final product was an independent presentation.

On the day of the presentation, students were nervous, as were their teachers. They thought that their students would become tense and not know what to do. Fortunately, after introducing themselves to the audience, the students relaxed; they felt very comfortable with their topic and they all impressed the panel of judges and received satisfactory to exceptional scores.

World Language Teachers Share Practices and Learn from One Another

As an external facilitator, I provided on-site school support to teachers in the NYSSB process in several NYC schools, but the number of teachers who were reaching out asking for guidance and support was growing rapidly. Thus, it was time to bring them together so that they could share best practices and learn from each other. There were two professional learning sessions[9] during the 2016-17 school year, and the participation of teachers met the maximum capacity of 40 participants each time. The sessions, designed within the framework of a Professional Learning Community (DuFour, 2004), aimed at enabling teachers to discuss and exchange language instructional practices and experiences regarding the NYSSB requirements in a collaborative and welcoming culture. Teachers discussed the necessary components of a rigorous program aimed at preparing high school students to graduate with the Seal of Biliteracy, and identified the following as key instructional features:

1. Knowing the students and setting performance goals with self-assessment;
2. Designing meaningful thematic units that connect ideas with language learning;
3. Articulating strategies that students could apply to learning world languages and other subjects.

(1) Knowing the students and setting performance goals with self-assessment. The NYSSB policies require that all students demonstrate proficiency in English and one or more other world languages, but it does not mandate any particular curriculum in order to extend this opportunity to as many students as possible. Hence, these teachers agreed that it was very important to work collaboratively with the Guidance Department, English as a New Language (ENL) teachers, and Bilingual teachers in order to provide individual support to all potential candidates. Reciprocally, students should be well-informed about the Seal of Biliteracy. According to a study that involved surveys and discussion groups with high school seniors (Heineke et al., 2018), all students valued bilingual competence as an asset and recognized the value of graduating with the Seal of Biliteracy as a gateway to many opportunities after graduation. In the study, English-dominant students appeared confident in meeting the requirements and were able to articulate how to earn the Seal of Biliteracy, whereas linguistically diverse students[10] reported a lack of information about how to earn the Seal of Biliteracy at nearly double the rate of their English-dominant classmates.

In the first professional teacher meeting, the AP Spanish teacher shared the Student Self –assessment and Goal-setting protocol that she used with her class (Figure 2, above). In addition, the group discussed the value of writing SMART goals, that is statements that express student and/or professional goals in measurable terms. The acronym SMART stands for goal statements that are **S**pecific, **M**easurable, **A**mbitious, **R**ealistic and **T**imely (University of California, 2017).

In the World Language class, SMART goals usually describe how a student will carry out a particular project or a task. For example, "*Today (T), I am going to give a 5-minute presentation (M) on my research project toward meeting the requirements for the NYSSB (A) comparing the work of two foundations (S) committed to improve their own local communities (R).*"

Goals set direction and can drive student motivation, particularly if they include assessment measures such as rubrics, that allow students to reflect on their progress toward meeting the established goals. To that end and during our first session, participating teachers engaged in a hands-on activity aimed at developing a set of rubrics for a communicative task that they were to perform at the Intermediate-High proficiency level (ACTFL, 2017). Teachers formed groups based on the World Language they taught and prepared for this task:

> Today you have a purchasing dilemma. You are in a music store and want to buy a CD. To that purpose, you will listen to a few short segments from different CDs[11]. As you listen, please take notes about how the music makes you feel, what you like about each of the pieces and the

reasons why you may want to buy a particular CD. To help you decide, you will seek the opinion of your task-partner. But first, and to support you throughout this task, we will develop a set of rubrics. (In the World Language classroom, the teacher writes the task in the target language).

Based on the Can-Do Statements, the facilitator wrote the expectations for the task on a large chart paper[12], and led a group discussion to ensure that the expectations were clearly written and student-friendly (in a WL classroom, a teacher might opt to add English sub-titles). As the group reviewed the final expectations, the facilitator wrote them onto a rubric template that was projected on a screen under the "Meets Expectations" heading, and in cells that aligned to a set of guiding prompts (Figure 6). Once teachers reviewed how the Intermediate-High statements aligned to the prompts, they brainstormed how they could proceed to write the statements corresponding to Approaching Expectations–Intermediate-Low, and Intermediate-Mid, and Exceeding Expectations–Advanced-Low. Then each group divided up the task and completed the rubrics. The written expectations of the groups were entered onto the rubric template. After a brief discussion of the differences between the various levels of proficiency and how they were articulated in the rubric, the group readied for the task.

	Approaches Expectations		**Meets Expectations**	**Exceeds Expectations**
What do I need to do?	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
Listen and take notes			I wrote phrases and complete sentences while listening to the music.	
Revie my notes			I used my phrases and sentences to write one (1) paragraph, and at least three (3) questions for my partner.	
Share my plan with a partner			My partner and I listened to each other and exchanged ideas that help me make a decision on what to buy.	
Learn and use new vocabulary			By actively listening, I learned at least three (3) new words, and used them during the task.	
How well did I do on this task?			We listened to each other with respect; paraphrased what they other said and then extended each other ideas	

Figure 6. Developing Student-centered Rubrics for a Communicative Task

The teachers used the rubrics while listening to the music and taking notes and when discussing their notes with a partner in order to make their purchasing decisions. They also used the rubrics to reflect on how well they performed the task. By immersing themselves in the development of a task-specific rubric, teachers said that they gained a better insight about the role of the students in creating a self-assessment based on the Can-Do statements. The group also shared ideas on how they could use rubrics to support other communicative tasks and shared steps they would take to implement the rubric-writing process in their classrooms.

(2) Designing meaningful thematic units that connect ideas with language learning. The AP Spanish teacher shared with her colleagues how she had aligned

a thematic unit to the criteria of the NYSSB. The group agreed that thematic units help create real-world learning contexts that can engage students in meaningful conversations that stimulate the use of the new vocabulary and expressions, thus accelerating the acquisition of the target language. There were, however, some concerns about how to create tasks with multiple-entry points to address different levels of proficiency and intercultural competence among students. To that purpose, the AP Spanish teacher who was the group facilitator, presented the MPO technique and showed how they could use the strategy to incorporate the NCSSFL/ACTFL Can-Do Statements into a thematic unit and create differentiated tasks.

(3) Articulating strategies that students can apply to learn world languages and other subjects. Teachers expressed a desire to expand their instructional toolbox with research-based language-content learning strategies. Therefore, during the second professional development session, we facilitated training on the implementation of the Picture Word Inductive Model (PWIM). The PWIM is a technique that uses familiar pictures rich in content to elicit words from students' listening and speaking repertoire and support the transition from oral language to the written word (Calhoun, 1988). Calhoun created this technique or strategy to teach reading and writing to young children, but it also an effective technique to develop a new language because it activates students' schema and uses them to develop vocabulary and oral proficiency while fostering mastery of the written text, including conventions and grammar. The implementation of the PWIM technique requires a specific set of steps, introduced in the following sequence: (1) label, (2) classify, (3) describe and (4) connect.

In order to give teachers a fuller experience with the PWIM, they engaged in the hands-on activity described below in which the facilitator also incorporated a short video clip. Teachers grouped themselves by World Languages and used their language for this task. The performance task aimed at drawing from teachers' background and language knowledge to write a composition in the target language.

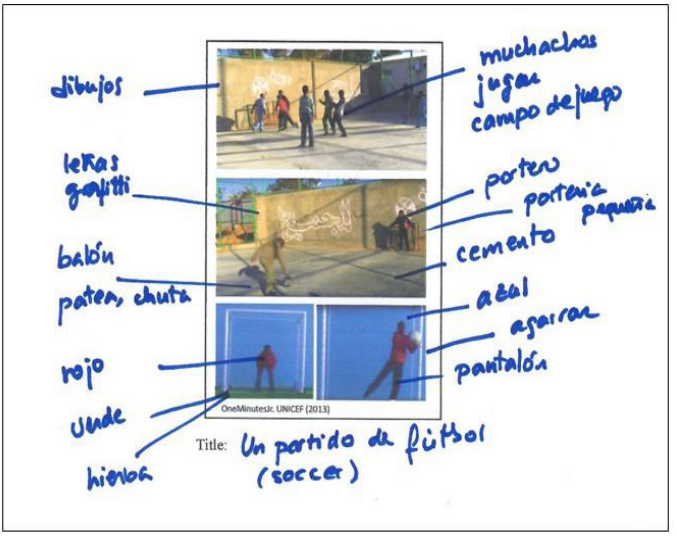


Figure 7. Step 1. Label what you see in the picture.

To that end, we used the four steps of the PWIM:

1. Label. *What do you see in the picture?* We had prepared a composite picture using three frames from a short video created by a 15-year-old at a Libyan workshop run by UNICEF (Abdullah, 2013). Working in small groups, teachers labeled everything they saw in the picture using as many vocabulary words as they could. They were encouraged to label objects, actions, colors, shapes, and anything they could name. Together they read, reviewed the words, and added new ones. Then, teachers considered the three pictures as a whole and gave it a title (Figure 7, example).
2. Classify. *How can you classify these words?* In their small groups, teachers looked for commonalities among the words and grouped them, such as "colors," "shapes," "nouns". At this point, the group watched the one-minute video; they saw children playing soccer and heard them speak Arabic, a language that most of them did not understand. They also heard the voice of the English-speaking narrator and learned that the dream of the boy at the goal post was to become a professional soccer player. The viewing of this very short video clip helped generate rich and varied words that teachers added to their existing lists. Teachers transcribed their new words; some groups even wrote words that connected the three frames of the composite picture. In the World Language classroom, some teachers prefer to provide their students with a template and criteria to support the classification of words. In this case, it is advisable to include "other" as one of the criteria to ensure that students can incorporate all of their words (Figure 8, example).

Nouns	Adjectives	Verbs	Other
dibujos	rojo	jugar	
graffiti	azul	patear	
balón	negro	chutar	
portería	grande	agarrar	
portero	pequeña	mirar	
muchachos	soleado		
campo de juego			
pantalon			
día			

Figure 8. Step 2. Classify all the words you wrote around the picture.

3. Describe & Generate Sentences. *What is happening in the picture?* This prompt made teachers "think" and/or "imagine" not only what they saw the boys doing on the picture but go deeper. Teachers asked each other many questions, including, "Who are these boys? Where are they? Why is soccer so important to them?" They were thoroughly immersed in the process and as they talked, shared ideas and laughed at given suggestions, they wrote many sentences (Figure 9, example, next page).

The process in the classroom is no different; by step 3, students not only talk about what they see but enjoy challenging each other with creative possibilities. The

- Hay unos muchachos jugando al fútbol.
- No hay ninguna muchacha.
- Hay una portería pequeña y otra grande.
- Hay dos porteros.
- En la última foto, el porteto agarra el balón.
- Hay dibujos, o letras que parecen grafitti en la pared.
- Es un día de sol.
- Los muchachos parecen amigos.
- Escucho que hablan un idioma que no conozco.
- Tal vez hablan en árabe, o otro idioma.
- Uno de ellos sueña que será un jugador profesional.
- …

Figure 9. Step 3. Describe what you see; use complete sentences.

Los muchachos están jugando al fútbol en un campo de juego, y lo pasan muy bien. En las paredes que rodean el campo se ve graffiti.

Cuando miro el video, oigo que los muchachos hablan una lengua que no conozco. También veo que uno de los muchachos está listo para patear el balón y el otro que hace de portero, está listo para cogerlo.

En la última foto, que tiene un fondo azul como si fuera un sitio irreal, yo veo al portero enfocándose en el balón y sudando. Por último, se le ve cogiendo el balón, triunfante. Pienso que el muchacho quiere ser un futbolista profesional.

The boys are playing football on a playground, and have a great time. On the walls surrounding the field you can see graffiti. Listening to the video, the boys speak a language I do not know. One of the boys is ready to kick the ball and the other who is the goalkeeper, is ready to catch it. In the last photo, which has a blue background as if it were an unreal place, I see the goalkeeper focusing on the ball and sweating. Finally he is seen catching the ball, triumphant. I think that the boy wants to be a professional soccer player.

Figure10. Step 4. Connect words and sentences to write one or more paragraphs.

PWIM helps create a safe environment to freely speak and practice new words in the target World Language.

4. Connect. By the time the teacher group reached step 4, they had a story to tell because of the many words and sentences readily available to write it. Teachers wrote from simple to complex narratives, all of them with a beginning, a middle and a closing statement (Figure 10, next page). It was rewarding to listen to teachers' stories in a variety of world languages. As a group, we created many stories in many languages, all of them originated from the same initial picture. During the group reflection, teachers saw the authentic text they had created —their story—as an entry point for individual (and differentiated) student compositions, and also as an opportunity to make real-life connections to continue building students' oral and written language skills. We also discussed how teachers could use the authentic text and ideas resulting from the PWIM process to identify a topic for a classroom debate. In this particular example, some of the topics included, "Do you think that soccer is a sport mostly for boys?" (Yes/No/Why), and "Do you think that children's dream become true? (Yes/No/Why).

In the World Language class, the PWIM brings together students at different levels of language proficiency and from different backgrounds. For example, an EL student studying his/her home language in the World Language class may be unfamiliar with the situation presented in the picture, but he /she would have no problem naming objects and actions depicted in it. On the other hand, an English-dominant student may have the background knowledge about what he/she sees in the picture but may have a limited vocabulary in the World Language. Hence, students can tap into each other's knowledge as they go through the PWIM steps. By the time they have to write a story, students generally have acquired enough vocabulary words and background knowledge to create an authentic text/composition. The latter was one of the most salient benefits mentioned by the teachers during the whole group discussion that followed the activity. Teachers saw the PWIM as an effective strategy to plan differentiated tasks and address the various levels of proficiency often present in the World Language classroom. Thus, the activity and the strategy introduced to the group helped address a primary concern that the group had identified during the first session.

In June 2017, the first cohort of seniors graduated with the NY State Seal of Biliteracy. In the high school described in this article, ten seniors received their NYSSB for their demonstrated proficiency in Italian or Spanish. During an interview with the AP Spanish teacher soon after the graduation of her students, she stated that students felt very proud of their accomplishments and that for some of them it validated "what they already knew, that knowing more than one language was an advantage and a tool for success in their future" (Salavert, 2017, p.10). She considered the program rather successful that first year, but she felt that in order to establish a more robust program, it would be necessary to work with guidance counselors and the school administration to establish individual student plans toward graduating with the NYSBB.

This first cohort also included students from many of the schools represented by the teachers who had participated in the professional learning sessions. In addition to Spanish, students received awards for their proficiency in French, Mandarin, Korean and other languages. As of June 2018, two years after its inception, more than 4,000 students had received the NYSSB in the State of New York. These students represented 80 countries and 46 languages (Black, 2019).

Lessons Learned: *Where do we go from here?*

The accomplishments of the high school students described in this article were the direct result of the work of World Language teachers. These teachers understood the value of an award that recognized the bilingual competency of their students and proactively engaged their schools in the voluntary participation in the program and helped their students persevere toward meeting all the requirements. On graduation day, students received the NYSSB award in front of peers, parents, and teachers, and the entire school community celebrated the first cohort of NYSSB award recipients in the school of our case study.

These teachers understood the value of an award that recognized the bilingual competency of their students and proactively engaged their schools in the voluntary participation in the program and helped their students persevere toward meeting all the requirements.

The World Language teachers who participated in the professional development sessions became confident in the use of the NCCSFL-ACTFL Can-Do Benchmark Statements (2017) to strengthen their thematic units, create goals and assessments for their students, and develop differentiated tasks. But we also learned that their individual actions fell short in reaching out to potential candidates beyond those who were in their AP class rosters. As the AP Spanish teacher expressed in her reflection at the end of year one (Salavert, 2017), teachers need to work collaboratively with other teachers and guidance counselors to identify potential NYSSB candidates in grades 9 and 10, and create a graduation path that sets clear priorities and motivates students to graduate with the Seal of Biliteracy.

The New York State Seal of Biliteracy policies are framed broadly to include all students, but they also use specific language that ensures the participation of English Language Learners. In practice, the participation of ELLs in the NYSSB program includes mostly ELLs who have met Commanding in the NYSESLAT, as in the case of the high school described in this article. This may soon change, however, because of the New York State Accountability measures under ESSA, "The Every Student Succeeds Act." The ESSA NY State Accountability System includes seven measures of academic success, and one of the *new* measures is based on the individual progress of ELL students on the NYSESLAT. That is, schools whose ELL students meet annual expected growth accrue credits toward their readiness for school success. This external incentive should prove very important to schools with a high percentage of ELL students. In addition, schools now receive extra credit for students who graduate with the NYSSB because they exhibit higher levels of readiness under the "College, Career, and Civic Readiness" (CCCR) measure. Therefore, the success of ELL students who make progress on the NYSESLAT

and receive the NYSSB should have positive influence on two or more of the six high school indicators that measure school success. A particular sub-group with potential NYSSB candidates is that of LTELLs. In general, students designated as LTELLs are fluent communicators but fall behind in their core subjects; they tend to "get stuck" at the transitioning or expanding levels of proficiency. A clear purpose, such as graduating with the NYSSB, together with a plan of study, might help these students return to a graduation path.

Examples from other states may also provide next steps. In 2017, the State of Illinois passed legislation that officially recognizes elementary and middle school students in language education programs including Bilingual, Dual Language, and World Language, who demonstrate bilingual proficiency and intercultural competences. More specifically, 5th graders who score at "Novice-Mid" in a world language assessment qualify for the elementary Chicago Public Schools (CPS) Seal of Biliteracy, and 8th graders who score "Intermediate Low" receive a middle school CPS Seal of Biliteracy award (Narvaez, 2017). Most recently, Mitchell (2019) reported that in the State of California, and as a result of ongoing advocacy, 63% of high school seniors in the class of 2018 "who earned the 'seal of biliteracy' spoke a language other than English when they began school. […]. Those youths, identified in the report as heritage-language students, include current English-learners, former English-learners reclassified as English proficient, and students identified as bilingual when they began school" (p.1).

The lessons learned since its initial implementation in 2016, and the changes in the NY State Accountability System suggest a possible shift in how schools may perceive the NYSSB and embrace it as a path toward enhancing student achievement and increasing the graduation rate for all students. The NYSBB enables all students to learn the value of speaking multiple languages in a journey of great effort and greater accomplishment.

The NYSBB enables all students to learn the value of speaking multiple languages in a journey of great effort and greater accomplishment.

Acknowledgments

We would like to credit Elizabeth Herrera for her leadership, commitment, and dedication. We would like to thank John Powers, Principal of the school, and Eva Garcia, Director of the NYC RBE-RN at Fordham University. Also, we would like to thank Jill Schimmel, Senior Director of World Language, with the NYC Department of Education for her valuable insights and to the students whose work has made this article possible.

Notes

1. The terms English Learners (ELs) and English Language Learners (ELLs) most frequently used in NYS, are applied interchangeably throughout the article.
2. The terms World Languages, Foreign Languages and LOTE are applied interchangeably throughout the article.

3. NY Education Law section 815, subdivision (h) of section 100.5 of the Regulations of the Commissioner of Education.
4. In 2015, the Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized as amended by "The Every Student Succeeds Act" (ESSA). The statute was previously amended by the 2001 reauthorization, the No Child Left Behind Act (NCLB).
5. The New York State (NYS) Regents Exams are a set of tests that students in the state of New York must pass in order to receive their high school diploma.
6. The school uses the nomenclature Foreign Language (FL) Department, and FL teachers.
7. 2017-18 student demographics: Asian:15%, Black:24%, Hispanic: 48%, White:11%, ELLs: 14% and Students with special needs: 24%
8. In 2016-17, there were 30,577 (11.3%) English Language Learners (ELLs) classified as Long-Term ELLs in NY State. LTELLs are students who have been enrolled in American schools for more than six years, who are not progressing as expected toward English proficiency.
9. The NYC Regional Bilingual Education Network (NYC RBE-RN) at Fordham University continues to offer professional development sessions for World Language teachers in the NYSSB and related topics.
10. Here the authors incorporate the nomenclature used by Heineke in her article: English-dominant and linguistically diverse students.
11. The authors used three short online videos featuring multicultural music.
12. Teachers usually write the rubric for a task in English, but if your students are ready, consider using the target language.

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Reviews

Edited by Thomas S. Conner, St. Norbert College

The Northeast Conference makes available in its *Review* evaluations of both products and opportunities of interest to foreign language educators. These evaluations are written by language professionals at all levels and 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 the Northeast Conference.

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- Textbooks, instructional packages, and ancillaries
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- Programs of study, both abroad and in this country, targeting both educators and students
- Reference materials
- Other

Chinese

Li, Duanduan and Liu, Irene. *Reading into a New China: Deciphering a Changing Society.* **Volumes 1 and 2. 2nd Edition. Boston: Cheng & Tsui, 2017, 2018. Includes: Textbook, Simplified and Traditional Characters, and online Audio Files. ISBN: 978-1-62291-125-7.**

Reading Into a New China: Deciphering a Changing Society (变化中的中国) is a comprehensive Chinese language textbook series with a targeted ACTFL level ranging from advanced low to advanced high on the second language acquisition spectrum, and is ideal for Mandarin Chinese language learners in their third year of university. The authors developed the *Reading into a New China* series with the intention of developing both Chinese accuracy and fluency, with a special emphasis on enhancing student reading skills through the use of a topic-based syllabus. The authors believe that after a couple of years of Chinese language study students should begin to transition from informal written Chinese and incorporate more formal written aspects of Chinese to include punctuation, sentence boundaries, topic chains, and classical words. Volumes 1 and 2 can support either a third-year, two-semester curriculum; however, Volume 1 could also be used as a third-year text, while Volume 2 could be adopted as a fourth-year textbook. The second edition, the first enhancement to the program in over six years, provides language learners and instructors with updated information and enhanced discussion topics that reflect the enormous and rapid change that has occurred in China and Chinese society in general. Each volume consists of 10 lessons, and each lesson is organized into distinctive sections with specific learning objectives. These lesson sections include Pre-Reading Activities, Vocabulary, Reading, Word Usage and Sentence Patterns, Grammar, and Practice Exercises. In addition to updating and substantially revising each volume, the authors have also included numerous new

images and infographics to actively engage learners and enhance the impact of the new edition's contemporary re-design. The new edition also includes free online audio files associated with each lesson's dialogue, allowing language learners to listen to authentic discourse delivered by native speakers.

In Volume 1, Chapter 1, *A Big Population Explosion* (人口大爆炸), the authors discuss Chinese societal concerns about population density and the effects of overpopulation on traffic, modes of transportation, and healthcare, among other topics, in the cities of Beijing, Chongqing, and Shanghai. Chapter 2, *The Birth of China's 1.3 Billionth Citizen* (中国第13亿个小公民), introduces students to implications of Chinese population growth in order to illustrate the complexities of its associated problems. In the next chapter, *Housing* (住房), students learn about how changing government policies amid decades of rapid economic growth has improved overall housing conditions in China.

In Chapter 4, *Education* (教育), students learn about recent reforms to the Chinese education system, and how those changes have influenced teacher training and retention efforts. Chapter 5, *A Sunday in the Life of a Junior High School Graduate* (一个初三毕业生的星期天), introduces language learners to the highly competitive Chinese senior high school entrance exam preparation process that generally requires students to participate in after-school classes, weekend review courses, and tutorial sessions in addition to their normal academic program. The following chapter, *New Changes in the Employment of College Graduates* (大学生就业全新变化), provides language learners with insight into the government's policy change that eliminated their involvement in the job placement of college graduates in 2000, and the people's subsequent perceptions and reactions to this change.

Students read and discuss the challenges of job hunting and of establishing one's own business in Chapter 7, *A College Student and her "Fast Food Transfer Station" Business* (大学生与快餐中转站), and learn how graduates have had to adjust to no longer being considered a part of the traditional privileged class entitled to guaranteed jobs. Chapter 8, *Love and Marriage* (恋爱婚姻), addresses the changing of traditional values and norms regarding love and marriage in China. The next chapter, *A Marriage-Seeking Ad and its Respondents* (一则征婚启事和应征者), talks about how decades of robust economic growth have influenced changes in Chinese social norms regarding dating and courtship. Finally, in Chapter 10, *Housewife* (家庭妇女), students learn to about the transformation of the traditional Chinese family, and how the status of women has evolved.

In Volume 2, Chapter 11, *Twilight Love* (黄昏之恋), the authors introduce the concept of remarriage among the elderly in China, an action that has been traditionally discouraged. Chapter 12, *Women Return to the Kitchen: Is it Progress or Regression?* (女性走回厨房：是进步还是倒退), describes the progress women in China have made in obtaining equal rights. It also considers whether the progress of women's rights is hindered or encouraged when women choose to leave high-paying jobs to become fulltime homemakers. The following chapter, *The Baby March* (贝贝进行曲), addresses the social challenge and difficulty of raising an only child in China to become a well-adjusted, filial, and selfless young person.

Students learn about the long-term effects of China's One Child Policy in Chapter 14, *A Dual Only-Child Family* (双独家庭), and discuss the changes to Chinese traditional marriage and family values brought about when two only-children marry and establish their own family. In Chapter 15, *The Tide of Divorce* (离婚潮), the authors discuss how rapid economic growth, streamlined government policies, and changing societal norms have reduced the stigma associated with divorce and spawned an entire industry of divorce lawyers, private detectives, and marital counselors. The next chapter, *The Dynamics of China's Economic Development* (中国经济发展动态), familiarizes students with the rapid growth of China's economy and its transition into a market economy. Language learners are also exposed to the growing gap between rich and poor, government corruption, and the enormous problems associated with air, land, and water pollution.

In Chapter 17, *Personal Investment: Stocks and Real Estate* (个人投资：股票与房地产), students learn that China's rapid economic development has generated unprecedented opportunities for individual stock market and real estate investment. Chapter 18, *The Variety of Urban Consumption* (都市消费面面观), provides an overview of consumer spending in urban areas, and examines the challenges arising in contemporary China with respect to income inequality. The next chapter, *The Cancer Village* (癌症村), explains to language learners how China's rapid market-driven growth has resulted in severe air, land, and water pollution that is negatively affecting individual villages and entire regions. In the final chapter, *The Internet Transformed China* (互联网改变中国), the authors discuss how the internet has enhanced communications, provided entertainment sources, encouraged commercial activities, and provided access for Chinese "netizens" to a variety of social, academic, and cultural information. At the same time, students gain an awareness of Chinese government efforts to censor or otherwise restrict internet access it considers potentially harmful.

The *Reading into a New China: Deciphering a Changing Society* (变化中的中国) *2nd Edition* offers three distinct advantages. First, the authors have adopted a reading pedagogy that emphasizes a discourse-based grammatical approach to explain how the Chinese language works. This approach, according to many linguistic theorists, is more conducive to enhancing Chinese reading proficiencies than a less contextualized sentence-based grammatical approach. Second, although the focus of this textbook is on the development of reading skills, the authors have endeavored to facilitate oral communication skills by including a combination of discussion questions and writing exercises that encourage language learners to stretch beyond the reading text and enhance all of their integrated language skills. Finally, the authors significantly increased the variety and number of practice exercises in the textbook, which eliminates the need for students to purchase a separate workbook. These exercises adopt an integrated approach for practicing and reinforcing speaking, reading, and writing skills, in addition to enhancing vocabulary and grammatical understanding.

Overall, the second edition of *Reading into a New China: Deciphering a Changing Society* (变化中的中国) provide Mandarin Chinese language learners and instructors with a variety of provocative and engaging authentic second language resources addressing contemporary Chinese societal issues that serve to encourage development of student reading, listening, speaking, and writing skills. *Reading into a New China*

provides students with insight and understanding into traditional Chinese norms and values and describes the internal and external influences that have encouraged and promoted transformational societal change in China in recent years. The result is a contemporary, well organized, and authentic language-learning textbook that promotes not only the development and enhancement of individual student reading skills, but also incorporates an integrated, coherent approach to multi-skill Mandarin Chinese language proficiency development.

Haning Z. Hughes
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Publisher's Response

Cheng & Tsui would like to thank Dr. Hughes for her very thoughtful review of *Reading into a New China*. We were delighted to read that the 2nd Edition was found to be well-organized, filled with insights into contemporary Chinese society, and a substantial and welcome enhancement to the series overall.

If instructors are interested in learning more about *Reading into a New China*, we invite them to visit our website and request a review copy. We also encourage instructors to explore our website 2020 Asian Languages and Studies catalog to see all the other exciting titles that Cheng & Tsui has to offer.

Liz Hanlon
Marketing & Communications Coordinator
Cheng & Tsui

Liu, Jun, Chong Yifan, Wei Huiping, and Kang Yan. *Access Chinese Student Book 1 and 2***. New York: McGraw-Hill and Beijing: Foreign Language Teaching and Research Press. Student Book 1 ($75.75, ISBN: 978-0-07-337188-7); Student Book 2 ($75.75, ISBN: 978-0-07-757217-4).**

Access Chinese Student Book 1 and 2 are Chinese language textbooks designed for beginners in secondary and post-secondary schools in North America. The authors developed the Access Chinese Student Book 1 and 2 to assist Chinese language learners in developing their communicative competence through integrative training of language elements and integrating their listening, speaking, reading, and writing skills in a graded series. Access Chinese Student Book 1 and 2 are comprised of twelve units that can support a one-year, two-semester curriculum for beginning learners. The textbooks provide learners and instructors with a context for practical functions designed specifically for communication. Cultural themes are embedded in each episode, along with a Cultural Snapshot section that further explains cultural and communication strategies. Components of the Access Chinese Program include a Student Book, Workbook and Online Learning Center. The authors provide quizzes, textbook audio files, a mandarin syllable chart, 50 common radicals for students, a PowerPoint, and an instructor's guide for instructors through the Online Learning Center.

Pedagogically, in each unit, in addition to the standard two "Episodes" following the storylines surrounding a set of twins, "Unit Opener," "Word list," and "Grammar Kit," the authors include modules, such as "Activities," "Sentence Patterns and Communicative Practice," " Expanded Functions," "Culture Snapshot," "Pronunciation Tips," "Writing Chinese Characters, " and "Integrative Practice". The "Unit Opener" and "Episodes" introduce students to authentic real-life social and cultural contexts. The authors encourage students to gain a greater understanding of the rich cultural diversity from the "Culture Snapshot" section, which presents novel cultural experiences. They also challenge students to compare their own cultural traditions and activities with those of their Chinese counterparts. "Sentence Patterns and Communicative Practice," "Expanded Functions," "Culture Snapshot," "Pronunciation Tips," "Writing Chinese Characters," and "Integrative Practice" challenge learners to approach the student of Chinese from an analytical perspective.

In Access Chinese Student Book 1, there are three Units in Theme 1, "Getting to Know Each Other". In Unit 1, "Meeting Each Other" (见面寒暄), the authors introduce twins Bill and Jenny studying Chinese in China and the U.S., respectively. Both of them have experienced a Yuánfèn "special relationship arranged by destiny" in two different contexts. They address Chinese name order; how Chinese people greet each other and how Chinese people respond to compliments. In Unit 2, "Gifts and Courtesy" (礼尚往来), the authors discuss how to respond to a friend from another culture when asked about age and what to say if they want to give friends a gift or accept a gift from them. Students learn how to make Chinese "small-talk" on topics such as age, marriage and salary, and are taught how Chinese people give and accept gifts, and how Chinese people express and reciprocate courtesy. In the next Unit, "Feel at Home Wherever You Are" (四海为家), students learn how to bring the topic of their own family into conversations about their own interests and experiences when traveling around the world, meeting new people, and seeking out enriching new experiences. The authors discuss culture integration, respecting seniority, and how Chinese people address others. Theme 2, "Making Friends," includes Unit 4, 5, and 6. In Unit 4, "In and Out of Class" (课内课外), the authors discuss the life of Chinese youth, as well as the Chinese way of declining invitations and attitudes toward cultural differences. Students learn how to use Chinese to initiate an activity or event such as going to see a movie, or how to make, accept and decline invitations. In Unit 5, "Shopping and Bargaining" (价还价), students are taught how to bargain at yard sales and small markets in the U.S., and in China. The authors discuss colors in Chinese culture. The final unit in this Theme, Unit 6, "Fine Food" (天下美食), addresses basic courtesies to be observed when dining as well as famous Chinese dishes. The authors introduce the enjoyable cultural experiences in visiting different restaurants in China or in Chinatown and ordering dishes in Chinese.

In the next textbook, Access Chinese Student Book 2, Theme 1 "Get along with Each Other," Unit 1, "Seeing a Doctor" (看病就医), the authors introduce Traditional Chinese Medicine, Chinese herbal medicine, and the integrative East-West medicinal approach. Students learn how to carry on a simple conversation with a doctor. The following unit, "Sports & Entertainment" (休闲运动), addresses hutong, Nanluogu Alley, and how Chinese give directions. Students learn how to ask for directions, to

talk about visiting art museums, doing sports or going shopping in Chinese. Students learn about festival customs in Unit 3, "Festivals & Customs"(节日习俗), as well as gifts for the Chinese New Year and watching theatre performances in China. In Theme 2, "Harmony with Each Other," Unit 4, " Friends Around the World" (有朋自远方来), students learn about customs regarding how to greet old friends and new acquaintances. The authors teaches etiquette in greetings and compliments in different cultures. They explain that it is not uncommon for new friends to invite people to dinner at their home or take them out to a restaurant that offers local specialties. In Unit 5, "Happy Birthday" (生日快乐), the authors discuss Chinese birthday traditions and the usage of idiomatic language when making phone calls. For example, students learn to distinguish subtle differences when having a phone conversation about a Chinese friend's birthday party. And they acquire meaningful clues to intercultural communication, which help them adapt to a new place. The final Unit in this Theme, Unit 6, "Helping Others" (助人为乐), discusses the different learning styles of Chinese and American students and how to help people in need.

Access Chinese Student Book 1 and 2 provide Chinese instructors and learners with a rich variety of second language acquisition materials, realistic scenarios, and integrated exercise activities that encourage development of basic language skills. Although adopted by some universities in North America, Access Chinese Student Book 1 and 2 remain a hidden gem. While contextualized grammar, communicative practice, and engaging cultural information are all intertwined in Access Chinese, creating a learning environment appropriate for successful language acquisition as well as an opportunity to explore cultural contexts, future editions may benefit from a new developments in technology and communications, which would enable students to immerse themselves more fully in a rich and varied language learning experience. By adopting the American Council on the Teaching of Foreign Languages' (ACTFL) 21st Century Skills Map for World Languages, the authors might include additional materials that emphasize each unit's vocabulary, as well as tasks and activities categorized by the interpretive, interpersonal, and presentational modes of communication.

In conclusion, Access Chinese provides students and instructors with contemporary topics of high relevance that reflect both global perspectives and local contexts in order to stimulate cross-cultural awareness and discussion.

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Publisher's response

McGraw-Hill is glad to have this opportunity to respond to Professor Xiaoyan Hu's review of *Access Chinese, Books 1 and 2*, for students of Introductory Chinese. She states that this program helps language learners "in developing their communicative competence," and provides "the context for practical functions designed specifically for communication."

Professor Hu gives a helpful summary of the organization of this program and emphasizes how cultural content is woven throughout each unit. She states that this

program "provides Chinese instructors and learners with a rich variety of second language acquisition materials, realistic scenarios, and integrated exercise activities." She also calls this program a "hidden gem."

Included in this review is the suggestion that we update the content to reflect the latest in technology advancements as well as the latest recommendations from ACTFL relating to modes of communication.

In conclusion, Professor Hu calls this a program that presents "both global perspectives and local contexts," sparking meaningful cross-cultural discussion.

McGraw-Hill World Languages is committed to publishing high quality foreign language learning content, and we are proud to include *Access Chinese* among our many successful programs. We again thank Professor Hu for sharing his/her review of *Access Chinese* with the readership of the NECTFL *Review*.

Katherine K. Crouch
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McGraw-Hill Higher Education

Kuo. Jane C. M. *New Pathways: An Advanced Business Chinese Reader***. Boston: Cheng & Tsui, 2019. Includes Textbook, along with free audio text recordings at** www.cheng-tsui.com/resources. $59.99. ISBN: 978-1-62291-471-5.w

New Pathways: An Advanced Business Chinese Reader is a comprehensive Chinese language business-focused textbook designed for advanced-level Mandarin Chinese language learners interested in business and in China's recent rapid economic development. The author developed *New Pathways* to equip students with the practical Chinese language skills that will enable them to function with ease in a Chinese business environment. Thanks to this textbook, students will be able to discuss advanced macroeconomic concepts, as well as understand the language used in finance, marketing, foreign trade, and other commercial enterprises. *New Pathways: An Advanced Business Chinese Reader* is comprised of four units and a total of twelve lessons. This textbook can be used as a one-year course in a third- or fourth-year undergraduate Chinese program, or in graduate school. *New Pathways* is a complete revision of--and replacement for—"*Open for Business: Lessons in Chinese Commerce for the New Millennium, Volume One,* 2nd edition. This new text offers students an overview of China's current macroeconomic climate and details the nuanced business language students will be exposed to as they are introduced to current Chinese business practices and policies, explore contemporary market trends, and anticipate future economic developments domestically and abroad.

The author's pedagogical approach employs a content-based instruction (CBI) emphasizing a Chinese business climate theme. Through this approach, students are able to direct their attention to gaining a more in-depth understanding of the current Chinese business climate rather than simply focusing on grammar patterns, sentence structures, or other specific forms of the language. Another benefit of this theme-based approach is that the focus on relevant and interesting topics can increase student language-learning motivation and enhance overall proficiency in Chinese language

and culture. It may also encourage students to develop and utilize critical thinking skills in the target language.

The author's primary purpose is to encourage students to improve their language proficiency, particularly within the Chinese business context. Each New Pathways lesson contains authentic language activities, including Main Text, Supplementary Text, Vocabulary, Explanation of Terms, Distinguishing Synonyms, Exercises, and Audio. The Main Text presents a broad overview of the specific topic in both simplified and traditional characters, with the Vocabulary List words underlined for greater emphasis. It is followed by the Supplementary Text section that provides a more in-depth exploration of the subject matter that enhances overall student understanding of the topic. The Vocabulary List, comprised of the underlined words in the Main and Supplementary Texts, lists terms in order of introduction in the text, includes both simplified and traditional characters, uses the Pinyin associated with the characters to assist with pronunciation, and provides an English translation. The Explanation of Terms section enhances student understanding of key text expressions. Each term is introduced in English and is followed by numerous examples of Chinese usage. In Distinguishing Synonyms nuanced terms are introduced, examples of appropriate usage are given, and then the appropriate usages are explained in English. The final section, Exercises, includes a variety of activities designed to help students understand and correctly use Chinese business language. Particular emphasis is placed on advanced grammatical and sentence structures to encourage student language proficiency development. There is also a Questions and Exploration section that can be used by instructors to encourage additional research, prepare oral presentations, conduct group work, and stimulate classroom discussion. In addition, audio recordings are available online to assist with student listening comprehension, pronunciation, and overall language acquisition.

Unit One of the program, *Reform and Opening Up,* reviews China's economic history prior to initiating an economic reform. In Lesson 1, *The Reform of China's Economic System (*中国的经济体制改革*)*, the Chinese government's 1978 policy of "reforming internally and opening to the outside world," and the establishment of a "socialist economy with Chinese characteristics" is described. The salient points of the internal and external reforms are also addressed, including the effort domestically to separate government and business activities, and the attempts to expand cross-border transfers of goods and capital. Lesson 2, *The Development of Private Enterprises (*民营企业的发展*)*, introduces students to the development and growth, over a period of several decades, of multiple forms of private enterprise organizations, including sole proprietorships, partnerships, limited liability companies, and joint ventures. Students also learn that state-owned enterprises continue to control industries associated with national security such as oil, electrical energy, railroads, and defense. In the next lesson, *From Special Economic Zones to Free Trade Zones (*从经济特区到自由贸易区*)*, students learn that in order to steadily advance the implementation of the "Open Door" policies, China chose to first test the concepts in Special Economic Zones in Shenzhen, Zhuhai, Xiamen, Shantou and Hainan, and later, in Free Trade Zones, before rolling out the concept to the rest of the country.

Unit Two, *Development of Finance,* addresses the reform and expansion of China's financial sector. Lesson 4, *The Evolution of China's Banking System (*中国银行体系的沿革*)*, discusses how China's banking system evolved, over a period of years, from a government-owned model to a "double-layered" system more in line with that of other countries, in keeping with the government's "Open Door" policies. Lesson 5, *The Influence of Interest Rates and Foreign Exchange Rates on the Economy (*利率和汇率对经济的影响*)*, explains that interest rates and foreign exchange rates, which are influenced by both government actions and market conditions, are the primary tools used to implement currency policy, and exert significant influence in adjusting China's state economy. The following lesson, *The Chinese Stock Market (*中国的股票市场*)*, provides language learners with insight into how China's stock market was resurrected during the 1980s beginning with experimentation in Beijing, Shanghai, and Guangzhou. They also learn that the development of the Chinese stock market and the reformation of enterprise ownership were inseparably connected.

In the next unit, *Marketing,* students gain insight and understanding into the rapid development of Chinese marketing. In Lesson 7, *Market Research in China (*市场调研在中国*)*, students learn that the key to enterprise success is to employ market research to grasp essential information, and then rely on this information to quickly make accurate predictions of market directions or trends. Lesson 8, *Transformation and Trends in Chinese Business Marketing (*中国企业市场营销的变革及趋势*)*, describes how business marketing acts as a bridge that enables a product or a brand to enter the consumer market. Students also discuss the "seller's market" that existed prior to market reforms, and the consumer-driven market that emerged following the nation's economic transformation. The next lesson, *Brand Awareness (*品牌意识*)*, talks about how brand awareness functions as both a symbol and as an intangible economic asset for the company. Students also learn that Chinese consumers frequently purchase name brand items because they those items represent quality and service, and because name brand items serve as a symbol of both status and societal recognition.

The final unit, *China's Trade Expansion*, discusses China's burgeoning foreign trade efforts. Lesson 10, *The Development and New Structure of China's Foreign Trade (*中国对外贸易发展与新格局*)*, talks about the significant impact China's foreign trade expansion has had on the country's overall economic development. The author points out that as China's markets opened to foreign companies, China's access to international capital markets increased substantially, which has allowed Chinese companies to continue to gain a larger share of global trade. In Lesson 11, *China and Free Trade Agreements (*中国与自由贸易协定*)*, the author introduces students to China's efforts to sign legally binding free trade agreements with other nations. These agreements are designed to remove barriers to trade such as excise taxes, quotas, and other factors to ensure a free flow of goods and services between signatories. The final lesson in this unit, *One Belt and One Road (*一带一路*)*, describes China's strategic efforts to promote mutually beneficial economic investment and market development in South Asia, the Middle East, Africa, and Europe.

Each lesson's supplemental activities are very dynamic. The examples, explanations, and practice activities and assessments in the *Explanation of Terms, Distinguishing Synonyms,* and *Exercises* are very complete and detailed, and the *Questions and*

Exploration section at the end of each lesson provides additional opportunities for students to gain deeper insight and understanding. It also provides a resource for instructors to develop differentiated instruction specific to student needs, including topic-specific research projects, essays assignments, oral discussions, or other activities useful to assessing individual student second language acquisition. Other essential components of the textbook include a vocabulary index, an idioms index, a terms index, and a synonyms index, all located at the end of the book. The indexes are alphabetized according to the Chinese term's pinyin spelling, display both simplified and traditional characters, identify the parts of speech, provide the respective definitions, and list the lesson in which the word or phrase was first introduced.

Overall, *New Pathways: An Advanced Chinese Reader* offers instructors and learners a wealth of Chinese business-specific authentic language resources. In the process, students again greater awareness of the historical and political influences associated with China's economic reformation, as well as an understanding of the series of specific changes and developments in the banking sector, the foreign exchange system, and the stock market that laid the foundation for the rapid and remarkable economic development China has experienced over the past 40 years. Students are also introduced to China's contemporary economic system with its significant foreign trade expansion, global free trade agreements, and its aggressive, forward-thinking "One Belt and One Road" initiative. In conclusion, the *New Pathways: An Advanced Business Chinese Reader* provides Chinese language learners with an in-depth look at China's extraordinary economic transformation. More importantly, it provides students with the authentic language resources necessary to function efficiently and effectively in any contemporary Chinese business environment.

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Publisher's Response

Cheng & Tsui would like to thank Professor Hughes for her very comprehensive review of *New Pathways: An Advanced Business Chinese Reader*. We are grateful that she highlighted so many of the book's outstanding features, and we would like to offer the following comments.

We were delighted to read Professor Hughes' description of *New Pathways* as providing learners with "an in-depth look at China's economic transformation" and "the authentic language resources necessary to function efficiently and effectively in any contemporary Chinese business environment." We would like to underscore that *New Pathways* is not merely a business Chinese textbook: with its emphasis on effective professional communication, the inclusion of topics such as free trade zones and the "One Belt, One Road" initiative, and the attention paid to putting lesson topics in historical context, the scope of this textbook extends far beyond the boardroom and the breakroom. It is impossible to gain a complete picture of contemporary China without first understanding its economy, and it is our belief that *New Pathways* contains valuable insights for political science majors, economics majors, international studies

majors--indeed, any advanced language student with an interest in the past and present state of China's economy.

As Professor Hughes correctly notes, *New Pathways* is a new edition of and replacement for *Open for Business: Lessons in Chinese Commerce for the New Millennium* Volume 1. *Open for Business* Volume 2, which will remain available, is an ideal complement to *New Pathways* for those who want to focus on microeconomics. We encourage all interested educators to visit our website (chengtsui.co) or contact their account representative to request a copy of *New Pathways* for examination.

Liz Hanlon
Marketing & Communications Associate
Cheng & Tsui

French

Anderson, Bruce and Annabelle Dolidon. *En avant: Beginning French,* **3rd edition. New York: McGraw Hill Education, 2020. Includes: hard cover textbook, loose-leaf edition, e-book, instructor annotated edition, Connect Platform, Read Anywhere App, Workbook/Lab Manual). ISBN: 9781259999823.**

The updated and revised third edition of *En avant* continues to provide intermediate-level students with a rewarding learning experience and helps them improve their speaking and writing skills. The program features a flexible chapter organization designed to meet the needs of diverse teaching styles, institutions, and instructional goals. It uses an interactive communicative approach which encourages students to practice rehearsing situations similar to the ones they are likely to encounter in real life. More importantly perhaps, it also helps broaden and enhance their cultural competence. As the authors note in the textbook's introduction, their primary goal in designing this first-year program was threefold: to encourage review and recycling, to incite active learning, and to promote the integration of culture.

This latest edition of *En avant* is comprised of sixteen chapters. Each chapter consists of five sections: "*Communication en direct*," which features interviews with native speakers using expressions students can frequently use to communicate; "*Vocabulaire interactif*," designed to introduce new vocabulary and form-meaning connections in context; and "*Grammaire interactive*," which presents new grammar in terms of initial inductive learning, structured input and analysis questions. The last section, "*Culture en direct*," features several subsections entitled "coins", each of which introduces a different aspect of culture: "*coin vidéo*," "*coin lecture*," "*coin chanson,*" and "*coin conversation*." Selected chapters also include "*coin beaux-arts,*" and "*coin ciné*." Several of the subsections in the "*coin*" category are new to this edition.

Among the many other features added to the third edition, four in particular stand out: "*Le coin conversation*," a video-based activity, accompanied by pre- and post-viewing exercises based on the "*Sortez votre portable!*" interviews included in the videos; social media activities students can work on at home with their cellphones and share with other students; "Smartphone Activity annotations," including research activities on Francophone cultures that can be done on cellphones; and "*Présentation mulimédia*," another kind of vocabulary and grammar research activity students can do using PowerPoint, Prezi or Google Sites. The Workbook/Lab Manual has been revised to match the new edition and new activity types and readings have been added. Each chapter now includes two new video-based features: "*A l'écran*" and "*Coin*

de la conversation." The authentic videos and reading passages have been updated and many of the French songs were chosen by students and their instructors via a market research survey.

In order to emphasize the idea that French is a global language, capable of creating an international linguistic community, the authors of the textbook included materials that expose students to the various accents of the Francophone world. In the video interviews "*Communication en direct*" section at the beginning of each chapter, students can hear both Parisian and Québécois accents. "*Le coin de conversation*," at the end of each chapter, features a number of native speakers from Aix-en-Provence. In "Salut du monde francophone," students can experience various French-speaking regions and listen to interviews with people from Louisiana, Paris, Polynesia, Montreal and Tunis. Each videoclip provides authentic examples of vocabulary and linguistic structures linked to the theme introduced.

The vocabulary introduced in each chapter focuses on a variety of aspects of everyday life. Students have an opportunity to learn how to talk about daily activities, entertainment, cultural events, vacations and travel, social and environmental issues, the arts, holidays and other celebrations, among others. High-frequency words and expressions are presented in an interactive format, in which students become active participants in the learning process through pre-presentation questions or acts. These acts make it possible to use the vocabulary in meaningful interactions with others. As far as grammar is concerned, theoretical explanations are kept to a minimum and much more attention is devoted to practicing grammatical concepts in a communicative context, often as pair work or groupwork activities. Students can prepare grammar ahead of time by reading the "*Par la suite*" section at the end of the textbook and by completing follow-up activities in Connect and in the print Workbook/Laboratory Manual.

One of the most valuable components of the *En avant* program is Connect, a mobile-enhanced digital teaching and learning environment that allows students to access all the materials via the electronic devices they use every day. This online course management system can be seamlessly integrated with Blackboard, D2L, Canvas and other Learning Management Systems. It links assignments, assessments, grammar tutorials, audio and video materials using the latest software and technology. It also includes LearnSmart, a tool that facilitates student progress according to their individual needs and provides many opportunities to perfect their language learning skills. Compared with the previous editions of *En avant*, the Connect platform has been fully updated based on extensive reviewer feedback.

The instructor's edition is fully annotated and includes many valuable ideas for teachers to use with their students. It also gives teachers access to presentation slides, instructor manuals, and test banks. For students, the grammatical and cultural content has been made more user-friendly and easier to navigate. In order to make *En avant* as cost-efficient as possible, the publishers offer several formats that can be adopted according to the instructors' recommendations: a print hard-cover edition, a loose-leaf edition, an e-textbook, and several different bundle configurations.

Not unlike the previous editions, the third edition of *En avant* continues to motivate and inspire intermediate French students. The program's innovative nature and flexibility not only help create a unique and compelling learning experience and stimulate language production but also provide learners with all the tools they need to interact and communicate effectively in French in real-life contexts. Last, but not least, the textbook undoubtedly encourages students to reflect upon the many connections between French and Francophone cultural practices,

products, and perspectives and invites them to make meaningful comparisons between various cultures, including their own.

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Publisher's response

McGraw-Hill is delighted to have the opportunity to respond to Professor Dziedzic's review of the 3rd edition of *En avant*, an Introductory French program which takes what he describes as "an interactive communicative approach." As he correctly states in his introduction, the objective of this program is "to encourage review and recycling, to incite active learning, and to promote the integration of culture."

In his review, Professor Dziedzic provides a quite thorough summary of the Student Edition and its accompanying components, such as the Connect platform, Workbook/ Laboratory Manual, Connect platform, and Instructor's Edition.

After laying out the chapter organization, he highlights some of the striking new features of the third edition, including smartphone activities, brand-new on-the-street interviews with pre- and post-viewing exercises, and updates to musical selections.

Professor Dziedzic goes on to mention the emphasis on diversity in the third edition "in order to emphasize the idea that French is a global language," featuring speakers from Paris, Aix-en-Provence, Louisiana, Polynesia, Montréal, and Tunis. Diversity and inclusion are indeed something we care about deeply, and we're pleased that he highlighted these examples. He also comments that the interactive presentation of vocabulary pushes students to "become active participants in the learning process." On the topic of grammar, he notes that "much more attention is devoted to practicing grammatical concepts in a communicative context." These points all support the overarching threefold objectives he presented at the top.

In conclusion, Professor Dziedzic states that this program "continues to motivate and inspire French students," encouraging them to "reflect upon many connections between French and Francophone cultures," and to ultimately make meaningful comparisons between these various cultures and their own.

McGraw-Hill World Languages is committed to publishing high quality foreign language learning content, and we are proud to include *En avant* among our many successful programs. We again thank Professor Dziedzic for sharing his review of *En avant* with the readership of the NECTFL *Review*.

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Lappin-Fortin, Kerry. ***La Traduction: Un pont de départ*****. Toronto and Vancouver: Canadian Scholars, 2017. ISBN: 978-1-55130-985-9.**

La Traduction is a stand-alone textbook for use in courses on translation from English to French and vice versa. While it includes chapter sections on the specific challenges of literary translation, including poetry, most of the book is designed for

students whose interest in translation might have other motivations, such as careers in international journalism, business, or public service. The hundreds of short texts used for illustrative purposes and for the workbook exercises at the end of each section mostly belong to the world of tourism, public signage, news media, comics, medicine, government, children's literature, as well as a smaller sampling from more traditional literary works. The textbook presents examples of "*notions de linguistique*" or linguistic concepts based on established theory and practice of translation, such as the importance of properly identifying connotations and levels of speech in the "*texte de départ*" (TD or source text), in order to create the "*texte d'arrivée*" (TA, the translation itself). Exercises reinforce these notions by using syntactical traps, mistakes in tone, "false friends" (*faux amis*), and literalisms such as "*piste et champ*" for "track and field". Differences between English and French syntax, and useful linguistic knowledge, such as the fact that deixis is more common in English, are presented in a clear, engaging, and often humorous manner.

The target audience consists primarily of students of French language at the intermediate-advanced level (B2 to C2 according to European Common Reference Standard). Since it examines the challenges of translation from English to French as well as from French to English, this textbook could also be of benefit to Francophone learners of English. The cultural references cover a range of Francophone and Anglophone contexts, while slightly (and predictably) privileging the Canadian. However, while the authors may have intended the textbook primarily for Canadian students, it can also work well in the United States, or even other parts of the Anglophone world. In fact, using this textbook is a good way to introduce a "non-French" Francophone perspective to a classroom of advanced learners.

The textbook doubles as a broad introduction to foundational concepts of modern linguistics, such as those of Ferdinand de Saussure, Edmund Sapir, Benjamin Whorf, and Roman Jakobson, as well as to well-known studies on the theory and practice of translation by authors such as Eugene Nida, Georges Mounin, Nigel Armstrong, and Clifford Landers. The chapters tend to explain theoretical concepts following a deductive pattern, giving the principle first and following it with examples. Students will learn about Jakobson's six functions of language, for example, and how they help to understand the nature of the text to be translated. The author also approaches the task of translation inductively, through a well-chosen corpus of found texts representing a range of genres, introducing such practical problems as linguistic registers, cultural references, humor, equivalencies of meaning versus equivalencies of effect, and many more.

An original feature of this textbook is the attention to the stylistic and semantic differences, not only between French and English, but among the many geographic and sociolinguistic variations of each language. As mentioned above, the author is especially attuned to the many variations of both Canadian French and Canadian English, and their relationship to American, British, and French usage (as well as to the linguistic variations within each of those cultures). Maintaining such a high degree of multicultural awareness is not easy, and she accomplishes it very well. While the examples she provides come from North America and Europe, her concepts and techniques could easily be applied to other Anglophone and Francophone cultural contexts.

There is a glossary of key terms, all of which are French. Since *La Traduction* is designed primarily for Anglophone learners of French, it would have been useful to provide a list of equivalent terms in English. As it is, whatever expertise in linguistic terminology that students acquire will be limited to French, which is a minor drawback in a work that could well serve as the first step in the path toward becoming a professional translator and/or a student of linguistics. The bibliography is extensive, but a bit of a jumble. It would have benefitted from separation into at least two sections, one for works on linguistics and translation theory or practice, and another for the "primary" sources from which all of the illustrative examples, and workbook-style exercises were taken (novels, news articles, etc.). These are minor drawbacks, however, and do not detract from the text's overall high degree of pedagogical value.

La Traduction fills a need for "general" as opposed to purely literary, or purely business-oriented translation theory and practice. Students who later plan to use their French skills for professional purposes in the public or private sectors will benefit from it the most, though the textt gives plenty of attention to the important role of literature in most French academic curricula, as well as in everyday communication. Finally, after studying this volume, some users may become interested in exploring the fields of theoretical and applied linguistics.

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Publisher's Response

Professor M. Martin Guiney's positive and thorough review of *La Traduction* by Kerry Lappin-Fortin provides a comprehensive and examination of the text's contents. Discussing the value of the use of multiple short texts, examples, and exercises, Guiney helps contextualize the overall usefulness of the book and how it fills the gap in literature of general resources on for everyday communication. Canadian Scholars thanks you for your review and are pleased to this receive positive feedback.

If instructors are interested in learning more about La Traduction, we invite them to visit our website or request a review copy. We also encourage exploring our newest catalogue for all that Canadian Scholars has to offer.

Lindsey Simeonidis
Marketing Department
Canadian Scholars/Women's Press

Renaud, Simone and Jean-Luc Desalvo. *En Super Forme*. **Toronto and Vancouver: Canadian Scholars, 2018. ISBN: 978-1-55130-997-2.**

Colleagues in the profession with thirty or so years of experience will fondly remember the eight editions of Simone Renaud Dietiker's magisterial French grammar primer *En Bonne Forme*. What set her book apart from others like it in the field (e.g., John Barson's *La Grammaire à l'œuvre*) was the combination of grammar and literature; each chapter of *En Bonne Forme* covered a significant grammar topic but also provided

a "superstructure," by which I mean a thematic introduction to the grammatical topic of the chapter through a relevant literary reading highlighting that grammar topic as well as a slew of tailor-made exercises testing grammar comprehension. For those who believe in the fundamental importance of basic grammar *En Super Forme* (henceforth *ESF*)—which is essentially a new edition of *En Bonne Forme* by two new authors, including the daughter of the iconic Renaud Dietiker—is a godsend and really could be used in any second-year language course geared toward the ACTFL Intermediate high level. I have used *En Bonne Forme* with a great deal of success in fourth-semester French and remember having had enough time to cover grammar in depth and also engage students in discussion of excerpts by the likes of Camus, Pagnol, Anouilh, and Ionesco. Since the 1990s, when the second-year market exploded, suddenly making available multi-faceted and richly supported texts that resemble the glitzy first-year manuals that inundate the market today, products such as *ESF* sadly have been marginalized. That said, I believe that manuals like the one under review here still have an important place in the French curriculum, for example, as a grammar companion to a second-year reader.

En Super Forme retains many of the best features of its illustrious predecessor but also differs in important ways. For example, it retains the order of the grammar lessons in *EBF* but at the same time offers many more and more varied opportunities to improve upon the four basic language skills of reading, writing, listening, and especially speaking. In that sense it has become an effective vehicle to promote ACTFL's Five Cs. As the Introduction makes clear, "*En Super Forme* offers a complete and more concise no-nonsense, effective French grammar text for high school and college students in and beyond the second-year level. *ESF* also serves as a cost-effective, high quality, comprehensive grammar reference textbook by eliminating certain superfluous and costly features from the 8th edition, such as the use of photos and illustrations" (ix). In other terms, instructors should not expect any bells and whistles. That said, *ESF* is more than just a reference book. As mentioned above, each chapter offers grammar in context and provides stimulating new readings that actually make use of the grammar topic under study.

Each of the twenty chapters of *ESF* is written entirely in French and presents all the grammar that second- and third-year students will ever need in order to feel confident in their study of French literature and culture. *ESF* covers all the traditional tenses and modes, adjectives, articles, the comparative form, the interrogative, pronouns, pronominal verbs, indirect discourse, and the passive voice. A preliminary chapter in English explains French grammatical terminology.

The twenty chapters are organized as follows:

- *But de ce chapitre* —introduces the grammar lesson.
- *Thème du chapitre* — presents the literary text chosen to illustrate the grammar topic taught.
- *Vocabulaire* & *Vocabulaire supplémentaire* — present chapter vocabulary, including colloquialisms and idiomatic constructions.
- *Préface* — As the Introduction makes clear, texts were selected to highlight socio-cultural themes, occasionally with a twist of humor, such as hypochondria (Benoît Duteurtre), gastronomy (Nancy Huston, from British Columbia),

sports (Roch Carrier, a Québécois), the generation gap (Jean-Marie Le Clézio, from Mauritius), the harsh treatment of immigrants (Gabrielle Roy, a French Canadian), and cross-cultural adoption (Eric-Emmanuel Schmitt, a Belgian).

- *Grammaire* — focus on a grammatical topic and is often presented in *Tableaux-Résumé*s to help students assimilate material. Complex concepts are simplified so that students can assimilate the "essential, basic rules."
- *Suppléments de grammaire* — presents idiomatic expressions and lexical items or structures related to the grammar topic that are problematic for English-speaking students. Each point is again followed by practice exercises that reinforce correct grammar usage.
- *Traduction* — provides an opportunity for students to move from one language to another, challenging them to draw on all that they have learned.
- *Rédaction* — again asks students to build on what they know to complete a significant writing assignment.
- *Notes culturelles* & *Profil de l'auteur* — introduce the literary reading and author.
- *Lectures* —never longer than 300 words, which ought to be enough to underscore the relevance of the excerpt.

As the Introduction makes clear, texts were selected to highlight socio-cultural themes, occasionally with a twist of humor, such as hypochondria (Benoît Duteurtre), gastronomy (Nancy Huston, from British Columbia), sports (Roch Carrier, a Québécois), the generation gap (Jean-Marie Le Clézio, from Mauritius), the harsh treatment of immigrants (Gabrielle Roy, a French Canadian), and cross-cultural adoption (Eric-Emmanuel Schmitt, a Belgian).

ESF also contains four "special features" focusing on *le passé simple*, a variety of appendices, a glossary and an index.

To give readers a flavor of *ESF* I thought it might be instructive to look at one chapter in more depth. It so happens that at this very moment I am covering the *passé composé* in my first-year French class and also doing some grammar review in my second-year French class. Ever the bane of first-semester French the *passé composé* is usually presented in a very straightforward manner: students are given the rules and asked to correctly regurgitate the forms. What makes *ESF* interesting to this instructor is the fact that grammar is taught in alignment with a literary text that contextualizes and illustrates all the tedious rules. Like the first-year text *Vis-à-Vis*, *ESF* uses Jacques Prévert's famous poem titled "*Déjeuner du matin*." Being a second-year text, however, the follow-up questions are more advanced than in *Vis-à-Vis*.

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Publisher's Response

Canadian Scholars is thrilled to receive this favourable and thoughtful review of *En Super Forme* by Simone Renaud and Jean-Luc Deslavo. Tom Conner offers an insightful overview of the content and features included in the twenty-two chapters,

discussing the strengths of this stimulating and comprehensive read on French grammar in detail while pointing out its notable differences from the earlier *En Bonne Forme*. We thank you for your review and are happy to hear that this text has been so well received and effective for instructors and students alike.

If instructors are interested in learning more about *En Super Forme*, we invite them to visit our website or request a review copy. We also encourage exploring our newest catalogue for all that Canadian Scholars has to offer.

Lindsey Simeonidis
Marketing Department
Canadian Scholars/Women's Press

Zwanziger, Elizabeth, Hélène Schuster, Brittany Goings, and Ed Weiss. *EntreCultures 1: Communicate, Explore, and Connect Across Cultures.* **Freeport, ME: Wayside Publishing, 2019. ISBN: 978-1-944876-85-2. Pricing varies per book type (electronic or paperback) and bundle.**

Zwanziger, Elizabeth, Florence Falloux, Erin Gibbons, and Jan Hagedorn. *EntreCultures 2: Communicate, Explore, and Connect Across Cultures.* **Freeport, ME: Wayside, 2019. ISBN: 978-1-944876-90-6. Pricing varies per book type (electronic or paperback) and bundle.**

Wayside Publishing has released a new series of French textbooks entitled *EntreCultures.* This series includes all the essential and common components of a successful French textbook (i.e., vocabulary glossary, teacher scope and sequence suggestions for each unit, world maps with French-speaking countries color coded, etc.). However, upon close review of the series, it becomes evident that the authors have taken careful consideration to provide a thoughtful, standards-based textbook for both students and teachers. Let's dive deeper into the series and learn more about its pedagogy, setup, content, and ancillaries, and what differentiates this series from the plethora of texts on the market.

EntreCultures is available for use in the high school French classroom in Level 1 (novice-low to novice-high students), Level 2 (novice-high to intermediate-low), and Level 3 (intermediate-low to intermediate-mid). A split of the Level 1 (1A/1B) textbook is available for use in middle schools. All levels in the series follow the same structure and style for thematic units, formatting, ancillaries, and online support. Specifically, Level 1A/1B for middle school and Levels 1 and 2 for high school are discussed in this review. The series has many choices for digital or paperback bundles thus allowing teachers and their districts to choose what works best for them. Each *unité* is based on a vocabulary theme, such as *school* or *à l'école*. Included at the beginning of the chapter are helpful objectives and essential questions to introduce the theme. The textbook authors' goals include a pedagogy of teaching the French language and its cultures by use of *interculturality* in hopes of allowing the students to interact with the diverse populations in the French-speaking world and explore the lives of real people within the text. Therefore, each unit begins with a *Rencontre interculturelle*, or an intercultural meeting, which focuses on "meeting" (through a video blog) one student from a French-speaking country who talks about the respective unit theme. Each unit includes a different French-speaking student from a large number

of countries; one goal of the series is to assist students in becoming global citizens as they make connections with the diversity of the French-speaking world.

With the great number of choices in French textbooks available in education, certain aspects stand out in this series: non-cluttered information on each page; colored tabs on pages to indicate chapter divisions; extremely clear and well-organized thematic units; goals for students and teachers alike to achieve; concise grammar and vocabulary summaries (*synthèse de grammaire et vocabulaire)* at the end of each unit; and complete teacher ancillaries and online support and practice. Each unit includes activities that are linked with interpersonal, interpretive, and presentational communication as well as cultural comparisons and more. Suggestions are also given to teacher for flexible grouping, heritage learners, and the series incorporates the AP Global themes and IB themes as well. The series provides flexibility for instruction and can be adapted to many learning environments and styles, district curricula, and learner differentiation.

Assessment is embedded in the series and is very complete. This includes several formative assessments (labeled "*J'avance*" referring to a student's advancement) which check student progress three times in each unit before arriving at the final unit performance assessment called "*J'y arrive*" (referring to a student arriving at a goal). These assessments are linked to the unit's *Questions essentielles* (essential questions) that help maintain the focus on student learning and goals. "Can-Do Statements" are embedded in the activities and encourage learners to self-assess their performance and check in with their own communicative and intercultural learning. Ready-made assessment rubrics for summative and formative assessment are included for teachers as are growth and holistic rubrics.

The front matter of the text is clear and helps the teacher navigate all the extras that are included in the series. This includes an icons legend, descriptions of online ancillaries and the "Explorer" program for language learning resources (i.e., video blogs, studying grammar through flipped classroom videos, learning portfolios, and more), scope and sequence information, pedagogy and theory used in the series, an introduction to the e-textbook platform (FlexText), and more. The back matter of the text includes helpful appendices and a glossary. In the appendices one can find a handy and complete list of each unit's "Can-Do Statements," rubrics, resource transcripts, instructional strategies for teachers (linked to ACTFL standards and guidelines), and a grammar index.

EntreCultures succeeds in incorporating current technology and authentic media while maintaining effective communication and student-to-student interaction. This series is clear in format and allows for teachers to do what they do best—teach! Assessment is embedded, audio/visual materials and all online materials are easy to follow in regard to their placement in the paper textbook and the E-book is a breeze to use. The online platform and resources are user friendly and authentic cultural references and materials are clearly displayed. The texts are colorful and interesting, yet not overwhelming or cluttered. With all the choices in learning materials, *EntreCultures* manages to exceed expectations and deserves serious consideration in French classrooms.

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Publisher's Response

Thank you to Professor Terri Schroth for this review of *EntreCultures*. Wayside Publishing is proud to support French classrooms with what we feel is the only truly proficiency-based novice through intermediate series in the market fully aligned to the World Readiness Standards for Language Learning. In designing *EntreCultures*, we strove to empower educators to teach for proficiency in all three modes through real-world tasks and activities, using a range of authentic resources. Currently, only *EnterCultures 1* and *2* are available; however, *EntreCultures 3* will be available in 2020 and *EntreCultures 4* in 2021.

We have placed interculturality at the heart of the *EntreCultures* program. We hope that by making interculturality relevant to a variety of learners, we have created a series that will inspire engagement, evoke interest in post-secondary language education and build 21st century skills of global competence. We appreciate Professor Schroth's insights and welcome feedback from the French teaching community. For readers who would like to learn more about *EntreCultures*, our website offers digital sampling and a growing online collection of proficiency-based resources.

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Waysidepublishing

German

Di Donato, Robert and Monica D. Clyde. *Deutsch: Na Klar!* **8th edition. New York: McGraw-Hill, 2020. Includes: Supersite, Instructor's Manual, Video and Audio Resources. ISBN: 978-1-260-01605-5**

Now in its 8th edition, *Deutsch: Na Klar!* is a beginning German text for the undergraduate level with an E-book component. The E-book component has integrated text and audio, embedded videos and text messages. The text is divided into 14 chapters, each containing approximately 25-30 pages of content, which complement each other thematically and build on skills introduced in previous chapters. The video components have two parts: "*Sprache im Kontext*" and "Integrity." Furthermore, the online platform titled Learnsmart features adaptive vocabulary and grammar practice. The instructor resources include content user guides, an instructional manual, a testing program, writing prompts and audio/video scripts.

The introductory chapter, "*Einführung*," outlines the content for the text as a whole, explains its organization and reviews useful expressions. "*Kulturspot*" explains a minor language or cultural tidbit, whereas "*Kulturjournal*" provides a longer explanation of language and culture, and "*Kultur im Bild*" introduces a dialogical cartoon series that serves to illustrate a cultural or linguistic point. Each chapter has a theme and is further divided into subthemes. Chapter 1, for example, is titled "Das bin ich" and contains the following subthemes: "*persönliche Angaben*," "*sich erkundigen*" and "*Eigenschaften und Interessen*."

*Deutsch: Na Klar!*is structured like most traditional introductory language curricular texts. There are instructional tips for each activity and the 8th edition features the following nine updates: the "*Kultur im Bild*" graphic novel style cartoon panel series, which is designed to convey cultural information in a more engaging format; new reading texts in Chapters 8, 11, and 13; a list of can-do statements for each chapter; updated vocabulary lists with frequency of usage; more open-ended tasks; end-of-chapter summary activities; an attempt at greater ethnic diversity in images; and more colorful visuals and a "sleek new design" (all according to the publisher's description).

Deutsch: Na Klar! has many strengths, making it especially attractive for today's classroom. The sequence of activities within each chapter makes perfect sense and the progression of themes and skills seems manageable as the instructor moves through the fourteen chapters. Each chapter provides activities within the chapter and the "Connect" E-book platform. The activities for learners to reinforce materials introduced in the chapter are varied and numerous. I think that this is one strength of the text, as many texts often lack volume in learner practice activities. The synthesis between the print work and the online reinforcement looks like it might benefit the learner. I have the impression that the authors strove for a balance between the learner's own life experiences and the unique aspects of cultural life in Germany. The "*Kulturjournal*" gradually introduces topics in each subsequent chapter and also progresses from English to German by slowly increasing the length and difficulty of selections. This progression facilitates the easy integration of material into instruction.

However, there are several aspects of the design and content that are problematic in today's classroom. First, some of the realia included as visual fillers on various pages and in the introduction of themes, as well as the learner independent practice sections, seem a bit dull and are not likely to resonate with the majority of learners. More contemporary images from actual cultural products, practices or perspectives would have enhanced the learning scenarios. Second, presenting vocabulary in translated German to English vocabulary lists feels outdated and does not address the unique and nuanced cultural meaning embedded in many terms. A one-to-one language translation in list form does help students learn vocabulary embedded in the context but looks rather like a translation exercise. The argument for a translated list of vocabulary at this level of instruction is that learners can have immediate access to new words; however, the argument against this old approach to vocabulary is that nuanced meanings of words and phrases is often untranslatable. Third, the activities following the explanations lack interpersonal task opportunities for learners to use the structures and vocabulary immediately. I would also add, in consideration of the format and style of the Advanced Placement course structure, that the activities in the various chapters could have included more infographics as an interpretive task.

In light of the effect of globalization on the German-speaking world and the need to embed critical thinking skills as a foundational, functional tool of any language learning text, it seems that chapter titles could have been more specific, more thought-provoking and tied to an essential question so as to promote a more profound understanding. Chapter 2, for example, is titled: "Wie ich wohne" and includes the following subthemes: "*Auf Wohnungssuche*", "*Möbelsuche auf dem Flohmarkt*" and "*Was wir gern machen*." The titles are clear and linked to the material in the chapter, but they

do not inspire deeper thinking, unique contributions by the learners to the discourse in the classroom, or a new understanding of contemporary and emerging social norms in German-speaking countries. The themes do fit the learning goals of the text but could be more inspired for a twenty-first century, globally-focused classroom. Finally, some of the cultural reading sections are problematic for this level of instruction and language proficiency. For example, in Chapter 1, on page 47, the reading "*Dialog*" by Nasrin Siege introduces a very difficult socio-cultural problem in German society with no explanation or development of the issue. There is no further activity for learners to expand their understanding. There is only the presentation of the stereotyping within the text. This is problematic. Presenting a very challenging socio-cultural, economic or political issue with no way for learners to process it, no follow-up work or further discussion to build understanding of the issue presented can be detrimental. Learners are not linguistically advanced enough, and many are not knowledgeable enough of cultures and societies in the German-speaking countries to have the necessary context to comprehend cultural stereotypes. This point brings up the dilemma that all language instructors face: either abandon rich experiences for learners to build their capacity to interpret cultural information because they lack the linguistic foundation to discuss this in the target language or conduct these socio-cultural discussions in English, abandoning precious time for acquiring the target language. There is no easy solution to this dilemma but the example in this chapter illustrates the quandary.

Overall, *Deutsch: Na Klar!* is a comprehensive, well-articulated text for introductory German courses and the enhancements of the 8th edition provide a framework for instructors to build engaging language lessons. The print text and online support provide wider opportunities for meeting the needs of various learners. The progression of skills and increasingly challenging themes is nicely spiraled through the chapters and creates a logical sequence of instruction.

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Publisher's response

McGraw-Hill is glad to have the opportunity to respond to Professor Christopher Gwin's review of *Deutsch: Na klar!*, 8th edition, for students of Introductory German.

Professor Gwin provides a quick summary of the organization and contents of *Deutsch: Na klar!*, as well as a list of updates that includes the new *Kultur im Bild* series (a cultural feature presented in the style of a graphic novel) and an increased emphasis on diversity and inclusion throughout the program. He then goes on to develop his thoughts on the possible advantages and disadvantages of using this edition of *Deutsch: Na klar!*.

Professor Gwin's positive impressions of *Deutsch: Na klar!* are numerous. He finds that the sequence of activities in *Deutsch: Na klar!* "makes sense," and that the content would be "manageable" for students and instructors across the fourteen chapters. Reinforcement chapters are "varied and numerous," and he feels that the authors

"strove for a balance between the learner's own life experiences and the unique aspects of cultural life in Germany."

However, he also has substantial criticisms for us to consider. In general, he found the independent practice sections "a bit dull," and felt the approach to vocabulary presentation "outdated." He also felt that the program could reflect a more globalized society by making chapter titles "more thought-provoking," adjusting the themes to be more "inspired" for today's classroom and sticking to reading topics aren't overly ambitious for this level of language proficiency. We will certainly take this feedback into consideration for future editions.

In conclusion, Professor Gwin ends on a positive note, calling this a "comprehensive, well-articulated text," with "nicely spiraled" skills progression and a "logical sequence for instruction."

McGraw-Hill World Languages is committed to publishing high quality foreign language learning content, and we are proud to include *Deutsch: Na klar!* among our many successful programs. We again thank Professor Gwin for sharing his review of *Deutsch: Na klar!* with the readership of the NECTFL *Review*.

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Japanese

Peterson, H., Hirano-Omizu, N. and Ady, J. *Dekiru! An AP Japanese Preparation Course***. Boston:Chang & Tsui, 2018.**

This book was conceived as an Advanced Placement (AP) Japanese language preparation course manual. It contains 20 thematic chapters relevant to daily life and universally applicable across cultures. For example, Lesson 1 is titled "Self, Family, and Friends;" Lesson 7 is titled "School and Education."The advantage with themed chapters is that learners can make connections between situations and tasks that they are familiar with in their first language (L1). Connecting familiar tasks that learners have already internalized in their L1 to learning a second language (L2) can be very helpful. As expected, L1 and L2 learning are fundamentally different in many ways, and there are different challenges that learners encounter when learning an L2 that are different from learning an L1. Tying vocabulary, language and grammar around a concrete useful theme can be an effective strategy, particularly when the themes are as well chosen, relevant and useful as they are in this textbook.

Each chapter is organized around a theme and opens with a one-page introduction in English discussing Japanese culture and lifestyle in relation to that theme. For example, Chapter 1 opens with a one-page explanation in English of the Japanese family system, way of living, family roles and responsibilities, etc. Each chapter contains key vocabulary, ranging from thirty to sixty vocabulary items. Also, there are a few pages of grammar explanations and drills as well as individual and group activities.

Two of the most useful activities are listening and reading comprehension. For instance, students are asked to listen to an interview or to a one-page excerpt and then answer questions about it. One way of improving listening and reading comprehension would be to also ask questions in the target language. Ultimately, assessing ability in the target language will promote more active knowledge and proficiency and boost learner confidence.Moreover, according to the American Council on the Teaching of Foreign Languages (ACTFL, 2019) at least 90% of classroom instruction ought to be in the target language. If learners are constantly solicited for English responses, it can easily lead to a slippery slope effect in class where questions, answers and instruction are all conducted in English.

This textbook briefly describes three basic levels of politeness of the Japanese language, i.e., honorific, polite, and plain forms. This is all introduced at the beginning of the book. However, explanations are very short and insufficiently articulated and lack concrete examples of when to use each form. Ideally, it would be better to begin with standard polite language and to use it extensively for the first few chapters so that learners sufficiently internalize standard polite form before moving to honorifics or the plain form.

Regarding grammar, each chapter presents numerous grammar drills which illustrate various verb endings or sentence patterns. This type of decontextualized rote repetition of grammar is not the communicative language teaching (CLT) (Ballman et al., 2001) approach advocated by the majority of applied linguists. One major disadvantage of this rote drilling method is that it is difficult to sustain student motivation, or to ensure that input is converted into long-term retention of material. Grammar ought to be taught explicitly but only in support of concrete communicative tasks. Such tasks specify what learners can do in the target language. Therefore, each chapter ought to include a list of communicative goals and tasks that learners will be able to perform. In other words, it would be useful to decrease the number of grammar drills, or more concretely to tie grammar exercises to more specific notional tasks, e.g., describing one's own family in the target language, or ordering food. For instance, rather than open ended or vague tasks where students are asked to compare and contrast similarities and differences between families, students could be asked to perform specific can-do tasks, e.g., ask basic questions about family in the target language. This provides more of a "structured input" approach advocated by VanPatten (2002).Moreover, preset scripted dialogues would likely keep learners more focused on specific objectives as opposed to just asking learners open-ended questions.

Dekiru! has many strengths, including relevant overall chapter themes and useful vocabulary and grammar sections. A major weakness of the book is that too much information is presented at the same time without necessary scaffolding to build on concepts successively or to allow learners to fully internalize concepts that are quickly explained or glossed over, which may create critical knowledge and ability gaps in learners. Relying on grammar drills may not be enough to facilitate full acquisition of difficult concepts. Themes should be more fully developed with more focused CLT-based tasks and concrete "can do" communicative objectives and more concretely structured tasks. Activities should be more concretely structured in deliberate ways to

develop communicative abilities of learners. Moreover, more interesting pictures and graphics could be included to stimulate learners' attention and motivation.

Overall, *Dekiru!* might be best used as a supplement to another textbook; it does not appear to be a self-sufficient textbook and, if used alone, may result in critical knowledge and ability gaps in learners.

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Yokoyama Yūta. *Shōsetsu Miller-san: Minna no Nihongo Shokyū Series.* **Tokyo: 3A Network, 2017. ISBN: 978-4-88319-755-2.**

Yokoyama Yūta (1981-) has picked up the endearing characters of the popular elementary Japanese textbook series *Minna no Nihongo Shōkyū Series* and developed their characters into an innovative novel and textbook that follow Miller, his colleagues, family and friends beyond their dialogues in the original textbook series. The novel and textbook *Shōsetsu Miller-san* (*Mr. Miller, a Novel*) under review here provides a very interesting supplementary reading for learners with intermediate Japanese competence, especially those who have finished studying Books I and II of *Minna no Nihongo*.

Shōsetsu Miller-san features the main protagonist, Mike Miller, and is mostly narrated from his first-person perspective. Miller is an American from New York City in his late twenties, who comes to Osaka, Japan, and starts working at the head office of a Japanese computer software company called IMC. The novel highlights the thoughts and emotions of Miller, a newcomer to Japan, as he meets new people and experiences Japanese culture for the first time. Following the sequence of events first introduced in *Minna no Nihongo* Book I, Miller meets friends of different nationalities and ages and interacts with family members and Japanese businesspeople both in and outside the IMC. In spring, a colleague, Satō Keiko, invites him to a cherry-blossom viewing with her friend Kimura Izumi, an anchorperson working for a radio station in Osaka, with whom Miller goes to see a movie later in autumn. In the last chapter of the novel, he leaves Osaka for Tokyo and holds a farewell party with his friends in Osaka, including Kimura.

As stated in the preface to this textbook, most of the vocabulary and grammar items used in *Shōsetsu Miller-san* are limited to those that appear in Books I & II of *Minna no Nihongo*. Each *kanji* (Chinese) character is annotated with ruby glosses in

hiragana, which promotes the readability of the text for students by reducing their frustration when identifying the particular readings of *kanji* compound words within given contexts. This is one of the typical challenges for students of introductory and intermediate Japanese. But, in addition to helping students in this way, Yokoyama also attempts to illustrate the cultural implications underlying the Japanese language—that certain things are necessarily left ambiguous in the language for a reason. For example, Miller goes to a beauty parlor to get his hair cut in Chapter 12 of the novel, but nothing is said about Kimura; however, it is understood that he is having his hair cut because he plans to go out on a date with her soon (he had asked her out and she had accepted at the end of the previous chapter). The title of the movie they see on their first date, "*Kōsaten*" (Crossroads), is also the title of Chapter 13, which depicts the conversation between Miller and Kimura after seeing the movie. This title sadly implies the future of their dating relationship, which appears bound for separation, as people separate at a crossroads in life. In Chapter 14, Satō kindly serves a special kind of tea to Miller, who appears to be suffering from love sickness. In the final chapter, Miller's internal monologue states that "it is better not to see her (Kimura) for a while" and at the farewell party the reader can confirm that Miller was in fact in love with Kimura. All these complex, internal milieus are only implied in the simplified narratives of the original *Minna no Nihongo* Books I and II, (all the less in the textbooks), but the kind-hearted reader of *Shōsetsu Miller-san* will understand that Yokoyama is targeting something larger and deeper. The cultural assumption here is that in Japanese language and culture, something important is most often implied and hidden from the surface. What this approach accomplishes is to underscore the importance of the cultural subtext and encourage us to reflect on its meaning. *Shōsetsu Miller-san* demonstrates uniquely Japanese cultural attitudes in a very touching, profound way.

I recently read Chapter 11 "Minna no kai" (Everyone's Party, *Shōsetsu Miller-san*) with my third-year Japanese language students. This chapter features familiar characters from the original textbook series that are all studying at the same Japanese language school while working for companies or going to college in Osaka. At one point they get together and have a party at a Japanese-style *izakaya* restaurant, casually conversing about their own lives and about other friends not present. My students were immediately pulled into the story and were inspired to discuss the possible relationships between the characters. I was taken by how sympathetic my students were to these fictional characters and their personalities when I saw how they later represented the characters when acting out conversations and doing exercises from *Minna no Nihongo* Book II. In other words, my students started to relate to the fictional characters and came to learn the target language from within, inspired as they were to understand that the fictional characters had been carefully designed to teach valuable cultural lessons.

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Spanish

Dorwick, Thalia, Ana M. Pirez-Gironis, and Anne Becher. *Puntos de partida***. 10th edition. New York, NY: McGraw-Hill Education, 2018. ISBN: 978-0-07-3533449-7. $200, hardcover. $150, loose-leaf. $79.99, lifetime e-book.**

Instructors and administrators have many choices when it comes to selecting a college-level language program. From free open-source content to elaborate e-books, there is a wide variety of language programs on the market and choosing the right text can be a daunting choice. Many new titles have emerged in recent years, adding to an already crowded group of offerings. Now in its 10th edition, *Puntos de partida*, already an established name in the Spanish-language curriculum, has made several changes to keep up with the competition. By offering multiple formats (hardcover, loose-leaf, e-book) and a wide array of technology on its accompanying web platform *Connect*, *Puntos de partida* stands ready to compete with newer titles. As stated in the introduction to the 10th edition: [this is] "the Puntos you know. It's the *Puntos* of today."

With over 500 pages, *Puntos de partida* is massive. Appropriate for an introductory-level course, it is packed with content in its 18 chapters plus appendices and Spanish-English/English-Spanish dictionaries. Each chapter includes sections on vocabulary and pronunciation; grammar topics, video clips, listening and writing activities; and reading and culture topics. The vocabulary presented is related to the chapter topic, which includes family, shopping, travel, health, art and culture, nature and the environment, the workplace, and more. Each chapter has a country of focus and describes the cultural and linguistic characteristics of that country. Students have access to audio of native speakers so that they can experience the typical accent of that region. Interspersed in each chapter are a *nota cultural* and *nota comunicativa* which give students brief cultural and communicative explanations related to the chapter topic. *¡Ojo!* and *Así se dice* also provide students with useful tips on a plethora of topics. *Sal2* is a fictional Spanish language television morning program that students can watch and answer questions about in order to reinforce the vocabulary and grammar presented in the text. The lesson's vocabulary is presented twice in *Salu2*: once at the beginning of the program and again at the end to reinforce the retention of new words.

Three to four grammar topics are introduced in each chapter, and traditional and communicative activities are provided. The authors claim that grammar explanations are "simpler and more straightforward than before, with particular care given to points that are often challenging for students." Many of these activities could be done alone, in pairs, or in small groups. Students are given many opportunities to practice speaking as each chapter opens with questions and answers from native speakers that "get students listening and talking in the target culture from the very first page." *A leer* contains a brief reading of an authentic piece from the Spanish-speaking world that contains comprehension questions and cultural notes based on the reading. Opportunities for improving listening comprehension, speaking, and writing are provided in *A escuchar*, *Producción personal*, and *A escribir*, at the end of the chapter. Each chapter is followed by a helpful summary of the grammar and vocabulary that was previously presented for easy reference. *Algo sobre…* appears several times per chapter to give students insight

into a cultural concept about the country discussed. Culture is highlighted throughout the text as grammar and vocabulary are based around the cultural context.

The annotated instructor's edition is full of suggestions for instructors to improve the quality of instruction. The comprehensive annotations give suggestions for expansion on the topics covered in *Puntos*. The notes include extensive suggestions about ways to explain grammatical and cultural topics as well as additional activities for students to complete. I particularly like the notes for teaching heritage learners of Spanish. These tips highlight ways in which to incorporate the culture of the heritage speakers with the topics introduced in the course. There is also a testing program available for instructors in the digital and print forms of *Puntos*.

Students can complete additional assignments from *Puntos de partida* via McGraw Hill's online learning platform, *Connect*. Instructors are able to assign activities that include a variety of question types, including multiple choice, matching, true/false, essay, and more. There is also a function to assign only "automatic" grading, which is a plus for instructors who wish to reduce the time they spend grading. Questions can be organized according to many criteria, including topic, language focus (culture, grammar, writing, etc.), learning objectives, and even national standards (the *5 Cs*). Students also have access to a voice board and video chat, making interaction between students and between student and professor possible. I have not seen this level of customization in other online platforms that I've used. Thanks to this advanced online learning platform, *Puntos de partida* could easily be used as the main text for an online language class.

In addition to the variety of questions that are available for instructors to assign, there are also other resources on the online platform. *LearnSmart* allows students to complete non-graded "study modules" where they practice grammar and vocabulary related to the chapter content. *Connect* also gives instructors the option of assigning more advanced application-based activities which are described as "a series of assignments designed to place students in an immersive, simulation-based learning environment." Students can also complete writing assignments that can include multiple drafts and peer reviews. They also have the option to attach a file for a manually graded assignment. Instructors can also create web activities and reading assignments via *Connect*.

One of *Puntos de partida*'s greatest assets, its vast content, is also one of its greatest flaws. In an environment where many language program administrators are choosing smaller, shorter texts with more streamlined, personalized content, the sheer number and different types of activities and content can seem overwhelming. With each chapter having so many components, it could be difficult for students and instructors alike to isolate the key objective of each section. While many might see this abundance of content as added value, some users of *Puntos de partida* may be intimidated. The same can be said for the accompanying online platform *Connect*. With so many resources available to students and instructors, it could be easy to overlook certain activities or assignments.

Thanks to its large scope, *Puntos de partida* could be used for two to three semesters in an introductory university-level Spanish course. In a world where students are trying to save money, this could be an enticing option. With and e-book

version of the textbook that can be rented for a limited period or kept indefinitely, the authors of *Puntos de partida* are definitely competitive in the rapidly increasing Spanish textbook market. *Puntos de partida* has added ample amounts of technology to its well-established curriculum. For instructors considering an all-encompassing language program that includes a textbook and an online platform, this program is a worthy choice.

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Publisher's response

McGraw-Hill Education is pleased to have this opportunity to respond to Professor Bryant Smith's review of the tenth edition of *Puntos de partida*. In his review, Professor Smith begins by observing how *Puntos de partida's* latest enhancements make this longstanding and well-respected program competitive with newer titles. He notes the many formats in which *Puntos* can be purchased and points out that McGraw-Hill has been working to make educational materials affordable to our students by also offering new rental options. This is indeed correct, and on behalf of McGraw-Hill Education, we are thrilled to offer these options.

Puntos is indeed rich in resources, and we agree that this is a tremendous strength of the program. Different learning communities can work with *Puntos* happily, as there is something for everyone. From rich culture and authentic readings, writing topics, and *Salu2* videos that exemplify the grammar and vocabulary of each chapter of the main text, to additional activities on Connect (*Puntos*' online platform), students have many opportunities to engage and learn be it in a physical classroom space or online. Plus, the addition of active vocabulary audio and embedded video makes our eBook stronger than ever for learners everywhere.

As Professor Smith notes, we support our instructors with even more annotations in this edition. The 10th edition "is packed with suggestions," including one instructor's annotations for every activity so that seasoned instructors can find new inspiration and new instructors can gain insight about exciting ways in which to present, practice, and expand upon content. What's more, this edition also welcomes Heritage Learner Notes, which help spark questions to pose and topics to touch on for instructors who have heritage learners in their class.

Professor Smith describes the structure of each chapter in detail, noting the inclusion of three to four grammar points and both traditional and communicative activities. Yes, absolutely. We took a scaffolded approach to our activities, beginning simply and controlled with recognition and identification, then building to require increasingly more output from students, from words, to phrases, and then finally to free expression. Earlier activities could indeed be assigned for homework leaving the more open-ended activities for classroom time if a flipped classroom experience is desired.

We also are delighted that Professor Smith calls attention to the addition to our chapter openers. We saw this addition of native speaker audio and chapter objectives

as a great way to lay out the goals and as a way for students to identify the tasks they will be able to accomplish by the end of the chapter. Thanks to this addition we help our instructors align with Can-Do Statements, and we guide our students to better understand their learning journey.

Professor Smith next discusses our online platform, Connect. He accurately states that the ability to customize in Connect is greater than in our competitors' offerings--our platform is truly powerful and we use this power to help ensure instructors can make their classes truly their own and that they can understand their students' needs better than ever before. Instructors can find analytics about their students' progress, strengths, and areas for improvement, and this trove of data, paired with our adaptive learning product LearnSmart, is truly an amazing combination. The LearnSmart experience is different for each student, as each question is selected based on learning objectives and how well a student did on other questions. In short, students receive help where and when they need it most.

Another Connect feature that Professor Smith identifies is our new communication tools, Voice Board and Recordable Video Chat powered by GoReact. These tools are brand new, allow for a video discussion board and a video chat, in addition to exciting and easy new ways to grade. We invite you to take a look.

After praising *Puntos* for its abundant resources, rich content, and powerful customizable digital platform, Professor Smith observes that these very same features could be overwhelming to some instructors who would rather a plug-and-play solution. To this we say, "Don't worry. We have you covered." Our Learning Technology representatives are always ready, willing, and able to help get your courses set up just the way you like them. We call upon our Digital Faculty Consultants, fellow instructors currently using our programs, who can share their experiences and expertise, as well as our authors, to make sure you understand the resources at your disposal and feel comfortable with and excited about your new course.

Overall, Professor Smith commends the *Puntos de partida* program for its excellent content and calls this "all-encompassing language program" "competitive," "well-established" and "a worthy contender." McGraw-Hill World Languages is committed to publishing high quality print and digital content for World Languages, and we are proud to include *Puntos de partida* among our many successful programs. We again thank Professor Smith for sharing his review of *Puntos,* 10th edition with the readership of the NECTFL *Review*.

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Pérez-Gironés, Ana María and Virginia Adán-Lifante. *MÁS***:** *español intermedio.* **3rd edition. New York: McGraw-Hill, 2019. ISBN: 978-1-260-13651-7 (Instructor's edition).**

MÁS is an intermediate-level Spanish textbook whose principle aim is to ensure that students become fully engaged in the material in order to optimize their learning. This objective is central throughout this newly-revised third edition and is evident not

only in the variety of authentic readings and types of media, but also in the carefully selected topics and activities designed to spark interest, encourage creative thinking, and facilitate meaningful communication in the classroom and beyond.

Cognizant of the present challenges that modern language programs face with regard to declining enrollments, the communication-oriented and content-based approach adopted by *MÁS* seeks to help faculty retain students not only through interesting and engaging materials, but also by continually underscoring that learning another language has practical real-world applications beyond the instructional setting. To this end, *MÁS* integrates cultural information throughout its lessons, promotes open-ended discussions on a wide range of topics, and includes suggestions for language-based activities that students can perform in their local community. In doing so, *MÁS* follows the most recent standards set forth by the American Council on the Teaching of Foreign Languages (ACTFL), which have been updated as the *World-Readiness Standards for Learning Languages*. The new standards build on the five goal areas commonly referred to as the five Cs (Communication, Cultures, Communities, Comparisons, and Connections) by further emphasizing the importance of teaching real-world language skills that prepare students as "world-ready" citizens. Also new to the third edition is the inclusion of Can-Do Statements similar to those set forth by both ACTFL and the National Council of State Supervisors and Languages (NCSSL). These statements, which are found in each chapter, set clear learning objectives, allow students to assess their progress, and serve to underscore the language skills that they are acquiring.

Structure

MÁS is divided into four thematic units, each of which consists of three chapters. The themes of the four units are categorized as follows: I. *La identidad*; II. *Lo cotidiano*; III. *Nuestra sociedad*; and IV. *Puntos de encuentro*. The three chapters that comprise each of these sections are closely connected to the unit's overarching themes and offer relevant vocabulary and language practice that lead to discussions on related topics and issues. For instance, in the opening unit's exploration of the many facets of personal identity, Chapter 1 provides students with the skills necessary to discuss not only one's appearance, but also discrimination and stereotypes that are associated with certain physical characteristics and personality traits. Similarly, Chapter 2 introduces vocabulary related to personal interests and daily routines, as well as religious and political affiliations, so that students may reflect on how these topics contribute to one's sense of belonging and identity. Finally, Chapter 3 prepares students to discuss how family relationships and celebrations can contribute to one's sense of self.

The subsequent sections and chapters are similarly structured. For example, in the second thematic unit of the text, the focus turns to everyday life. Chapter 4 engages with this theme by presenting vocabulary and topics that students can use to discuss future careers, professional aspirations, and workforce experience, while Chapter 5 centers on the use of technology and the types of media that one encounters on a daily basis. Similarly, Chapter 6 covers activities associated with one's free time and provides students with opportunities to consider what it means to live a life well lived. Continuing in this fashion, the chapters that constitute the third unit encourage students to examine different aspects of society. In

Chapter 7, students are asked to reflect on both the concept of national identity, as well as on the experiences of individuals that leave their homeland. Chapter 8 adds another facet to the overall theme by presenting vocabulary related to the environment and its conservation, and Chapter 9 deals with issues of social equality and civil rights.

The fourth and final unit of the latest edition of *MÁS* adopts an all-new thematic focus that explores the rich cultural history of the Americas and emphasizes interactions between diverse groups of people. Chapter 10 contributes to this theme by introducing students to various aspects of indigenous culture, while Chapter 11 discusses contemporary concerns related to urban spaces, and the importance of public spaces in Spanish-speaking countries. Lastly, Chapter 12 deals with aspects that can unite and divide both nations and people, with a particular focus on the Mexico-U.S. border.

Lesson openers

All chapters begin with a clear outline of the learning objectives and are followed by a popular refrain or quote, which is intended to pique students' interest and begin a conversation centered on the major themes of the chapter. In fact, from the onset, students are encouraged to reflect on the main topics and are continually presented with questions that help to guide them as they progress through the material. Other features found in every chapter opener include a series of interview questions that correspond to the learning objectives and an audio recording of a native speaker, whose answers to the interview questions serve as both linguistic input, as well as a model that students can follow as they construct their own responses. After giving students the opportunity to reflect on and respond to the aforementioned elements, *MÁS* offers a *Minilectura* section that deals with current topics related to the chapter's vocabulary, as well as an *En pantalla* section that presents an authentic video, which is also thematically related. Both sections are structured in a similar fashion with pre-viewing and pre-reading questions that help to prepare students before they begin, and comprehension questions that follow the assignment. In addition, *En pantalla* also asks students to reflect on the video, interpret the information that was presented, and formulate their own opinions.

Vocabulary

Unlike most intermediate Spanish textbooks, vocabulary terms are not formally presented within the first set of chapter activities, but rather, are introduced after students have already had substantial conversational practice and have begun to engage with and become invested in the themes of the chapter. Vocabulary exercises display a natural progression from basic to more advanced language skills, frequently culminating in activities that require the creative use of the language. This can also be seen in the increased number of two-part activities--an improved feature of the third edition--that encourage students to talk about their own experiences, ideas, and beliefs, all of which facilitate the production of original and meaningful language.

Grammar

Grammar exercises are also well scaffolded and include two-part activities, which provide additional opportunities for students to personalize their responses and be creative. Each chapter contains two to three grammar points, and it is worth noting that *MÁS* also includes the verb conjugations for the subject pronoun *vos* in its grammar

presentations--a welcome nod to the linguistic diversity of the Spanish language that is typically only mentioned in passing. In this respect, *MÁS* presents *vos* much like most textbooks treat the subject pronoun *vosotros*, given that it is listed in conjugation tables but students are not required to produce either of these forms on tests, activities, or quizzes. Grammar points are explained in English with an abundance of useful information that outlines how linguistic patterns differ between the two languages, thus highlighting valuable distinctions that could be beneficial to students.

Readings and cultural sections

Each chapter contains two thematically related cultural readings that are followed by open-ended questions that ask students to formulate opinions and make connections between the material and their own lives. While the cultural readings have a few well-chosen questions that serve to foment these discussions, the main chapter reading found in the section titled *Lectura*, provides an impressive amount of structure to move learners incrementally towards a greater level of understanding. In this section, *MÁS* guides readers by providing them with effective reading strategies, pre-reading activities, and background information regarding the author of the text and the type of publication. The post-reading activities are also well scaffolded with a variety of comprehension and analysis questions that gradually lead to more in-depth activities and topics for engaging discussions.

Personal production

The aforementioned sections provide effective building blocks that prepare students for the final section of the chapter, which encourages the creative use of both written and spoken Spanish. In the first component of this section, *Redacción*, students are guided through various types of composition exercises, where writing is presented as a process based on thoughtful planning, organization, and revision. This approach takes learners step-by-step through the composition process and helps students learn how to clearly express their ideas, while simultaneously building their confidence and their ability to work independently in the target language.

The second component of this section, *En la comunidad*, offers students exciting opportunities to use their language skills beyond the classroom setting through a series of language-based activities that encourage students to connect with the world around them in authentic, creative, and meaningful ways. Suggested activities stem from the themes covered in the chapter and include interviews and surveys of native speakers, audiovisual projects, volunteer work, and *tertulias*. While both of the aforementioned subsections require students to synthesize chapter elements and themes, *En la comunidad* not only underscores the importance of community involvement and of establishing relationships with others, but it draws a connection between the course material and real-world language use, so that learners see how language study provides them with practical skills that they can use beyond the duration of the course.

Ancillary materials and online resources

In addition to the Workbook Laboratory Manual (WBLM), which provides grammar exercises and listening activities for further practice, the third edition of *MÁS* also offers supplementary practice and support through McGraw-Hill

Connect™ www.mhhe.com/connect), an online learning site that contains a wide array of ancillary materials for the course. In Connect, instructors will find homework activities, grammar tutorials, LearnSmart tools, and chapter reviews that are available to assign to students, as well as the downloadable eBook, which contains the audio and video material for each chapter. Other online resources provided in the eBook include audio recordings of both the cultural readings and the vocabulary words, additional practice and comprehension questions for the main chapter components, and suggestions for delivering course content and expanding upon class discussions. Through Connect, instructors can also obtain LearnSmart reports that outline how students are performing on the assignments. This online assessment tool not only helps instructors quickly identify which students may need more help, but also which topics may need further explanations and practice. Additional instructor resources are provided through the Online Learning Center (www.mhhe.com/mas3), where one can find sample lesson plans, audio and video transcripts, rubrics, and exams. Students and instructors that are not using Connect can also find the audio files for the listening comprehension activities on this site.

To conclude, it is evident that the third edition of *MÁS* has been meticulously and thoughtfully designed with both learners and instructors in mind. If there is any room for improvement, it would be in the inclusion of listening activities that build on students' comprehension of vocabulary terms after they have been formally presented in the book. Doing so would give students more opportunities to hear and identify words that are new to them before they are required to pronounce and use these terms on their own. This suggestion aside, it is clear that every component of *MÁS* was carefully crafted to engage learners in the material. Not only are the chapter topics timely and relevant, but there is also a noticeable effort to encourage students to connect the course material to their own lived experience, as well as to contemporary issues and concerns beyond the walls of the classroom. This is particularly evident in the hands-on activities presented in *En la comunidad*, which can lead students to reflect on how they can use their Spanish in the future. It is this element that makes *MÁS* an excellent choice for programs that, in addition to preparing students for further language study, seek to underscore the practical and real-world applications of studying Spanish in our increasingly diverse society and interconnected world.

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Publisher's response

McGraw-Hill is happy to have the opportunity to respond to Professor Ginsbach's review of the 3rd edition of *MÁS,* an Intermediate Spanish program whose main objective is, in her words, "to ensure that students become fully engaged in the material in order to optimize their learning." She underscores the importance of engaging students and pointing out the real-world applications of their language skills, especially given the current climate of declining enrollments in modern language programs. She also

mentions how *MÁS* follows the most recent ACTFL standards for preparing students as "world-ready citizens."

In her review, Professor Ginsbach gives an extensive summary of the Student Edition chapter structure and well-scaffolded approaches to vocabulary, grammar, readings, and cultural sections. In particular, she highlights two sections that emphasize the creative use of written and spoken Spanish: *Redacción* (which guides students through the writing process) and *En comunidad* (which "encourage students to connect with the world around them").

Professor Ginsbach provides one criticism point; she asks that we include listening activities to strengthen student comprehension of vocabulary presented in the book. In fact, we have included a wealth of listening activities based on chapter vocabulary within Connect and we will certainly consider expanding these if needed. We also remind our *MÁS* users that all active vocabulary can be heard at the point of presentation in the eBook. Just click to listen!

In conclusion, Professor Ginsbach recommends *MÁS* to instructors who want to make their Intermediate Spanish course more relevant and applicable to today's students. This program "has been meticulously and thoughtfully designed," she says, and "was carefully crafted to engage learners."

McGraw-Hill World Languages is committed to publishing high quality foreign language learning content, and we are proud to include *MÁS* among our many successful programs.We again thank Professor Ginsbach for sharing her review of *MÁS* with the readership of the NECTFL *Review*.

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Study Abroad

Fuchs, Miriam, Sarita Rai, and Yves Loiseau, Yves. *Study Abroad: Traditions and New Directions.* **New York: Modern Language Association, 2019. ISBN: 978-1-60329-388-4.**

International education is a rapidly expanding field that encompasses a broad range of shareholders. Historically, one-semester or year-long study abroad programs focused on language acquisition and humanities studies in Western Europe. More recently, study abroad's popularity has grown exponentially and the focus has steadily shifted to short term faculty-led program options for all majors and students of diverse backgrounds. From administrators, to faculty, staff, parents, and students, current study abroad literature serves a number of constituents. Thus, much of the current research is directed towards very specific populations. *Study Abroad: Transitions and New Directions* is a collection of articles that aims to provide relevant material to practitioners from a multitude of disciplines. This collection covers examples of course and program development, expanding curriculum, language immersion, mentored research, service-learning, interdisciplinary studies, professional development and institutional development.

The text's target audience is educators who design, teach, or manage overseas programs. Though not every article applies to this entire population, the idea behind editors Miriam Fuchs, Sarita Rai and Yves Loiseau's curated collection is that there will be something in this volume for everyone. This broad scope is reflected in the material's organization. The volume is composed of three sections focused on foreign language acquisition, courses in other disciplines, and study abroad administration. In their introduction, the editors clearly indicate that this is not meant as a comprehensive reference work, as much as a resource of ideas for reflection and conversation.

The book's first section, *The Language Based Curriculum*, highlights different methods of modifying second language learning curriculum for today's study abroad student. Celeste Kinginger rightly points out the fallacy of relying solely on outcomes tied to an individual student's reflection and experience when researching language acquisition. Her example of engaged learning through host family stays in Beijing stresses quality interaction as a key component of learning. Building on this notion of learning outside the classroom, Li Jin's article proposes a reframed pedagogy for teaching Mandarin from an ecological and sociological perspective that relies on a combination of traditional teaching methods and place-based lessons tailored to the student. In the section's final article, Tania Convertini succinctly lays out a case for intentional, thoughtful use of the host city for language learning and purposeful reflection. All three articles provide useful alternatives to classic classroom teaching and offer creative methods for fostering language acquisition and cultural understanding.

The second section, *Content Courses in English,* has been carefully composed to include a broad range of topics, disciplines and locations. Its articles underscore the growth of study abroad across disciplines and provides examples of both traditional and non-traditional program types. For example, José Antonio Torralba lays out a thoughtful framework for intentional service-learning abroad, while Suniti Sharma and JoAnn Phillion dissect the effects of a short-term program to Honduras for education majors in building multicultural awareness. Rosanne Fleszar Denhard's program in London takes otherwise traditional course material and provides opportunity for intensive student research with faculty mentorship. All six of these articles provide enough context and detail that portions of them could easily be adapted into courses for the reader's home institution. Indeed, these essays make the case for how many types of programs are possible.

The final section, geared towards the administrator, is *Offices of Study Abroad and University Relations.* While the first two collections provide a range of articles in a defined framework, this section appears felt less clear. The first two articles could have easily fit into the previous groupings. Chad M. Gasta proposes an interesting structure for an intensive interdisciplinary program model in Spain, and Ruben Gállo highlights Princeton's program in Cuba. These are both solid models, but their content pertains more to academics and less to administration. Sarita Rai's final article touches on a host of interesting subjects. She briefly covers topics ranging from affordability, to access, location, security, and direct exchange. A series of articles on each one of these critical topics might have better served this section. Instead, the reader is left with brief summaries. I always find specifics useful.

Indeed, the strongest articles provide the most detail. The editors' introduction is fascinating thanks to explicit data about the evolution of the field and current stats and figures. Knowing what worked in courses is crucial, like Convertini's detailed reflective

exercises for language and cultural learning in Italy. Similarly, examples of what did not work as planned are equally educational. Mindi McMann's narrative about teaching apartheid literature in South Africa is wonderfully reflective when it discusses an initial attempt at service learning and the faculty's future goals to create a more sustainable model. Miriam Fuchs' article about reworking a course for an international academic partner perfectly details the importance of flexibility and adaptability. Monique Chyba's article is a highlight as she reframes mathematics for students abroad. Not only does she provide unique ideas for utilizing space and place in teaching a variety of mathematical concepts, she brilliantly articulates the professional development opportunity study abroad affords the faculty member.

As a whole, this volume is constructive for the study abroad administrator who oversees a variety of programs. In particular, the first two sections provide invaluable insight into different program models and crucial context for how to support these programs, not just logistically, but from the perspective of the faculty's pedagogical goals. Conversely, faculty may find this collection a useful tool when proposing a course or reworking an existing one. Overall, the book meets its goal of acting as a resource for the field, particularly for those interested in creative pedagogy and student learning outcomes. Though not all essays are equally strong or insightful, they are well worth reading.

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

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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, bibliographic 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 makes 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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