NECTFL Review

A Journal for K – 16+ Foreign Language Educators

Reimagining the World Language "Classroom": The Future Starts Today

69th Annual Northeast Conference

March 2-4, 2023
New York Hilton Midtown

Call for proposals: deadline June 1, 2022

Our conference theme is *Reimagining the World Language "Classroom": The Future Starts Today.* The goal of the 2023 conference is to consider what we have learned in the past two years of change, adaptation, and innovation to reimagine the "classroom" and world language learning. Tomorrow's "classroom" is not merely technology based.:How is teaching changing?

Margarita Dempsey
2023 Conference Chair

- How is the concept of "classroom" evolving?
- How can we better engage students?
- How are new technologies impacting teaching and learning?
- How is inclusion addressed as our "classrooms" evolve?
- How do we address social emotional learning?

These questions need to be explored in order to take advantage of lessons learned during the pandemic and to develop strategies that will keep world language in the forefront of 21st century education. Sessions may address a wide variety of topics ranging from best practices and current/emerging technologies to issues such as inclusion and social emotional learning. I am delighted that our keynote speaker is Jessica Haxhi. So Let's work together to better serve *all* of our students.

NOR**THE**AST
CONFERENCE
on the Teaching of Foreign Languages

CONTENTS

Announcement

NECTFL is proud to announce that the NECTFL *Review* is now included in the Education Resources Information Center (ERIC) of the U.S. Department of Education.

The ERIC database is an online digital library sponsored by the Institute of Education Sciences of the U.S. Department of Education. ERIC provides a comprehensive, easy-to-use, searchable, Internet-based bibliographic database of education research, enhanced by full text when permission is granted by the publisher, or links to the publisher. Available at **http://eric.ed.gov,** it is an efficient tool for educators, researchers, and the general public to locate education research journal articles, books, and other literature from multiple sources.

The NECTFL *Review* is pleased to announce a new section in the journal! This new Language Classroom section will be edited by Catherine Ritz **(maflacatherine@ gmail.com)** and will feature shorter articles (8+ pages/1,500–2,500 word) focused on classroom practices and experiences. We invite submissions from language educators at all levels that address topics such as: classroom instruction, curriculum design, assessment & feedback, leadership and advocacy, planning and program design, technology integration, student experiences, or other similar topics. These articles should focus on the language classroom and are not intended to present research findings. We are looking for focused and concise articles that share research-based classroom practices and experiences in the language classroom.

To submit an article to this section, use this link: **https:// forms.gle/Fi9YTV3qAcmpZBT8A**

The NECTFL Editorial Board

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

From the 2022 Conference Chair

Dear Colleagues,

With heavy hearts and with profound sadness, we mourn the loss of our most cherished Executive Director, John Carlino. Everyone in the wider NECTFL community misses John, his quiet passion for world language education and for a more just and verdant world community. We miss his wit and wisdom and his steady hand and heart in guiding NECTFL forward. All efforts of the Board this year were dedicated to making the conference a reality to honor John's legacy, and to present learning opportunities to our constituency worthy of John's caliber of professionalism. Thank you for your kind words of sympathy and support during this most difficult season of loss.

On behalf of the NECTFL Board of Directors, I thank you for your support of our 2022 Annual Conference, which returned live to the New York Hilton Midtown February 10-12, 2022. The 2022 conference theme, "*Classroom Roots, Global Reach,*" built on the strength of the last several conferences. The NECTFL board believes language learning is a lifelong journey. Educators in our network strive to help learners see the value of the aspirational pursuit of multilingualism. A strong start in the classroom can lead to vast horizons of opportunities and a life of quality, pursuing knowledge and purpose in the global community. It was thrilling to be able to gather with inspired colleagues and dear friends in a safe space and to share and learn together. The conference was scaffolded around 12 pre-conference workshops to offer more depth and focus on a theme, 125 one-hour sessions to inspire the next curricular innovation, presentations focused on the Mead Fellows as well as our tech-lab and research-focused opportunities for learning. The members of the Publications Committee have endeavored to revise the framework of the research round table program moving it closer to the center of the overall professional growth strategy at NECTFL. The conference participants beamed with excitement as they entered the space in New York City and offered glowing accolades about their experiences in the pre-conference workshops and sessions. The awards ceremony provided moments of joy as we celebrated the accomplishments of members of the NECTFL community. Kim Haas inspired us with a keynote focused on what is possible to reach globally when we have a strong classroom start. We hope each participant continues to find the conference notes a resource in building better instructional experiences for the learners in classrooms across the Northeast region.

In the effort to continue enriching your teaching portfolio, we invite you to join us for the 69th Annual Conference March 2-4, 2023 at the New York Hilton Midtown. Conference Chair Margarita Dempsey hopes to inspire future growth with the conference theme: *Reimagining the World Language "Classroom": The Future Starts Today.* Submit your session proposal today! They are due June 1, 2022.

As we envision the future for NECTFL in the wider framework of the language enterprise, the board commends the achievements of our academic journal *Review.* I send a special thanks to Tom Conner, who has worked to coordinate materials reviews

for the last two decades and everyone on the board wishes him well in new endeavors in his retirement. Robert Terry, University of Richmond, emeritus, has stewarded the work of publishing academic articles in the journal with great finesse and has led the effort to move the journal into new spaces. The Publications Committee, chaired by Cynthia Chalupa, collaborated with Bob to enhance the journal's value for teachers and with great anticipation, we announce the new section of the journal: *"The Language Classroom."* Outgoing board member Catherine Ritz, of the Wheelock College of Education and Human Development, Boston University, will serve as the inaugural editor of the new section. Everyone on the Board is eager to see how we can further support teachers with articles focused on classroom practice. Many great things lie on the horizon, and I remain hopeful for what we can achieve working together with the learners in our classrooms and with our professional colleagues and dear friends in the field.

In June 2022, we welcome the NECTFL Board of Directors Class of 2026: Thomasina White of Pennsylvania, Jennifer Short of Delaware, and Joseph Parodi-Brown of Connecticut. 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.

Thank you, again, for supporting the 2022 Annual Conference and I look forward to working alongside you in our future endeavors.

With sincere hopefulness,

Christopher Gwin
2022 Chair

NORTHEAST CONFERENCE on the Teaching of Foreign Languages

In Memoriam

John David Carlino

CARLINO – John David, age 54, died peacefully on January 29, 2022, from complications of kidney cancer, surrounded by his loving family in Buffalo. John grew up a country boy in Warsaw, NY, and although that part of him persisted through his love of gardening, it was his desire to see the world that defined him. As a teenager he worked tirelessly to raise enough money to study in Paris, France, and when he returned to Buffalo, he began a career that lasted 27 years, most of which he spent teaching German at Kenmore West Senior High School. He also spoke French, Spanish, and enough of any local language to get by during his frequent travels throughout Europe and Asia.

When he wasn't in the classroom, John devoted his time and energy to causes dear to him. He was a fierce advocate for the LGBTQ+ community, serving as a board member of GLYS WNY, and had more than one letter to the editor published in *The Buffalo News* as he fought not only for the right to marry, but simply to be treated as an equal. He was instrumental in making the New York State Association of Foreign Language Teachers and the Northeast Conference on the Teaching of Foreign Languages the robust organizations they are today, transforming them into national examples of how to promote, grow, and modernize world language education. We will remember John not only as a loving father, husband, and leader, but also as a mentor who cared deeply about — and changedthe lives of — countless students and colleagues. John devoted his entire self to everything he did.

He lived his life as a servant, striving to leave everything and everyone he touched better. He succeeded, and we will not forget him. Husband of Larry Leaven. Father of Ian Carlino (Kate Calleri) of New York, NY. Brother of Jeff Carlino (Nicole Carlino) of Buffalo, NY; Juli Carlino of Albuquerque, NM; and Johanna Carlino of Buffalo, NY. Preceded in death by his parents, Natalie (Dove) and Michael Carlino of Warsaw, NY. His family will celebrate his life with a party this spring. In lieu of flowers or other gestures of condolence, they ask that you please consider a donation to one of the following: NYSAFLT 100k for 100 Years John D. Carlino Legacy Fund (nysaflt.org/donate); GLYS WNY(glyswny.org); or Frank Lloyd Wright's Martin House (martinhouse.org). [*Buffalo News*, **https://buffalonews.com/obituaries/celebration/john-david-carlino/article_fdc20b3f-aab5-58a7-8dae-232d3b088c5e.html]**

NECTFL

We are deeply saddened to announce the loss of John Carlino, executive director of NECTFL. This loss is profound and the NECTFL community grieves together. John's leadership in and advocacy for language learning echo across the wide landscape of our profession. Always ready to volunteer for any effort that promoted language teaching, always professional in his demeanor, John shone a light that radiated across constituencies and inspired colleagues to always reach for a higher caliber of professionalism. His stewardship of the NECTFL mission and vision provided the strong foundation for the work of the board of directors. Everything John has done at NECTFL, he has done in service to educators and language learners. Connecting NECTFL to the work of each state in the region, especially his cherished NYSAFLT, and to ACTFL, as well as JNCL-NCLIS, has kept NECTFL at the forefront of innovations in language teaching and learning. His greatest passion at NECTFL was the annual conference and endeavoring to see it create meaningful experiences for each participant. The full board of directors stands ready, today, to carry this forward and we will endeavor to make the 2022 Conference a success worthy of John's legacy.

ACTFL

All,

I suspect many of you have already heard the news that our dear colleague and friend John Carlino passed away over the weekend after a long battle with cancer. John was Executive Director of NECTFL and NYSAFLT and served with me on the JNCL Board and Executive Committee before his passing. He was also a volunteer leader in AATG, NFMLTA, and ACTFL.

John taught German and French for a combined 27 years in NY before his most recent leadership roles. He was the consummate professional, a fierce advocate, a great colleague, and an even better person. He was always so giving of his time, and I will always remember him for that. Please keep his family and the entire WL community in your thoughts as we all grieve this tremendous loss.

I have been in contact with our friends at both NECTFL and NYSAFLT about plans to honor John's legacy. As soon as I have details, I will let you know.

With deepest sympathy,

Howie Berman
    Executive Director, ACTFL

NYSAFLT

It is with a very heavy heart and much sadness that we share the news that John Carlino, Executive Director of NYSAFLT, has left us after a short but fierce battle with cancer. John was an incredible leader, serving first as treasurer of NYSAFLT before stepping into the executive director role in 2004. He helped guide NYSAFLT through the transition from paper to virtual communications and meetings, streamlining many processes and developing protocols that keep NYSAFLT running smoothly behind the scenes. John supported members willing to get more involved in the organization, and it is under his watchful eye that many have flourished both here in NYS as well as more broadly across the larger organizations, such as NECTFL, ACTFL and NNELL. His reach expanded nationally, as executive director of NECTFL and on the board of JNCL-NCLIS.

John will be forever remembered for his patience with others, especially when helping someone learn a new technological skill; for his presence at all things NYSAFLT as he provided us with transparency about the organization and made sound decisions that affected its future; and for his forethought and vision which carried us through a recession and a pandemic. Most of all, John will be remembered as a language advocate, always fighting for programming across all grades and for all languages.

John emphasized several times over the past few months that NYSAFLT is in good hands and is financially sound. There is a plan for an interim executive director and a search for when those times come. The entire executive committee has stepped up and all are helping guide the decisions so that we may continue to support all world language advocates.

The executive team and his family have discussed a way to honor John, which we will announce in the near future. We ask for our members' patience through this transition and hope that you will keep John's family, friends and colleagues in your thoughts.

National Federation of Modern Language Teaching Associations (NFMLTA)

We are deeply saddened to announce the loss of John Carlino, executive director of NECTFL. This loss is profound and the NECTFL community grieves together. John's leadership in and advocacy for language learning echo across the wide landscape of our profession. Always ready to

volunteer for any effort that promoted language teaching, always professional in his demeanor, John shone a light that radiated through constituencies and inspired colleagues to always reach for a higher caliber of professionalism. His stewardship of the NECTFL mission and vision provided the strong foundation for the work of the board of directors. Everything John has done at NECTFL, he has done in service to educators and language learners. Connecting NECTFL to the work of each state in the region, especially his cherished NYSAFLT, and to ACTFL, as well as JNCL-NCLIS, has kept NECTFL at the forefront of innovations in language teaching and learning. His greatest passion at NECTFL was the annual conference and endeavoring to see it create meaningful experiences for each participant. The full board of directors stands ready, today, to carry this forward and we will endeavor to make the 2022 Conference a success worthy of John's legacy.

In Recognition and with Thanks

It is both a pleasure and honor to thank publicly Professor Tom Connor who has served as the reviews editor for the NECTFL *Review* over the past 21 years.

Dr. Conner is Professor and Coordinator of Modern Languages and Literatures at St. Norbert College in De Pere, Wisconsin and has served as a guest professor at the University of the Philippines-Diliman and Nihon University in Japan. Professor Conner, who has authored and edited five books, brought his ability to read critically and his analytical expertise to spearhead reviews of the latest educational materials published in the world language profession. During Tom's tenure at the NECTFL *Review*, which features research- as well as praxis-based articles featuring work in the world languages, the journal typically appeared twice a year. Each of those editions included a section that highlighted new print, web, and audiovisual materials for the world language classroom as well as texts in world language pedagogy and second language acquisition. In total, Professor Conner coordinated the publishing of over 600 reviews for the journal – quite a feat considering that finding reviewers is not always an easy process.

We are grateful for Tom's 21 years of service and hope to see him in the future in the NECTFL community. Congratulations are also in order given that I heard that Tom is going to retire. Please join me in thanking Professor Tom Conner.

(Cynthia Chalupa, NECTFL Director & Chair, Publications Committee, Awards Ceremony, NECTFL Annual Conference, February 11, 2022.)

68th Annual NECTFL 2022 Award Winners

Stephen A. Freeman Award
Dr. Kristin J. Davin, University of North Carolina at Charlotte

Nelson H. Brooks Award
Dr. Suzanne Nimmrichter, Millersville University (PA)

NECTFL Teacher of the Year
Trudy Anderson, CT COLT

NECTFL Teacher of the Year Finalists

Trudy Anderson, New Haven School District, CT COLT

Bonita Green, New Castle Vocational Technical School District, DECTFL

Valérie Greer, Bay Shore Schools, NYSAFLT

Hui Liang, Centennial High School, MAFLA

Natalie Puhala, Gateway High School, PSMLA

Elena Spathias, Pascack Valley High School, FLENJ

Julie Speno, Camden Rockport Elementary School, FLAME

Wesley Wood, Bullis School, GWATFL

2023 Mead Fellows

Julia Koch, Bernards Township (NJ)

Stephanie Krause, McLean School (MD)
Wesley Wood, Bullis School (MD)

As a Mead Fellow, Ms. Koch will develop her project proposal, entitled "KnowYourCert: A database for aspiring language educators." The focus of her project will be creating a directory for potential World Language teacher candidates to navigate gateways to certification as well as identify opportunities for change in state certification processes and requirements, all with the goal of strengthening the pipeline of candidates into our World Language classrooms. Ms. Koch outlined the following in her proposal:

"Hiring individuals who either teach in other countries or speak a first language other than English is an ideal solution to the teacher shortage we face. These individuals are not only highly qualified in our content area, but they provide a unique perspective that has the potential to enrich curricular offerings and students' intercultural competence. However, individuals who live abroad and/or lack state certifications or diplomas from American universities face a particular disadvantage; certification requirements vary significantly by state and processes can be difficult to navigate--even for a native speaker of English who is a US resident. For a person who lives internationally or speaks a first language other than English, it can be a completely insurmountable process."

As Mead Fellows, Ms. Krause and Mr. Wood will collaboratively develop their project proposal, entitled "Casting a Wider Net: Helping World Language Teachers Reach Their Neurodiverse Learners." The focus of their project will be a webinar series and resource bank to support teachers in teaching, recruiting, and retaining neurodiverse learners in their language programs. They outlined the following in their proposal:

"In our field of world language instruction, discussions of neurodiversity and language learners are seemingly absent in professional conferences, refereed publications, and curriculum development. Simply put, it is imperative that we as educators accept that we all think and learn differently. As many schools, universities, and organizations continue to turn their attention to diversity, equity, and inclusion efforts, these populations with unique viewpoints tend to be forgotten. Particularly at the local level, students with learning plans or special accommodations routinely are discouraged from taking another language by parents, counselors, and even world language teachers. Why has this become the unfortunate norm in language education in the United States? What can we as educators do to advocate for students of all backgrounds to have a place in the classroom, physical or otherwise?"

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.

What We Do:

We serve world language teachers by

- **listening to them**
- **representing their diverse views**
- **bringing them together**
- **nurturing their growth as newcomers and veterans treating them as caring friends and respected professionals**
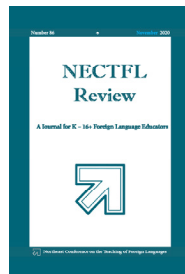
Go to
Northeast Conference on the Teaching of Foreign Languages

Language teacher preparation in a pandemic: An international comparison of responses to COVID-19

Scott Kissau, *University of North Carolina at Charlotte*

Kristin J. Davin, *University of North Carolina at Charlotte (Jörg-U. Keßler, Ludwigsburg University of Education (Germany)*

Sonja Brunsmeier, *University of Vechta (Germany)*

José David Herazo, *Universidad de Córdoba (Colombia)*

Abstract

The unprecedented challenges posed by the global COVID-19 pandemic risked seriously disrupting the continuous supply and preparation of new teachers that are desperately needed to fill world language teacher vacancies. To better understand how world language teacher preparation programs around the globe supported aspiring teachers in the successful completion of their teacher training, the researchers conducted a case study that investigated how world language teacher preparation programs on three different continents responded to the global pandemic. Results suggested that the programs were not equally prepared to navigate the pandemic and had similar, yet different responses to it. Contextual factors, such as national wealth, the prevalence of online instruction pre-pandemic, and the shortage of world language teachers influenced both program preparedness and the accommodations offered to teacher candidates. The results of the study should be considered when developing contingency plans to address future disruptions to program delivery and speak to the need for additional research investigating the impact of COVID-19 on teacher candidate performance and the performance of their future K-12 students.

> The onset of the global pandemic in early 2020 presented a major threat to the world language teacher pipeline across the globe, which was already suffering from a shortage of qualified teachers.

Introduction

The onset of the global pandemic in early 2020 presented a major threat to the world language teacher pipeline across the globe, which was already suffering from a shortage of qualified teachers (Gamlam,

2016; Kyriacou and Kobori, 1998; Lin et al., 2012; Nuffield Foundation, 2000; Richards et al., 2012; Spiegel, 2016; Weldon, 2015). In the United States, a study initiated by the federal government found that 44 of 50 states could not fill all world language teacher vacancies (Commission on Language Learning, 2017, p. ix). In Germany, the latest figures from the federal statistical office suggest that, by 2025, there will be a shortage of over 26,000 primary school teachers (BertelsmannStiftung, 2019). In Colombia, the need for English teachers has increased due to a 10-year initiative launched in 2015 to increase the number of high school graduates with proficiency in English by more than 2000% (Cassard, 2018).

World language teacher preparation programs provide a pipeline of new teachers, and thus help address this shortage (ACTFL, 2021; Kissau, 2020; Kissau et al., 2019). The pandemic caused K-12 schools to stop, or at least limit, all in-person instruction. In cases where schools permitted face-to-face instruction, visitors, including teacher candidates in need of clinical experiences, were often denied entry to limit the spread of the virus. Likewise, starting in spring 2020, and lasting for at least a year, in most countries, many universities that prepare future teachers resorted to 100% online instruction.

These unprecedented challenges risked disrupting the continuous supply of new world language instructors that are needed to fill world language teacher vacancies. World language teacher educators began to grapple with questions related to how to teach their teacher candidates, in an online environment, the interactive teaching strategies that are critical to developing communicative competence among K-12 language learners. They also had to consider how to model techniques to make the target language comprehensible and infuse cultural practices and perspectives into instruction, promote oral proficiency of teacher candidates, provide candidates with opportunities to practice teaching skills (e.g., lesson planning, classroom management), and offer them feedback to improve their instruction. Such questions were particularly daunting for those working in contexts with inconsistent access to the internet and with little to no access to K-12 classrooms.

To that end, the researchers used a comparative case study design (Merriam, 1998) to analyze how a total of three world language teacher training programs on three different continents (South America, Europe, and North America) responded to the pandemic. Findings illustrate how context shaped responses and point toward future implications, suggesting ways in which the field can complement existing teaching practices "to take full advantage of what the digital era puts at our disposal so that students have a more comprehensive learning experience" (Cárdenas et al., 2021, p. 7).

Review of Literature

Due to the recent and ongoing nature of the pandemic, there is presently only emerging research on the impact of the pandemic on teacher preparation programs, and even less focusing on language teacher preparation. The limited research that exists has focused on four main topics: (1) the increasing demands placed on teacher preparation programs by the pandemic; (2) strategies that teacher preparation programs have employed to support teacher candidates; (3) unanticipated successes that teacher training programs experienced during the pandemic; and (4) recommendations for the future.

Increased Demands

Research has raised concerns related to the increasing demands placed on already overburdened teachers due to the pandemic (Barnes et al., 2020; Darling-Hammond & Hyler, 2020; MacIntyre et al., 2020).

A survey of over 600 language teachers from across the globe revealed that language teachers felt additional stress during the pandemic due to factors such as increased workload, concern over family health, blurred lines between home and work, and the challenges of online teaching.

A survey of over 600 language teachers from across the globe revealed that language teachers felt additional stress during the pandemic due to factors such as increased workload, concern over family health, blurred lines between home and work, and the challenges of online teaching (MacIntyre et al., 2020). These stressors will likely have a ripple effect that lasts for many years. Following the pandemic, more than ever, teachers will be asked to meet the social and emotional needs of students, many of whom may have suffered trauma during the pandemic (Darling-Hammond & Hyler, 2020). Teachers will be tasked with making up for learning loss that occurred and preparing for the unpredictability of the coming semesters as the virus continues to loom large over schools. As Darling-Hammond and Hyler (2020) concluded, "the unbelievably complex scenario would challenge even the most well-prepared, stable, and experienced teacher workforce (p. 457)."

These findings underscore the heightened demand placed on teacher preparation programs. Amidst these challenges of workload, health concerns, and learning to teach online (MacIntyre et al., 2020), preparation programs must ensure that candidates are able to complete their programs to maintain a consistent pipeline of new teachers. The current body of research stressed the potential negative impact of the virus on the teacher shortage, particularly in high-needs areas, including world language instruction (Barnes et al., 2020; Darling-Hammond & Hyler, 2020). One report indicated that as many as one in every five teachers in the U.S. was unlikely to return to their jobs if schools were to open physically in the near future (Darling-Hammond & Hyler, 2020, p. 458). Such a high rate of attrition would exacerbate pre-existing teacher shortages and place additional pressure on teacher preparation programs to ensure their teacher candidates successfully complete their programs and enter the teaching workforce. In Germany, where teachers enjoy many benefits as civil servants (e.g., job security, state pension), the limited existing body of research suggests that many teachers feel burdened in their everyday work life at schools. One study found that one out of four teachers had shown symptoms of burnout directly connected to the pandemic (IFT Nord, 2020).

Strategies

A second topic prevalent in the related research pertains to how teacher preparation programs responded to the disruption in clinical experiences that were caused by the pandemic. Clinical experiences in teacher preparation, widely reported in the literature to be the most influential component of teacher preparation programs (Anderson & Stillman, 2013; Caires & Almeida, 2007; Darling-Hammond, 2010; Ferber & Nillas, 2010; Metcalf, 1991), were perhaps most impacted by the transition to remote instruction caused by the pandemic. Clinical experiences are especially critical in language classrooms where the first language culture and background of the teacher and students may be different (Cho & Clark-Gareca, 2020). In a study investigating the challenges and opportunities presented by COVID-19 to 27 English as a foreign language (EFL) teacher candidates in Chile, participants reported that a lack of regular contact with their students prevented them from building strong relationships and getting to know their students. As a result, they felt less able to plan lessons and adapt materials to meet their students' specific learning needs (Sepulveda-Escobar & Morrison, 2020). Research suggests that, in such disruptive scenarios, teachers often draw heavily on their own educational experiences and personal background to plan and deliver instruction (Cho & Clark-Gareca, 2020; Donato & Davin, 2018). For

example, overwhelmed by the changes that came with the pandemic, teachers might revert to a more traditional, teacher-centered type of instruction that they experienced as learners, and might only incorporate instructional resources that are more readily accessible and that only reflect their own personal or cultural background. Their instruction may, as a result, be less meaningful or relevant to students who do not share those experiences (Cho & Clark-Gareca, 2020).

Some programs responded to the challenge of providing clinical experiences in creative ways. For clinical experiences that take place before the student teaching internship, some preparation programs turned to teaching approximations (Cho & Clark-Gareco, 2020). Rather than in-person experiences in schools, candidates observed videos of instruction and were asked to practice teaching with more flexible groups of children, such as their own children (Barnes et al., 2020). To provide feedback on their instruction, some programs paired candidates with aspiring school principals in educational leadership programs who reviewed their instruction and provided feedback (Barnes et al., 2020). With respect to internships, programs implemented a variety of strategies that allowed candidates to progress in their programs and become licensed teachers. Some programs waived requirements, such as mandatory assessments. For example, programs that prepared English as a second language teachers in the state of New York "called off" a mandatory certification examination which required teacher candidates to collect artifacts and to create instructional videos (Cho & Clark-Gareco, 2020, p. 4). Other programs no longer required candidates to complete a minimum number of hours in a K-12 classroom (Barnes et al., 2020), and in some cases, allowed students to complete program requirements by replicating whatever was expected of the mentoring classroom teacher (Barnes et al., 2020; Darling-Hammond & Hyler, 2020). For example, in the previously mentioned study by Sepulveda-Escobar and Morrison (2020) involving EFL teacher candidates in Chile, approximately half of the 27 candidates worked with their mentor teacher to deliver synchronous instruction using online platforms, like Zoom, and the other half created short videos of their instruction and prepared homework assignments that were delivered to students via email or uploaded to an online platform. On rare occasions, when it was found that districts were not able to deliver remote instruction online, teacher preparation programs moved students from one district to another (Barnes et al., 2020; Cho & Clark-Gareco, 2020; Darling-Hammond & Hyler, 2020). An EFL program in Turkey developed an "e-practicum" in which teacher candidates delivered micro-lessons via Zoom to their classmates (Ersin et al., 2020). The candidates shared teaching materials, conducted warm-up activities, arranged group work activities, and had students demonstrate their knowledge using digital tools. Immediately following the lessons, the pre-service teachers received detailed feedback from their peers on their performance, and in separate Zoom sessions, the university faculty member assigned to supervise the candidates provided each with personalized feedback.

Opportunities

These pivots performed by teacher preparation programs also created opportunities. A common thread in the research pertained to enhanced online teaching skills that emerged from the pandemic (Barnes et al., 2020; Cho & Clark-Gareca, 2020; Darling-Hammond & Hyler, 2020). In an investigation of EFL teachers in China, participants reported that they became more familiar with a variety of technology-based resources, more adept at using these resources in their classrooms, and in the process, developed more positive attitudes about online language instruction (Gao & Zhang, 2020). Similarly, EFL teachers in Turkey reported that the digital tools

> A common thread in the research pertained to enhanced online teaching skills that emerged from the pandemic

incorporated into their teacher preparation program during the pandemic helped better prepare them to better integrate technology in their future instruction (Ersin et al., 2020). Beyond classroom use, research also suggested that teachers found creative ways to offer one-on-one support to students via individual meetings using online platforms, such as Zoom, or through the use of individual breakout rooms during group meetings (Cho & Clark-Gareca, 2020; Darling-Hammond & Hyler, 2020).

A common theme across these studies was a desire for greater technology integration to become a permanent component of the teacher training program post-pandemic (Ersin et al., 2020; Gao & Zhang, 2020; Sepulveda-Escobar & Morrison, 2020). For example, Cho and Clark-Gareca (2020) found that candidates' analysis and reflection on videos of instruction led to enhanced analytic and reflective skills among teacher candidates. Similarly, Hassani (2021) showed how COVID-19 forced an EFL teacher training program in Iran to reflect on its practices, then identify and make numerous improvements. The researcher argued that the pandemic put a spotlight on weaknesses in teacher preparation programs in the country, including lack of infrastructure and theory-driven instruction, and provided the opportunity to make a number of meaningful changes, including the integration of digital tools and resources and a more practice-based approach to teacher education (Hassani, 2021).

Recommendations

A final topic noted in the literature pertained to recommendations for the future. Research studies found that teacher candidate preparation to integrate digital tools into their instruction varied greatly both within the United States and internationally (Cho & Clark-Gareca, 2020; Darling-Hammond & Hyler, 2020). Cho and Clark-Gareca (2020) recommended that teacher preparation programs align their learning management systems (e.g., Canvas) with those used by their partnering school districts to allow for a seamless transition once their teacher candidates become practicing teachers. On a related note, research published during the pandemic shed light on the paucity of research on teacher professional development and online language learning. Paesani (2020) argued that while publications related to the use of various online resources in language classrooms, such as wikis and blogs, were plentiful during the pandemic, "relatively few studies explore teachers' cognition, conceptual development….and the like as they learn how to teach language online" (p. 294). As a result, the profession does not know the best approach to take when preparing teachers to teach online. Paesani (2020) went on to encourage the language teaching community to take the time, "now that we are no longer in triage mode" (p. 294) to gather as much information as possible to develop and implement research-based professional development that is tailored to the specific needs of a variety of different language teachers (e.g., level of instruction, language, familiarity with technology-based resources). Finally, because online and competency-based programs were found to be less impacted by the pandemic, teacher preparation programs were encouraged in the related research to consider adopting some components of such programs. Western Governors University, the largest teacher preparation program in the United States (based on enrollment), reported that its online, asynchronous instruction was able to weather the pandemic without significant disruption (Barnes et al., 2020, p. 529).

Synthesis of Literature Review

In summary, several studies have underscored the heightened demands that COVID-19 placed on teacher preparation programs, described strategies aimed at mitigating its impact, noted some unanticipated opportunities that emerged during the pandemic, and

offered recommendations for future practice. That said, little research focused specifically on the preparation of world language teachers, and no studies were located that involved the preparation of teachers of languages other than English. This omission is noteworthy given the critical shortage of world language teachers, and supports urgent calls for further research (Cárdenas et al., 2021; Gao & Zhang, 2020). Further, a thorough review of the literature found even less research that explored how teacher preparation programs across the world responded to the global pandemic. To address this gap, the researchers compared how world language teacher preparation programs in three different countries responded to COVID-19.

Methodology

The researchers used a Comparative Case Study Design (Merriam, 1998), collecting data from three language teacher preparation programs in three different countries, to investigate the extent their responses to the global pandemic were similar/different. Merriam (1998) defines a case study as "an intense, holistic description and analysis of a single instance, phenomenon, or social unit" (p. 27). The case could be a person, program, or community, and is often selected because it involves an area of concern (Merriam, 1998).

Setting and Participants

The study involved licensure programs for current and aspiring world language teachers in three different countries (Colombia, Germany, and the United States). Data collection was facilitated by a longstanding research partnership between the German and U.S. institutions and previous research collaborations between one of the U.S. researchers and the Colombian institution. While the participants represent a convenience sample, their involvement is nevertheless strategic. All three countries were significantly impacted by the pandemic and were already experiencing a critical shortage of world language teachers. Further, offering South American, European, and North American perspectives allows for cultural comparison and researchers and practitioners to apply the findings to their own contexts and studies as appropriate.

Colombia

The Colombian university, a public institution located in a large city in the northern part of the country, offered both a 5-year undergraduate and 2-year graduate program that led to a primary, middle, and secondary school license to teach English and either French or Portuguese**.** The undergraduate program included approximately 400 students and involved a year-long internship in an English classroom where the teacher candidate was partnered with a mentor teacher. The graduate program enrolled approximately 50 students per year, was intended for practicing teachers, and had a strong research component, in addition to its attention to pedagogy.

Germany

The German university focused exclusively on the preparation of teachers. Located in the southern part of the country, the public institution had more than 6,500 degree-seeking students; about 1,400 of them were enrolled in world (i.e., English and French) or second (i.e., German as a second language) language programs. The university offered a bachelor's degree (6 semesters) and a one-year Master of Education (M.Ed.) degree for aspiring primary school teachers and a two-year Master of Education degree for aspiring secondary school teachers. In both programs, the students have to choose at least two teaching subjects of which English (TESOL) is one available option. The programs prepared world language teachers to teach in all school types except vocational schools (*Berufsschule*) and high schools for the most academically advanced students (*Gymnasium*).

Candidates in these programs completed a semester-long internship that involved four days a week spent at a school working under the supervision of a mentor teacher, and one day per week completing coursework on campus.

United States

The U.S institution, located in a large city on the east coast, enrolled over 30,000 undergraduate and graduate students each year. The public institution offered both a four-year undergraduate and a one-year (three semesters) graduate program for aspiring world language teachers of 17 different languages, ranging from Arabic to Spanish, with an average enrollment of approximately 50 teacher candidates. The programs at this university were tailored to individuals seeking initial licensure. Since coursework in the U.S programs contained teacher candidates seeking a license to teach a variety of different languages, the common language of instruction was English. Despite the large number of languages served, the majority of candidates were aspiring Chinese or Spanish teachers.

Distinct from the Colombian and German programs, and distinct from many other programs in the U.S., this teacher preparation program was already primarily offered online. Because of the world language teacher shortage in the country, and particularly in this state, the program had transitioned to fully online instruction in 2019 to recruit candidates from a larger geographical area, reduce program costs, and improve accessibility (Kissau, 2020). Also distinct from the other two contexts and due to the teacher shortage, most candidates were residency teachers, meaning that they were already working as full-time teachers of record, and given a provisional license with the requirement that they had to complete all licensure requirements within three years to maintain their employment.

Procedures and Data Collection

During the pandemic, the researchers met on multiple occasions via a web-conferencing platform to plan the study and develop the questionnaire that was compiled in a shared document. The Colombian institution was represented by a faculty member who taught in the world language teacher preparation program, and the German and American institutions each had both a faculty member and administrator contributing to the shared Google Doc. The five participants typed in their individual responses in a table that organized responses by country of origin (see Appendix A).

Data Analysis

Once the responses from the questionnaires were collected, the researchers analyzed them using the constant comparative method (Glaser & Strauss, 1967). For this type of analysis, responses from each country were grouped by question and an inductive coding scheme was used to identify themes within each case. For example, codes that emerged included modified clinical experiences, use of video conferencing software, and postponement of the semester. One researcher initially coded all cases and compared the codes across the different cases, looking for patterns. These codes were then grouped into larger themes that included (1) variations in readiness for the transition to remote instruction; (2) variations in accommodations; and (3) unanticipated successes. The results of this analysis were shared with the other researchers, who were asked to member check the findings and provide additional clarification when necessary.

Results

The intent of the questionnaire was to better understand how the world language teacher preparation programs responded to the global pandemic to support their teacher candidates. Analysis of the questionnaire generated three common themes: (1) variations in readiness for the transition to remote instruction, (2) variations in accommodations, and (3) unanticipated successes.

Readiness for Transition

Differences between the teacher preparation programs in the three countries are summarized in Table 1 below. As indicated in the table, candidate access to the internet had a pervasive influence on the extent to which the teacher preparation programs were prepared for the pandemic as well as how they responded to it. World language teacher candidates in Germany and the United States largely had consistent access to the internet and devices which permitted a smoother transition. This was not the case in the Colombian context, where programs had to search for more creative solutions to address the technological divide. As a result, teacher educators and their candidates made use of the resources that they had, often working from cellular phones. In the Columbian program, individuals communicated and submitted assignments using a free instant messaging and voice-over-internet protocol service called WhatsApp.

The availability and use of technology-based infrastructure on campus, and the prevalence of online instruction also impacted program readiness. Before the pandemic, most faculty in the Colombian program did not regularly use a learning management system (LMS), such as Moodle, where faculty can house course content for students to access online. In Germany, however, Moodle had been used campus-wide to provide students with course material. During the pandemic the use of this platform expanded greatly, with many instructors and students taking advantage of the interactive options provided by that platform. Faculty and students in Germany also rarely used video-conferencing applications (e.g., Microsoft Teams or WebEx). This lack of familiarity made the transition to online interaction more difficult. For example, when the realities of the pandemic became evident in mid-March 2020, German faculty had only three weeks to prepare for their upcoming semester. Without any pre-existing campus-wide video-conferencing software, the German faculty and administrators had to quickly choose and adopt a tool. On the other hand, the U.S. program was already offered completely online, and thus already had the necessary infrastructure and access to a variety of online resources. Students and instructors were familiar with and consistently used/were using an online learning management system (i.e., Canvas). Most had already been using WebEx to deliver synchronous online instruction, and many courses, prior to the pandemic, required students to view and reflect upon videos of classroom instruction. Given that the U.S. program enrolled many practicing residency teachers from across the state, it also had a system in place for the remote observation of teacher candidates during their internship. That said, prior to the pandemic, remote observation had not been used for all candidates, and as result, some faculty who observed and evaluated world language teacher candidates had to quickly learn not only how to use the new digital platform themselves, but also had to teach their interns how to use it.

Cultural differences in the three countries also shaped program readiness. A world language faculty member in Colombia explained that Caribbean cultures value socializing and in-person interactions. As a result, many Colombian instructors had negative perceptions of online learning that presented additional obstacles when preparing to deliver their programs remotely. On the other hand, while the German world language faculty and candidates were all familiar with technology-based communication resources, they were more accustomed to using them for personal communication outside of work than for classroom application. Due to their existing online course structure, many faculty members in the U.S. teacher preparation program preferred both the convenience and variety of instructional resources that came with online instruction.

Despite the above-mentioned variations in readiness for the transition to fully remote instruction, each program reported challenges to overcome, although they differed in

scope and magnitude. The Colombian program faced a major concern (i.e., students' lack of internet access) that caused administrators to change the university's vacation schedule and delay the start of the semester by several months to prepare. At the university-level, the German program wrestled with which web-conferencing platform offered the greatest privacy protections. At the programmatic level, faculty debated how master's degree students would collect data for their capstone projects when schools were closed to in-person instruction. The biggest challenge for the U.S. program related to its size and geographical outreach. Because candidates taught in many school districts with varying COVID-19 plans across the state (e.g., 100% remote, hybrid), the university had to exercise flexibility with policies related to student teaching requirements and expectations. Similar to the Colombian program, the U.S. program also modified its academic schedule, but only by two weeks, and not to provide time to prepare, but rather to avoid a possible surge in COVID-19 cases due to an influx of visitors to the city for a major political event.

Table 1. *Factors Influencing Readiness for Transition*

Colombia	Germany	USA
• Candidates lacked internet access • Lack of LMS • Negative perception of online learning • Modification of academic calendar	• Candidates had access to internet • Familiarity with and access to online instructional resources (e.g., WebEx) • Purchased additional software • Some Master's students struggled to collect data for theses	• Access to internet and online instructional resources (e.g., WebEx) • Online courses already developed • Previous experience with online instruction • Procedure in place for remote observations • Modification of academic calendar • No consistent plan across school districts

Accommodations

Data analysis also revealed similarities and differences in accommodations offered by each program to support students and faculty during the pandemic (see Table 2, next page). With respect to student accommodations, each program allowed for greater flexibility in assignments and program requirements. In Colombia, administrators modified the year-long internship required of all world language teacher candidates so that the first semester focused on the creation of teaching materials and the second on virtual instruction. For example, candidates spent the first semester creating online workshops and lesson materials, and in the second, they implemented these resources, often sending them to their primary and secondary school students via WhatsApp. The creation of online instructional resources, in

lieu of in-person instruction, was also a common practice in Germany, as were video analysis projects. In the U.S., accommodations varied based on types of clinical experiences — early (i.e., clinical experiences before the student teaching internship) versus full-time student teaching. Since most districts did not allow U.S. teacher candidates in

Table 2. *University and Program Accommodations*

Colombia	Germany	USA
• Modified year-long internship • Provided online teaching workshops • Reduced number and hours of meetings • Provided greater assessment flexibility • Suspended undergraduate and discounted graduate tuition	• Modified internship • Provided online teaching workshops • Hired e-learning specialists • Permitted more flexible deadlines • Extended withdrawal windows	• Modified internship • Provided online teaching workshops • Conducted online rehearsals • Created alternatives for early clinical experiences • Waived performance-based student teaching assessment • Extended withdrawal windows

schools to complete early clinical experiences, faculty created alternative assignments that often involved observing and analyzing videos of instruction from a library of classroom videos or completing a checklist of classroom experiences that could be conducted remotely (e.g., interviewing a classroom teacher about classroom management strategies). The U.S. program, while online in nature, did offer clinical experiences in which candidates met on campus to rehearse teaching strategies and receive instructor feedback. Faculty modified this expectation, instead requiring candidates to videotape rehearsals and submit the video so that instructors could provide feedback. Similarly, for the full-time student teaching internship, instead of university supervisors visiting teacher candidates at their respective schools, U.S. candidates recorded their instruction, whether it be in-person or remote. They submitted the video through a program called GoReact and the university supervisor provided feedback through the digital platform. GoReact allows candidates to upload their instructional videos to an online platform, where candidates can pause the video to add annotated comments to justify instructional moves and decisions and where supervisors can provide candidates with embedded feedback. Following analysis of the video, the supervisor, teacher candidate, and the mentor teacher would meet via Zoom to discuss the candidate's performance on the video and on other assignments that were housed in a shared Google folder.

In each context, accommodations involved waiving certain requirements. Representatives of both the German and Colombian programs waived the number and length of required meetings. Administrators in the U.S. program also waived the requirement that candidates pass the edTPA before program completion. Developed by the **American Association of Colleges for Teacher Education** and the Stanford Center for Assessment, Learning, and Equity (SCALE), edTPA is a nationally-validated assessment that measures teacher candidates' ability to plan, instruct, and assess student learning in a variety of content areas, including world languages (SCALE, 2014). In the state where the U.S program resides, all teacher candidates must pass edTPA as part of the requirements for earning a permanent teaching license. Waiving this program modification allowed candidates to take the edTPA during the initial three years of their career rather than requiring it before program completion.

Each university made other campus-wide accommodations to support students that were

not specific to teacher preparation. Each invested substantial time and resources to support faculty's delivery of online instruction. In Germany, the university hired e-learning specialists, offered online teaching workshops, and gathered faculty monthly for online teaching forums, where they shared strategies. The German and U.S. universities eased requirements related to permissible withdrawals from courses, extending windows so that students could get tuition refunds if they decided to withdraw from study later in the semester. The Colombian university suspended undergraduate and discounted graduate tuition costs, making coursework more affordable during the pandemic.

In addition to the accommodations mentioned above, candidates in the participating world language teacher preparation programs also benefited, in varying degrees, from governmental, and in some cases, corporate accommodations (see Table 3). For example, the Colombian government authorized online instruction and provided funding to support tuition waivers. The federal governments in both Germany and the U.S. offered financial support to universities to help them address many of the financial challenges associated with the pandemic (e.g., decreased revenue, COVID-19 prevention costs) and to provide resources to support their students who were struggling financially. In the U.S., accommodations to support teacher candidates also came from the state. For example, the state where the participating world language teacher program is located waived the requirement that student teaching internships involve a minimum of 16 weeks of in-person instruction, as well as the requirement that applicants have a minimum undergraduate grade point average.

Table 3. *Government and Corporate Accommodations*

Colombia	Germany	USA
• Government authorized remote instruction at universities • Government provided tuition waivers • Government promoted virtual training sessions	• Government provided financial support to universities for equipment purchasing • Government provided financial aid for students • Publishing houses provided free online teaching materials	• Government allowed remote completion of 16-week internship • Government waived some admission requirements (e.g., GPA) • Assessment corporation modified test requirements • Companies reduced costs for online instructional resources • Federal funding provided to support universities and students

Corporate support was another distinguishing accommodation among the programs in the three different countries. There was no mention of any corporate support in the Colombian context. The German program, on the other hand, reported that some publishing houses provided free online teaching materials. Similar corporate accommodations were reported by the U.S. program. The corporate assessment giant Pearson, the company that evaluates world language teacher candidate performance-based assessments (i.e., edTPA), allowed for submission of candidate teaching videos involving online synchronous instruction, which it had not done in the

past. As another example, ATLAS videos reduced subscription costs to allow greater access to its library of online classroom videos. For a subscription fee, ATLAS provides a library of classroom videos of accomplished teachers exhibiting best practices in a variety of content areas, including world languages (National Board for Professional Teaching Standards, 2021).

Unanticipated Successes

While COVID-19 presented the world language teacher preparation programs in all three countries with unprecedented challenges, as illustrated in Table 4, there was an element of optimism and positivity in the data. While all faculty in the participating programs started at different places with respect to their preparation to teach online, the pandemic forced all to enhance their online teaching capabilities. In Colombia, this meant incorporating more online tools into instruction and discovering how some existing resources (e.g., WhatsApp) could be creatively used to support remote instruction. In Germany, the university purchased additional web-based resources (e.g., WebEx) and faculty learned a variety of new instructional strategies that they added to their instructional toolbox. In the United States, world language faculty honed their online teaching strategies and became familiar with new online resources (e.g., GoReact) that allowed them to remotely observe candidates and provide them with feedback. Students in the U.S. who lived far from campus were no longer required to drive multiple hours to campus to participate in lesson rehearsals, but could instead participate via video conferencing programs. Faculty and administrators from all three countries emphasized that following the transition to fully online instruction, both faculty and their teacher candidates became better prepared to teach online.

> While all faculty in the participating programs started at different places with respect to their preparation to teach online, the pandemic forced all to enhance their online teaching capabilities.

Table 4. *Unanticipated Success*

Colombia	Germany	USA
• Enhanced collaboration • Incorporation of technology into instruction • Online meetings and consultations with faculty and students	• Enhanced student support via online office hours • Integration of digital content to prepare students to teach online • Boost in new educational approaches and teaching/learning settings • Increased flexibility for faculty and students due to online options • More efficient and frequent online meetings • Increase in international guest speakers via WebEx	• Success of online rehearsals replacing in-person labs • Remote conferences less costly and time-consuming • Use of Google Drive folders to share resources and DocuSign • Elimination of barriers and enhanced equity due to temporary removal of admission requirements • Enhanced faculty online instruction • Enhanced preparedness for future transition to online learning

Participants from all three countries also described other elements of their world language teacher preparation programs that they implemented in response to COVID-19 and planned to continue post-pandemic. Meetings conducted using web-conferencing

tools, like WebEx, were reported by participants from all three countries to increase meeting attendance, offer greater convenience, and enhance student support. A program administrator in Germany emphasized that conducting online office hours via WebEx provided students with increased convenience and instant support without having to wait for weekly office hours.

Participants reported that some changes implemented in response to COVID-19 were more cost-effective and time-saving. One such change was remote teaching observations using GoReact, which the U.S. program reported saved money on transportation and spared supervisors the time required to drive to and from schools. In the U.S., sharing resources and materials via Google Drive folders during web-conferences with university supervisors, teacher candidates, and mentor teachers, and collecting required signatures using DocuSign (i.e., an electronic signature application) was easier than driving to and from schools to meet and collect and disseminate required documentation.

German faculty offered yet another unanticipated success that emerged from the pandemic, also related to web-conferencing. When the pandemic struck, teacher candidates in Germany could no longer participate in international exchanges to enhance their language skills and intercultural competence. In response, faculty began inviting international guest speakers to attend their online classes. German participants reported that teachers and researchers from around the globe participated in their online classes via WebEx, where they modeled their language skills and shared ideas and cultural insights.

Discussion

This study provided documentation of the impact of the global pandemic on three world language teacher preparation programs and how these programs responded to the crisis, making accommodations to support their teacher candidates. Prevented from in-person instruction and in-person clinical experiences in K-12 classrooms, the participating world language programs made a variety of adjustments. They incorporated technology-based resources, modified assignments, waived some requirements, and allowed their candidates to analyze videos of instruction and record and submit their own recorded instruction. Many of the programmatic responses aligned to those described in the existing literature. As described in Barnes et al. (2020), the U.S. program also utilized videos of instruction for candidates' teaching observations. Also aligning with existing literature on how programs responded to the pandemic, both the German and the U.S. programs required candidates to watch videos of teaching to fulfill observation requirements (Barnes et al., 2020; Cho & Clark-Gareca, 2020). Regarding requirements for program completion, all programs made modifications. Like Cho and Clark-Gareco (2020), the U.S. program modified requirements related to when students must pass their major assessment (i.e., edTPA). Similar to Barnes and colleagues (2020), all three programs modified requirements related to the number of hours that candidates must fulfill in K-12 classrooms.

Although many of the findings supported those in the limited existing literature, the current investigation emphasized the role of context of programmatic responses, and put a spotlight on issues of educational equity that heightened the impact of the pandemic on programs and teacher candidates in one country. Teacher candidates in Germany and the U.S. largely had internet access, and their respective programs either already had the necessary infrastructure to commence remote instruction, or were able to quickly purchase and implement it. In Colombia, lack of widespread internet access and limited, web-based instructional infrastructure, at least in the region where the participating program resided, significantly impacted the transition. As was done by candidates in some Chilean programs

(Sepulveda-Escobar & Morrison, 2020), many candidates prepared homework assignments that were delivered to students, typically using a widely-used messaging application called WhatsApp.

Another contextual variable that certainly shaped each program's responses to the pandemic was the existing shortage of world language teachers in each context (BertelsmannStiftung, 2019; Cassard, 2018; Commission on Language Learning, 2017). Due to this shortage, the U.S. program had already transitioned to online instruction before the pandemic to increase enrollment. Faced with the worst world language teacher shortage on record (ACTFL, 2021), the U.S. program was pressured to support all candidates in the successful completion of their program, despite COVID-19-related barriers. To maintain a continuous supply of new teachers, accommodations came from the institution (e.g., waived assignments), state (e.g., financial support), and corporations (e.g., reduced subscription costs to access online resources). Similarly, the Colombian government went so far as to waive tuition costs for undergraduate students and significantly reduce tuition costs for graduate students, a practice not currently addressed in the existing literature.

Implications and Applications

As the body of research related to programmatic responses to the pandemic grows, language teaching professionals must focus our attention on implications for the future. Despite climbing vaccination rates and declining death rates, emerging variants of the virus and threats of additional outbreaks continue to dampen hopes for a timely and full return to normalcy. As teacher preparation programs, more broadly, and world language teacher preparation programs, more specifically, continue to respond to COVID-19, they should consider the steps to support teacher candidates like those taken by the participating programs. Additionally, findings highlight ways in which world language teacher preparation programs can take better advantage of digital tools to promote teachers' development moving forward (Cárdenas et al., 2021).

This study has also taught us the importance of contingency planning. The world language teacher preparation programs in all three countries were not fully prepared for the crisis. Even though the worst of the pandemic may be behind us, there will be other events in the future that disrupt education. How will universities around the world respond to future disruptions to on campus instruction (e.g., natural disasters, fires, strikes)? On the flip-side, as programs become more technology-based, how will they respond to disruptions to online learning (e.g., hacking, loss of power due to storms)? As was made evident in this study, such planning should not take place in isolation. In the U.S. context, for example, the program would have benefitted from co-developing a clear and consistent contingency plan with its partner school districts for how to respond to disruptions to student teaching internships. In the German context, although the German institution had the resources to purchase web-based infrastructure to support online instruction (e.g., WebEx), prior to the pandemic, it had not discussed with its partners (e.g., the state government) which resource to purchase, and as a result, wasted time at the onset of the pandemic making such decisions. In the Colombian context, while multiple training opportunities were provided to university faculty to support their online instruction, they were not extended to mentor teachers who were assigned to work with teacher candidates. As a result, teacher candidates were often assigned to mentors who struggled to model best practices in online instruction. The program would have benefitted from enlisting mentor teachers in the various training opportunities offered to university faculty for dealing with remote instruction.

Moving forward, teacher preparation programs must continue to make creative use of the technological tools available to promote candidates' development. Tools such as WebEx,

GoReact, and WhatsApp, are strong supplements to face-to-face instruction for all learners, but particularly for world language learners. They allow for spontaneous interpersonal communication between students, interactions with individuals from the target cultures, and easily accessible recordings of presentational communication. Many individuals who previously may not have been well-versed with such applications may now feel prepared to incorporate these regularly in daily instruction. Moreover, use of video-conferencing programs, as used by all three programs, and as described in existing literature (Cho & Clark-Gareca, 2020; Darling-Hammond & Hyler, 2020), greatly increased students' access to one-on-one support. Rather than requiring students to come to campus for face-to-face office hours, programs should consider continued use of video-conferencing.

Beyond their ability to foster communication in the target language, software that allows for the online submission of videos and instructor feedback (e.g., GoReact), web-based platforms that offer convenient online meetings (e.g., WebEx), shared digital folders (e.g., Google Drive), and digital tools that allow for electronic signatures (e.g., Docusign) were all found in the study to be more cost-effective, convenient, and time-saving practices than what were in place prior to the pandemic. World language teacher preparation programs that traditionally involve (1) observing teacher candidates on-site in K-12 schools; (2) in-person meetings with university faculty, mentor teachers, and teacher candidates; and (3) the collection of signatures should consider these options to reduce costs, increase convenience, and save time.

Limitations

The study's results, while timely and much-needed, should be considered cautiously. Data were collected from only three institutions in three countries, and therefore cannot represent all world language teacher training programs across the globe. Additional research is needed to show how other programs, including those on smaller campuses, at private institutions, and in other countries responded to the many unforeseen challenges presented by the pandemic. Further, the study only included the perspectives of faculty and administrators. The voice of teacher candidates enrolled in the participating programs would have provided deeper insights into how the programs were prepared for the pandemic, how they accommodated candidates, and unanticipated successes.

Conclusion

As reflected in this case study, COVID-19 has had a profound and potentially lasting impact on world language teacher preparation programs. The candidates in the programs in the three participating countries were unable to meet on campus to learn about and practice language teaching strategies and receive instructor feedback on their performance. Even more troublesome, they were prevented from completing all clinical experiences in K-12 world language classrooms, including their year-long internship. In response, the programs transitioned to fully online delivery of all aspects of teacher preparation, provided faculty with professional development, modified assignments, waived requirements, and offered their candidates some financial support. Teacher training programs should consider these accommodations while continuing to respond to the ongoing pandemic and when making contingency plans for other disruptions to program delivery that may come in the future.

Offering a unique contribution to the current body of research, comparisons among the programs revealed interesting differences. The participating programs were not equally prepared for the pandemic, nor were they able to equally respond to it. Results suggested that contextual factors, such as the wealth of the nation where the program is located, the prevalence of online instruction, and the shortage of world language teachers had an influence on both the preparedness of the participating programs and the extent they accommodated their candidates.

While the study investigated how the programs in three countries were able to respond to the pandemic to support successful candidate program completion, it did not examine the extent these programs prepared the aspiring teachers for the realities of K-12 world language classrooms. Future research should explore the impact of the pandemic on both teacher candidate performance and the performance of their future K-12 students. Research that involves candidate perspectives regarding what COVID-19 accommodations were most useful and where they felt most and least prepared following completion of their programs during the pandemic would also offer an interesting contribution to the related literature.

> Future research should explore the impact of the pandemic on both teacher candidate performance and the performance of their future K-12 students.

References

ACTFL. (2021). Educators Rising: Recruiting world language teachers. https://www.actfl.org/advocacy/educators-rising

Anderson, L. M., & Stillman, J. A., (2013). Student teaching's contribution to pre-service development: A review of research focused on the preparation of teachers for urban and high needs contexts. *Review of Educational Research, 83*(1), 3-69.

Barnes, R., Hall, R., Lowe, V., Pottinger, C., & Popham, A. (2020). Lessons from an online teacher preparation Program: flexing work experience to meet student needs and regulators' requirements in the United States, *Journal of Education for Teaching, 46*(4), 528-535. https://doi.org/10.1080/02607476.2020.1802203

BertelsmannStiftung (2019). *Lehrermangel in Grundschulen bis 2030 größer als bislang erwartet.* https://www.bertelsmann-stiftung.de/en/themen/aktuelle-meldungen/2019/september/lehrermangel-in-grundschulen-bis-2030-groesser-als-bislang-erwartet?fbclid=IwAR0pCN2eHnmdCtnVOkl1pFf1QDmrTYhthOJaSclUT5xmxdBdvlbUCUNhn_g

Caires, S., & Almeida, L.S. (2007). Positive aspects of the teacher training supervision: The student teachers' perspective. *European Journal of Psychology of Education, 22*, 515-528.

Cárdenas, M. L., Nieto-Cruz, M. C., & Martínez, E. (2021). Editorial: Possible research paths for English language teacher-researchers in the wake of the COVID-19 pandemic. *Profile: Issues in Teachers' Professional Development, 23*(1), 7–10.

Cassard, C. (2018, May). In high demand: How to teach English in Colombia. *Verge.* https://www.vergemagazine.com/work-abroad/articles/2148-how-to-teach-english-in-colombia.html

Cho, S., Clark-Gareca, B. (2020). Approximating and innovating field experiences of ESOL preservice teachers: The effects of COVID-19 and school closures. *TESOL Journal, 11*(3), 1-6.

Commission on Language Learning. (2017). *America's Languages: Investing in language education for the 21st century.* https://www.amacad.org/publication/americas-languages

Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessment can measure and improve teaching.* Washington, DC: Center for American Progress.

Darling-Hammond, L., & Hyler, M.E. (2020). Preparing educators for the time of COVID and beyond. *European Journal of Teacher Education, 43*(4), 457-465.

Donato, R. & Davin, K. (2018). The Genesis of classroom discursive practices as history-in-person processes, *Language Teaching Research, 22*(6), 739 – 760.

Ersin, P., Atay, D., & Mede, E. (2020). Boosting preservice teachers' competence and online teaching readiness through e-practicum during the COVID-19 Outbreak. *International Journal of TESOL, 2*(2), 112-124.

Ferber, T., & Nillas, L. (2010). Through the eyes of student teachers: Successes and challenges in field experiences. *National Teacher Education Journal, 3*(2), 61-86.

Gamlam, R. (2016). How the ESL Industry in China is Changing. Go Overseas. https://www.gooverseas.com/blog/how-the-esl-industry-in-china-is-changing.

Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology, 11*, 1-14.

Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago, IL: Aldine.

Hassani, V. (2021). The impacts of COVID-19 pandemic on English language teacher education in Iran: Challenges and opportunities. *Journal of Teaching Language Skills, 40*(3), 83-116.

IFT-Nord [Institut für Therapie und Gesundheitsforschung] (2020): Stimmungsbild: Lehrergesundheit in der Corona-Pandemie. Befragung zur Lehrergesundheit, November 2020. https://www.praeventionsradar.de/downloads/Ergebnisbericht_LeGu_2020.pdf

Kissau, S. (2020). Increasing Enrollment in Foreign Language Teacher Training Programs. *NECTFL Review, 85,* 11-28.

Kissau, S., Davin, K., Wang, C., Haudeck, H., Rodgers, M., & Du, L. (2019). Recruiting foreign language teachers: An international comparison of career choice influences. *Research in Comparative and International Education,* 14(2), 184-200.

Kyriacou, C., & Kobori, M. (1998). Motivation to learn and teach English in Slovenia. *Educational Studies*, *24*(3), 345-351.

Lin, E., Shi, Q., Wang, J., Zhang, S., & Hui, L. (2012). Initial motivations for teaching: Comparison between preservice teachers in the United States and China. *Asia-Pacific Journal of Teacher Education, 40*(3), 227-248.

MacIntyre, P., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing, and negative emotions. *System, 94*, 1-13.

Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education* (Revised Edn.). San Francisco, CA: Jossey-Bass.

Metcalf, K. (1991). The supervision of student teaching: A review of research. *The Teacher Educator, 26*(4), 27-42.

National Board for Professional Teaching Standards. (2021). ATLAS: Accomplished Teaching, Learning and Schools. https://www.nbpts.org/support/atlas

Nuffield Foundation (2000). *Languages: The next generation: The final report and recommendations of the Nuffield languages inquiry.* London: Nuffield Foundation.

Paesani, K. (2020). Teacher professional development and online instruction: Cultivating coherence and sustainability. *Foreign Language Annals, 53*, 292-297.

Richards, H., Conway, C., Roskvist, A., & Harvey, S. (2012). Foreign language teachers' language proficiency and their language teaching practice. *Language Learning Journal, 41*(2), 231-246.

Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education, 43*(4), 587-607.

Spiegel (2016). What a million refugees mean for everyday life. Spiegel ONLINE. https://www.spiegel.de/international/germany/22-germans-speak-about-challenges-of-integrating-refugees-a-1075661.html

Stanford Center for Assessment, Learning, and Equity (SCALE). (2014). Recommended professional performance standard. http://www.edtpa.com/PageView.aspx?f=GEN_PerformanceStandard.html

Weldon, P. (2015). *Policy Insights: The teacher workforce in Australia: Supply, demand, and data issues.* Melbourne: Australian Council for Educational Research.

Appendix A.

Data Collection Table

Question	Country	Response
In what ways did you alter the program as a result of the pandemic?	Colombia	
	Germany	
	U.S.	
In what ways did the structure and requirements of your student teaching experience change as a result of the pandemic?	Colombia	
	Germany	
	U.S.	
In what ways did the delivery of your language methodology courses change as a result of the pandemic?	Colombia	
	Germany	
	U.S.	
In what ways have the content of your courses changed as a result of the pandemic?	Colombia	
	Germany	
	U.S.	
What were the biggest challenges to shifting to a virtual format in the pandemic?	Colombia	
	Germany	
	U.S.	

What were the biggest successes of shifting to a virtual format? In other words, did changes occur that you think you will keep even post-pandemic?	Colombia	
	Germany	
	U.S.	
How did your institution/college help you in your program's transition to online learning?	Colombia	
	Germany	
	U.S.	
What accommodations were made by the government or other organizations to support your students in the successful completion of their program during the pandemic?	Colombia	
	Germany	
	U.S.	

Dr. **Scott Kissau** is a professor of foreign language education and Associate Dean of Research and Graduate Education in the Cato College of Education at the University of North Carolina at Charlotte. His research focuses on the preparation of world language teachers.

Dr. **Kristin J. Davin** is an associate professor of foreign language education in the Cato College of Education (University of North Carolina at Charlotte). She teaches undergraduate and graduate foreign and second language methodology and assessment courses. Her research is situated in Vygotskian sociocultural theory and language education policy.

Dr. **Jörg-U. Keßler** is a professor of applied linguistics and Vice-Rector for Research and Internationalisation at Ludwigsburg University of Education. He has published widely on second language acquisition and bilingual education.

Dr. **Sonja Brunsmeier** is a professor of teaching and learning English as a foreign language. Before joining the English department at the University of Vechta she was a junior professor at the University of Education Ludwigsburg and research assistant at the University of Education in Freiburg.

Dr. **José David Herazo** is a professor at Universidad de Córdoba (Montería, Colombia), where he works as a teacher educator in the Department of Foreign Languages. His research focuses on systemic linguistics and second language education and research and applications of sociocultural theory to second language instruction and teacher education.

Korean teachers' perceptions of embedding pop culture into classrooms

Young A Jung, *George Mason University (VA)*
Sungshim Choi, *George Mason University (VA)*
Hye Young Shin, *American University (DC)*
Sherry Steeley, *Georgetown University (DC)*
Marjorie Hall Haley, *George Mason University (VA)*

Abstract

This study examines the perceptions of Korean language teachers on the classroom practice of embedding contemporary Korean pop culture into classrooms for effective world language instruction. While integrating culture in language classrooms has been practiced for decades, Korean teachers in this study expressed a lack of confidence in designing activities with a wide array of samples of Korean culture in their instruction. In this article, we explore how 14 pre-and in-service Korean teachers who attended a 2019 professional development summer program engaged in a learner-centered classroom that utilized various forms of Korean culture, such as K-pop, as an instructional tool. Data were gathered during this teacher training program using online surveys, small group interviews, daily reflections, online discussion, and final projects based on a mixed-methods research design. The results of the study highlight the importance of thoughtful use of Korean culture and the appropriate use of technology to support and enhance culture-integrated language instruction. Finally, implications for future research and practice with world language teachers and teacher educators are discussed.

Introduction

Since Korean singer, Psy, hit YouTube with Gangnam Style, Korean popular music (K-pop) has become more popular than ever and has contributed to the now-global Korean Wave. Recently, a Korean boy band, BTS: Bangtan Boys or Bulletproof Boy Scouts [*Bang-tan-so-nyeon-dan* in Korean] has gained worldwide attention among teenagers (Cruz, 2019). This recent trend has spread beyond Asian countries (Jin, 2016) and especially, this Korean Wave has inspired many students to enroll in Korean classes in colleges and universities whereas many

other world languages are experiencing enrollment decreases (Looney & Lusin, 2019). Accordingly, many schools and institutions are seeking high-quality Korean language teachers to accommodate students who want to learn Korean. In addition, the United States federal government has referred to Korean as one of the critical need languages which are crucial for economic growth and national security (National Security Education Program, 2019).

> [The new Korean wave of K-pop] has inspired many students to enroll in Korean classes in colleges and universities whereas many other world languages are experiencing enrollment decreases

Considering the national standards for world language education (The National Standards Collaborative Board, 2015) and the popularity of Korean media, Korean world language teachers are seeking ways to incorporate Korean popular music and culture into their classroom activities (Lee, 2018). However, it should be noted that there have been limited teacher-training opportunities for Korean teachers to improve their instructional repertoire (Kim & Kim, 2016). In addition, many Korean language teachers were educated outside of the United States and were not familiar with American school systems or classroom activities. Therefore, teachers wanted to adapt themselves to American classrooms (Kim & Kim, 2016; Lee & Bang, 2011). Shin and Wong (2017) reported that professional development opportunities offered by national and regional associations of Korean teachers do not satisfy the needs of many Korean language teachers. To fill this gap, the federal government provided StarTalk grants for professional development programs for critical need languages teachers and world language learning programs (Koning, 2009; StarTalk, 2021).

This article addresses how one public four-year university met the challenges to enhance the professional development needs of Korean teachers. This university offered a carefully designed three-week sequence of synchronous face-to-face workshops and asynchronous online learning modules (two weeks in June and one week in July 2019). The teacher participants are mostly first-generation Korean immigrants educated in Korea and reported that they grew up and had been trained in teacher-centered instructional styles. Throughout these workshops, the teacher participants were required to shift their traditional ways of teaching from a teacher-centered to a student-centered approach. At the same time, we instructed teachers to align their instruction with the World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015) while incorporating Korean pop culture as an instructional tool effectively.

The current study focuses on how teachers learned and applied planning and instructional practices using Korean culture, including children's songs and K-pop, in their instruction. By reporting on how Korean language teachers engaged in this professional training and implemented this learning into their microteaching and lesson plan design, this article highlights how world language teachers incorporated Korean culture into their language instruction as an innovative approach for learner-centered and standards-based lessons. The two main research questions are: (1) What are teacher participants' perspectives on incorporating cultural artifacts into their teaching? and (2) How do teacher participants incorporate cultural artifacts as a means of learner-centered instruction?

> The current study focuses on how teachers learned and applied planning and instructional practices using Korean culture, including children's songs and K-pop, in their instruction.

Culture and World Language Classrooms

The American Council on the Teaching of Foreign Languages/ Council for the Accreditation of Educator Preparation (ACTFL/CAEP) program standards for foreign

language teachers suggests that the 'Five Cs'—Communication, Cultures, Connections, Comparisons, and Communities—should be incorporated in the training of world language teachers and the implementation of their instruction (ACTFL/CAEP, 2013). Accordingly, world language teachers need to consider diverse factors in their instruction such as the amount of the target language use, standards-based lesson planning, learner-centered instruction, and appropriate assessments bridging oral and written discourse (Grahn & McAlpine, 2017; Haley & Austin, 2014). World language teachers encourage students to interact with other cultures while learning the target language. Learners use the target language to investigate the relationship between the practices, products, and perspectives of the cultures studied and develop insights about those cultures (The National Standards Collaborative Board, 2015, p. 68). Approaches to teaching culture in world language classes have been developed from a knowledge-based approach to an intercultural communicative competence approach (Piątkowska, 2015; Skopinskaja, 2005). The current trend of teaching intercultural competence in a foreign language classroom focuses on developing cross-cultural comparison, communicative tasks, and experiential learning with effective use of technologies (Meyer 1990; Perry & Southwell, 2011; Penz 2001).

As a way to build cultural competence, many language teachers draw contemporary culture into their language classrooms in addition to the traditional. Popular music is one of the most prevalent aspects of modern culture from which language learners can benefit while learning their target language.

The influence of Korean pop culture on language learning

Korean popular music (K-pop), a new genre of music that has gained international popularity since the 1990s, originated in South Korea. K-pop has developed as a mainstream subculture on a worldwide level. Many American students enjoy listening to K-pop and engaging with other popular cultural productions such as Korean TV dramas, films, and webtoons. Even if students never travel to Korea, they may be interested in these shows and musical productions and experience them through social media such as YouTube (Oh & Park, 2012; Ono & Kwon, 2013). Similarly, Lee (2018) argues that the growing interest in Korean pop culture is positively correlated with the intent to learn the Korean language. This phenomenon parallels the increase in Japanese language courses in the US when Japanese culture became popular around the world in the 1980s and 1990s (Fukunaga, 2006; Matsumoto, 2007).

Interest in Korean culture is broadening from specialized media markets to the mainstream media market (Gibson, 2018; Ryoo, 2009) Additionally, there is evidence that some US college students intend to seek jobs or attend graduate schools based on their Korean language skills and cultural knowledge. The number of study-abroad students in Korea is also increasing every year (prior to the COVID-19 period). Finally, the competition for the Korean government-supported English teacher programs such as Teach and Learn in Korea (TALK) and English Program in Korea (EPIK) is quite high (Jeon, 2020). The recent increase in Korean studies majors and minors at US universities reflects this increase in demand (American Association of Teachers of Korean, 2021). As a result of these trends, the number of candidates hoping to teach the Korean language is increasing, and current teachers at heritage Korean schools are also eager to participate in workshops or acquire certifications to further their careers.

The US college Korean teachers also recently started to adopt a cross-cultural approach rather than to deliver stereotypical and essential images (Byon, 2007). For instance, diverse learner-centered projects such as a culture portfolio project or a short film-making project, increase students' interest in learning a target language and understanding the distinctiveness of a target culture. However, according to Shin and Wong (2017), many of those teachers at heritage Korean schools were unsure of how to make the transition to American education standards and teaching styles. They reported that when their Korean teacher participants were introduced to learner-centered teaching methods during the professional workshops, teachers were confused with the concept and the application of the learner-centered approach in language instruction (p.134).

Learner-centered Instruction

Learner-centered approaches to meet various learners' needs have been widely adopted in general K-16 contexts (e.g., social studies, math, science, and language education) (Phyllis, 2009; Nunan, 2012; Terry, 2008, 2011; Trigwell, 2010; Weimer, 2013). Weimer (2013) also stated the importance of differentiated instruction by emphasizing that students' developmental issues influence effective learner-centered teaching. He suggested a transformative experience that learner-centered teaching not only transforms students' learning experiences but also teachers' perceptions and attitudes about ways of teaching and their role as teachers (Weimer, 2013, p. 26). According to Terry (2011), teachers experience a transformative role change from a lecturer delivering knowledge to a facilitator helping students become independent learners in learner-centered class settings (p. 52). Arguing that learner-centered education can be linked to teachers' perceptions and practices, Badjadi (2020) considers the learner-centered approach as a globally applicable method to second language education settings. However, many studies have focused on theoretical assumptions and practices for English language education (i.e., English as a Second/Foreign Language), but not in world language contexts (Nunan, 2012; Stockwell, 2011). Few research findings show if the learner-centered approach can be similarly adopted for world language education (Haley et al., 2013).

Not only in the world language field in general but the context of Korean language instruction a learner-centered approach has also been introduced very recently (Kim et al., 2017; Yoon & Choe, 2011). Yoon and Choe (2011) note that the field of Korean language education as a foreign language was introduced in the late 1990s and established as an academic field in South Korea in the early 2000s and inevitably, foreign language teaching methods including a learner-centered approach were introduced later. Further, historically, there is a preference for a teacher-centered approach that is related to Confucius' beliefs; with this teaching philosophy, the teacher should be a role model for students and lead students along the right path (Bhang & Kwak, 2019). Teachers are expected to guide students to find educational value according to Confucian learning (Park, 2016). Confucian culture emphasizes teachers' authority in the classroom, and teaching courses in public schools in Korea is generally centered on teachers across all subject matters (Feng, 2002).

To introduce the learner-centered approach to Korean language teachers, we planned to provide multiple opportunities for teachers to be immersed themselves as students throughout the three-week summer StarTalk professional development program. In addition, throughout two different microteaching sessions at the end of the second week, they were encouraged to consider diverse students' backgrounds, learning styles, interests, and proficiency levels in Korean as they begin to design their lesson plans. As program providers, we believe that knowing and learning about their students can inform teacher

participants as they plan learner-centered instruction, which will finally lead them to successful teaching.

Methods

This study took place in the context of a professional development program composed of three weeks of a carefully designed sequence of online and face-to-face workshops for Korean teachers in need of transitioning from traditional teacher-centered to student-centered teaching. The Institutional Review Board (IRB) application was approved in May 2019 to study teacher participants' learning experiences from the planned professional development program. This program provided Korean teacher participants with multiple opportunities to explore and examine learner-centered instruction and national standards for foreign language education while incorporating Korean culture as an instructional tool.

Figure 1 illustrates how we collected data based on the program schedule. Teacher participants completed individual readings, online discussions, and a pre-survey in the first week of the program, and in the second week, they participated in hands-on workshops and microteaching demonstrations based on information they learned during the first two weeks. During the microteaching demonstrations, teacher participants conducted two different hour-long classes for elementary and middle-school students in a heritage Korean language summer camp. The four teams of three or four teachers collaboratively prepared lesson plans for differentiated instruction in a co-teaching setting, created teaching materials, and practiced their teaching. During the third week, teacher participants synthesized what they had learned about using culture for effective differentiated planning during the previous two weeks of the program. Week three was entirely online, and teacher participants were asked to create final lesson plans that cumulatively reflected their new knowledge and experiences through online discussion threads and to complete a post-survey on their learning experiences.

Figure 1.
Data Collection Sequence with Program Contents
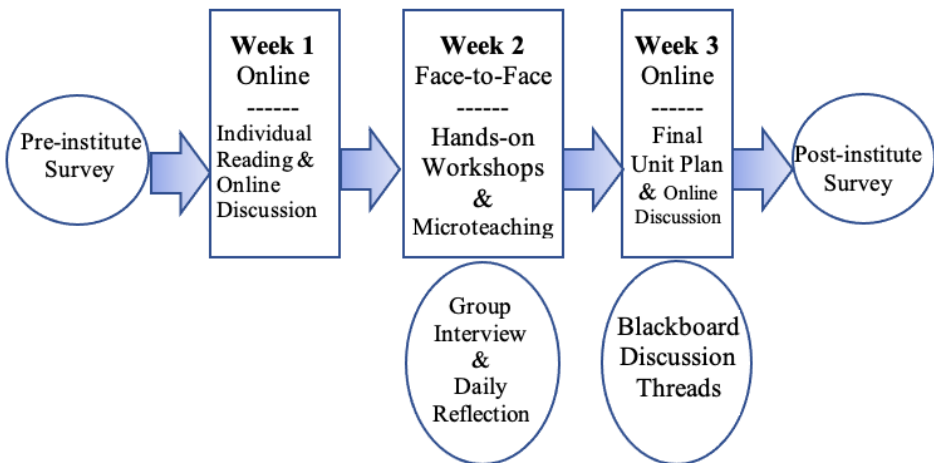
Fourteen teacher participants completed the program and agreed to take part in this research. Teacher participants were recruited from five different states and varied in age (30s to 50s), years of teaching experience (zero to ten years), and teaching contexts (eight heritage schools, four public middle or high schools, one community college, and one

university). At the time of this study, two teachers were teaching at public high schools with provisional licensure. Among eight heritage schoolteachers, three held teaching licenses issued by the Korean government.

Our research framework relied on the analysis of diverse data including online surveys, participants' reflections, participants' work products, online discussion over the three-week workshops, and focus group interviews with teacher participants (Appendix). The authors, who served as the program instructors and research coordinators, collected data and engaged in data analysis with constant comparison methods (Glaser & Strauss, 2017). The authors conducted semi-structured interviews with three focus groups of teacher participants on the fifth day of the second week of the workshop when they returned from their microteaching demonstrations to debrief their experiences. All interviews were conducted in Korean and audio-recorded with participants' written consent according to the IRB protocol. Subsequently, researchers reviewed the audio recordings and selectively transcribed and translated relevant portions into English. All participant-identifiable data sources were marked with pseudonyms.

Researchers analyzed the interviews, the online discussions, and the participants' projects to identify participants' views and the incorporation of these views in the form of their final lesson plans. Using a constant comparative approach (Glaser & Strauss, 2017; Merriam, 2009; Strauss & Corbin, 1998), authors examined all data for emergent themes and patterns. We analyzed changes in perspectives throughout the program by answering the first question (What are teacher participants' perspectives on incorporating cultural artifacts into their teaching?) to determine teachers' evolving views on incorporating cultural dimensions into their teaching. Responding to the second question (How do teacher participants incorporate cultural artifacts as a means of learner-centered instruction?) involved analysis of how teachers conducted learner-centered instruction in their microteaching demonstrations and their final online lesson plans.

Findings and Discussions

Most of the teacher participants indicated that the summer program was an innovative educational experience because they were able to overcome misunderstandings they had previously held about language teaching. For example, teachers had previously believed that in classrooms, they should be the sole source of instruction to learners. Another example of a misconception was that only adults listened to K-pop music and that popular culture should not be used in K-12 classrooms. These ideas changed through interactions with other teacher participants and the program instructors. One of the most significant transformations that the teacher participants reported was their perception of the teacher-student relationship. As illustrated below from the interviews, many teacher participants used to believe that teachers need to have authority over students and give all directions to control and manage effective learning. They were even surprised to discover that the teacher-student relationship does not have to be vertical or one-way (i.e., a teacher imparts knowledge down to students) but rather can be horizontal and two-way (i.e., a teacher shares knowledge, and students share concerns/questions) during their microteaching demonstrations.

Three teacher participants were former public-school teachers in South Korea, and four teachers were teaching in local middle schools and high schools in the US. All other teacher participants did not have any teaching experience before they immigrated to the United States. In the pre-institute survey, many teachers answered that they were not familiar with teaching methods in American schools. When teacher participants shared

their experiential backgrounds and professional training program experiences after microteaching demonstrations, they described their perceptual changes about teaching, students, and their new views on teaching world languages with embedded culture. This shift was particularly noteworthy as evidenced by the teachers' daily reflections and interviews. The following statements highlight two teacher participants' perceptual transformation during the in-depth interviews after the microteaching demonstrations.

> I think I am the only one who can teach my students in my classroom. I even didn't try to get to know my students. I was the only one who prepared a lot for the class and taught hard. However, I had wondered why the students were not concentrating in my class, and there were no learning effects. The contents of the workshop were shocking that the subject of the classroom should be students, not a teacher. (Teacher KM)

> I realized the need for a shift from teacher-oriented classes to student-oriented classes is an urgent and important issue. I did not know that children can learn while they play games. What an amazing fact that kids can learn with lots of fun! Why should learning experiences be painful? Shouldn't it be fun to learn? (Teacher PK)

As the teacher participants reported in interviews, the professional development program offered an opportunity to reflect on their traditional teaching styles and their preconceived beliefs that an authoritarian (Terry, 2011, p.4) class design and practices would benefit learners. Many participants expressed that they could understand the importance of being aware of their students' interests and needs. They even mentioned that the one-way authoritarian approach would not work as they expected. While sharing and comparing their ideas and thoughts, the teachers added that they could reorient their instruction toward a more learner-centered model, modify their teaching practices, and, finally, transform their instruction from teacher-centered class into learner-centered.

Korean Cultural Artifacts for Learner-centered Instruction

Understanding culture or incorporating cultural artifacts in language instruction is one of the best ways to immerse students in the world language classrooms (Grahn & McAlpine, 2017; Haley & Austin, 2014). Although many participants continued to believe that incorporating culture into their language teaching would be very challenging, data analysis indicated that the teacher participants' transformative perceptual experience was positive about how to approach learner-centered instruction with Korean cultural artifacts. In addressing the question, "How do teacher participants incorporate cultural artifacts as a means of learner-centered instruction?", most teacher participants looked back on their past teaching. The teachers responded that lessons on culture are usually introduced after linguistic components such as grammar or dictation and only if time allows. One teacher responded. Understanding culture or incorporating cultural artifacts in language instruction is one of the best ways to immerse students in the world language classrooms

> Teachers must follow the school curriculum and cover all contents of given textbooks each year. In many cases, the content of cultural classes is far from the theme of that given chapter. For instance, when we learn about family, the cultural content of that chapter is *King Sejong* [the inventor of the Korean alphabet]. (Teacher SN)

As teacher SN described, many Korean language textbooks mainly focus on grammatical forms according to a chapter sequence without relevant cultural lessons. In addition, these textbooks rarely mention how to differentiate or accommodate a variety of learners, such as different ages, grades, or language proficiency levels. Notably, teachers felt some degree of trepidation when asked about learner-centered instruction in the survey before the program started. By the end of the program, teachers started to understand learner-centered instruction although this concept was new to them. While the teacher participants began to realize that cultural learning is a crucial part of language acquisition, they also realized that Korean cultural artifacts could be used as effective tools for learner-centered instruction. In the second week of the program, all teacher participants conducted microteaching demonstrations in a local heritage Korean school where teacher participants actively used Korean songs and K-pop as effective learner-centered teaching tools. One participant shared her new experience of incorporating this tool:

> I only used to use children's songs before this teacher workshop, but it was really good to learn how to use K-pop for a Korean language class. I had a preconceived notion that K-pop is only for adults, but it was surprising that there were many ways to use K-pop for younger learners. (….) I realized that culture goes together with language through this teacher training workshop. (Teacher CH)

Although teacher CH shared that she started to change her perspective on using K-pop in her classroom, it was still challenging for teachers of primary school students to adopt K-pop. This is because most heritage Korean schools do not include contemporary pop culture content in their curricula. While teacher participants were planning their learning activities during the second-week teaching demonstrations, they spent a considerable amount of time realigning course content with K-pop by analyzing their target students' profiles, selecting the appropriate K-pop, and adapting it to their lessons. One teacher commented that during the teaching demonstrations, they could observe even young students also liked the rhythm of K-pop and learned the target words with a song. This attempt was difficult, but worth it. This team changed the lyrics of the original song and replaced them with the target grammatical structure. The melody was easy to follow, so young students liked to sing without realizing they were studying grammar; they even sang the song after the class.

Throughout the three-week summer program, teacher participants worked step-by-step toward the preparation of a lesson plan that used learner-centered instruction while incorporating cultural artifacts into classroom instruction based on students' needs and curricular standards. For the third week's final project, participants first explored students' cultural and linguistic knowledge, learning styles, and motivation as factors impacting the approaches that they should take toward developing learning activities. After describing learners and their interests and needs, teachers made initial selections of cultural artifacts and activities that they thought would be most appropriate for their students.

Teachers were grouped by level—primary, secondary, and post-secondary—and they collaborated in analyzing learner needs and developing appropriate connections to learning activities and materials. Among primary school teachers, the most popular activity choice was singing Korean children's songs and nursery rhymes in the classroom, followed closely by hands-on activities such as traditional musical instruments and playing Korean traditional games (*Jeki Chagi* or *Konggi Nori*) or Korean board games (*Yutnori*). Among secondary and post-secondary teachers, K-pop, Korean TV dramas, and food were the leading topics. Interestingly, food was a crossover category—the only selection present

across all educational levels. The most common types of cultural artifacts and activities are summarized in Table 1 (next page).

It is also interesting that five primary teachers suggested using Korean musical instruments in their lesson plans. These teachers considered that Korean musical instruments would work better for engaging primary school students, especially visual and auditory learners, and help fit for short a sentence structure like a chant. Teachers learned ways of using the Korean cultural products and the benefits of using the musical instruments as authentic artifacts for various learning activities. Finally, the teachers agreed that music can fit into language classrooms.

Table 1.
Cultural Artifacts Identified in Discussions

Cultural Artifact / Activities	Primary	Secondary	Post-Secondary
Korean songs	7	-	-
Korean musical instruments	5	-	-
Korean games	5	-	-
Poems	3	-	-
Books /stories	3	-	-
Food	3	3	4
K-Pop	-	5	4
K-Drama	-	5	3
Other TV and commercials	-	3	-
Other: Crafts, cartoons, clothing (traditional)	4	-	-
Other: K-Fashion, K-Beauty, Video games	-	3	2

However, there was also a return to more traditional topics, particularly among primary-level teachers. While some primary level teachers incorporated food and others incorporated K-pop, the majority of primary level teachers still focused on the common themes of family, hobbies, travel, and everyday objects. The teachers who worked with young students may have felt that Korean pop culture was not always appropriate for young learners. Among secondary teachers, a similar pattern was reflected, with two participants focusing on popular music, and others shifting to the traditional cultural topics involving jobs, holidays, and basic informational exchanges. Whereas primary/secondary teachers made versatile choices, postsecondary teachers made somewhat narrow, but consistent choices. Their choices converge into K-pop, food, cultural norms, TV commercials, and K-dramas. For instance, this choice was driven by teachers' perception that K-pop is more age-appropriate and attractive to their post-secondary students rather than songs and poems. Overall, we observed slight changes, but teachers—regardless of level—tended to stick to the topics with which they were familiar when designing lesson plans for their final project of the third week of the workshop. As evidenced in their topic choices for lesson plans, it will take time for Korean teachers to become confident in incorporating diverse Korean cultural artifacts in their language instruction.

Technology for Culture Education

Although there was limited time for teachers to navigate thoroughly through every aspect of culture in language instruction, this professional development learning experience also contributed to teacher participants' understanding of culture instruction using technology. For example, teachers linked technology and culture to learner-centered instruction based on students' interests, learning styles, ages, and proficiency levels in Korean. The statement below illustrates how a teacher participant's perception of using technology changed throughout the workshop:

> I came to like technology, Quizlet, and Kahoot [online games]. Children love bringing iPads. Korean schoolteachers need a workshop for educational technology tools. To accommodate students' needs who are educated in American schools, teacher educators must train their teachers, and principals must attend those workshops first. (Teacher participant BG)

Understanding that their students were experienced at using technology and media platforms led teachers to attempt to use diverse educational technology applications as a strategy for learner-centered instruction in the classroom environment. When Kahoot was played, most students expressed excitement, saying "I used to play that in my school!" Similarly, the literature suggests that small group competitions using online applications such as Kahoot or Quizlet were shown to be very effective in engaging students' attention as well as providing formative assessments (Ryder & Machajewski, 2017; Wolff, 2016). Teacher participants also learned to utilize diverse Quizlet games and Padlet boards to help individualized instruction during the workshop.

As their motivation for incorporating technology into culture-related instruction increased, many teacher participants mentioned the need to shift to more learner-centered instruction in Korean classrooms. During the program, teacher participants realized that young learners participated more actively in classes with various activities such as listening to music, singing, playing games, and using technology. Teacher participants who are currently teaching at local heritage Korean schools shared their experiences that the level of young learners' concentration and motivation increased more when they used technology such as YouTube and diverse educational applications than when they used worksheets and textbook materials. They admitted that even elementary-school-age learners with beginner proficiency levels preferred visual and sensory materials offered by teachers' careful selection of numerous Internet resources.

Incorporating technology into culture-related instruction would be a good way for enriching world language instruction while fostering students' collaborative skills. For example, various projects such as online blog making, mock online K-pop singing contests, Instagram postings for favorite K-pop stars for various learner levels could be utilized based on ACTFL Can-Do statements (ACTFL, 2017). This would allow teachers to incorporate project-based classroom activities based on K-pop into their classes, enabling them to switch to learner-centered classes, and would promote students' twenty-first-century skills such as technology, collaboration, and creativity.

Incorporating technology into culture-related instruction would be a good way for enriching world language instruction while fostering students' collaborative skills.

In summary, the teachers found that introducing K-pop or Korean culture is enhanced via technology, which is helpful in learner-centered world language classrooms. The teachers learned how to use authentic Korean cultural products and practices in differentiated ways that incorporated photos, interviews, and advertisements of K-pop singers, depending

on the proficiency level and/or age of learners in their classes. Teachers often sang K-pop by themselves, but mostly they relied on YouTube, blogs, or Instagram, and searched the Internet for the lyrics and melodies. Due to the concurrent use of other instructional technology tools such as Quizlet, Kahoot, or Padlet, teachers were able to incorporate culture into learner-centered instruction in Korean language classes.

Conclusions and Implications

While many world language teachers are well-versed in the *World-Readiness Standards for Learning Languages* (The National Standards Collaborative Board, 2015), the Korean language teachers in this study, for incorporating culture into language instruction represent a significant shift in instructional practices. The program participants all agreed that Korean cultural artifacts can be teaching tools and sources for learner-centered instruction in Korean classrooms and that diverse technological tools can be useful instruments for incorporating K-pop and culture in Korean classrooms. Teacher participants showed that Korean cultural artifacts, especially K-pop, can be implemented according to different topics, themes, and proficiency levels.

During the microteaching demonstrations in a local heritage Korean school, teacher participants implemented effective instruction while incorporating diverse cultural artifacts. Teachers used authentic materials such as songs and K-pop, adapted cross-cultural (US/Korean) teaching approaches, and used technological resources. The teacher participants, however, seemed unsure as to whether these activities would be well-suited to their given curriculum, learning goals, and whether they would improve student performance. Even though teacher participants expressed that this training helped them improve their teaching repertoire, they also hoped to have more professional development opportunities to improve their teaching competence. They were also concerned that it would be time-consuming to identify, select, and tailor Korean cultural artifacts or authentic materials for classroom use even though many of these resources could be easily accessed through social media or online sources.

Along with the shared virtual collection of materials and resources, it would be beneficial if the government or teacher-educators provide funding and more professional development workshops designed to address and meet the needs of world language teachers who are committed to learner-centered instruction.

During the program, teachers created a unified virtual storage site (Google Drive) for sharing their teaching materials. Teacher participants shared their videos, photos, and website lists by students' grades and language levels. We realized that this effort was timely and helpful for those teachers given the current shift to online teaching and learning because of COVID-19. We hope this also can be expanded and shared with other Korean language teachers.

This effort is not only propitious given the current prevalent online teaching circumstances, but it is also useful for other Korean language teachers. Along with the shared virtual collection of materials and resources, it would be beneficial if the government or teacher-educators provide funding and more professional development workshops designed to address and meet the needs of world language teachers who are committed to learner-centered instruction. In addition, as evidenced by our data, using technology is one of the challenges these teacher participants encountered during the summer program and at their teaching sites. The teachers readily acknowledged that their students were true millennial learners and therefore responded favorably as visual learners (i.e., digital natives). However, the teachers felt they were lacking knowledge and skills to utilize educational

technology to maximize the effectiveness of learning activities, to incorporate technology into language-culture education, and to differentiate (their teaching styles and classroom activities) appropriately. In their daily written reflections, the teachers expressed the desire to incorporate Korean cultural content and technology in long-term (semester-long) group projects. They indicated that learning culture could not be simply done in one unit or one class.

Incorporating cultural artifacts into world language teaching as a tool for learner-centered instruction has been introduced to many other world language teachers. However, many teacher participants in this study needed time to accept, adjust, and apply these new ideas to their instruction. During this process, teacher participants learned that world language classrooms should be learner-centered based on learners' interests, motivation, ages, and proficiency levels. We are keenly aware of the need for integrating culture in world language classrooms, and we hope the current research encourages other world language teachers to find diverse ways of incorporating culture into their classes. Integrating culture in world language instruction to respond to diverse students' needs has been a research focus for a long time but remains a valid and urgent task (Haley & Austin, 2014; Weimer, 2013). Our work with 14 Korean teachers demonstrates that teacher participants can incorporate Korean culture, including K-pop, in their teaching practice for effective learner-centered instruction despite challenges that may arise. Further professional development or workshops on how to implement culture-integrated language instruction should be monitored across various settings and languages.

Even though we proudly report that Korean language teacher participants in this study started to transition to learner-centered world language instruction while incorporating culture into language instruction, there are a few notable limitations when considering the results and implications of this study. While Korean language teachers and students are growing in number, our data is based only on 14 teachers. The small sample size may not be representative of the larger population of Korean language teachers. Further investigation with larger groups of Korean language teachers may clarify and extend our understanding of the relationships that emerged from the data in this small-scale study.

Further, whereas eight of fourteen participants are Korean heritage schoolteachers, four are public school and the remaining two are post-secondary school teachers. Even in this small participant group, teacher participants' teaching experiences, current teaching levels, their students' ages, and proficiency levels in Korean are diverse, which indicated mixed results (i.e., some teachers were still hesitant to fully adopt more student-centered activities or topics whereas others enjoy integrating diverse cultural aspects into language instruction). These results suggest that further study to compare heritage schoolteachers to public-school teachers or post-secondary school teachers may show differences in perception of using Korean cultural artifacts more clearly.

We also would like to extend our research by collecting more data such as teachers' syllabi and course materials along with conducting further classroom observations to examine how heritage schoolteachers apply and implement the learner-centered approach to their instruction and how much the current teacher training workshop influences Korean language teachers. Further research on teachers' needs and practices from diverse teaching contexts will suggest new agendas for the development of teacher training programs and related studies.

References

American Association of Teachers of Korean. (2021). Colleges and universities in North America offering Korean. https://aatk.org/schools/

American Council on the Teaching of Foreign Languages (ACTFL). (2013). *ACTFL/CAEP program standards for the preparation of foreign language teachers.* Retrieved from https://www.actfl.org/sites/default/files/caep/ACTFLCAEPStandards2013_v2015.pdf

American Council on the Teaching of Foreign Languages (ACTFL). (2017). *NCSSFL-ACTFL can-do statements.* Retrieved from https://www.actfl.org/resources/ncssfl-actfl-can-do-statements

Badjadi, N. E. I. (2020). *Learner-centered English language teaching: Premises, practices, and prospects.* IAFOR Journal of Education: Language Learning in Education, 8(1), 7-27. https://doi.org/10.22492/ije.8.1.01

Bhang, J. & Kwak, D. (2019). The public role of schoolteachers in Korea: For its conceptual reconstruction through its historical tracing. *Educational Philosophy and Theory.* 51(9), 924-935.

Byon, A. S. (2007). The use of culture portfolio project in a Korean culture classroom: Evaluating stereotypes and enhancing cross-cultural awareness. *Language, Culture and Curriculum, 20*(1), 1-19. https://doi.org/10.2167/lcc323.0

Cruz, L. (2019, July 18). I wasn't a fan of BTS. And then I was. The Atlantic. Retrieved from https://www.theatlantic.com/entertainment/archive/2019/07/bts-paved-the-way-army-fandom/592543/

Feng, S. (2002). yu-ka-sa-sang-i hyen-tay han-kwuk ki-cho-kyo-yuk-ey mi-chin yeng-hyang [Influence of confucianism on modern Korean basic education]. *Han-kwuk-ceng-sin-mwun-hwa-yen-kwu-wen: Han-kwuk-mwun-hwa sok-uy oy-kwuk-mwun-hwa, oy-kwuk-mwun-hwa sok-uy han-kwuk-mwun-hwa* [The Academy of Korean Studies: Embracing the Other: The Interaction of Korean and Foreign Cultures], 1(2), 850-856.

Fukunaga, N. (2006). "Those anime students": Foreign language literacy development through Japanese popular culture. *Journal of Adolescent & Adult Literacy, 50*(3), 206-222. https://doi.org/10.1598/JAAL.50.3.5

Gibson, J. (2018). How K-pop broke the west: An analysis of western media coverage from 2009 to 2019. I*nternational Journal of Korean Studies*, 22(2), 24-46.

Glaser, B. G., & Strauss, A. L. (2017). *The discovery of grounded theory: Strategies for qualitative research*. Routledge. https://doi.org/10.4324/9780203793206

Grahn, L., & McAlpine, D. (2017). *The keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration.* Alexandria, VA: ACTFL.

Haley, M. H., & Austin, T. Y. (2014). *Content-based second language teaching and learning: An interactive approach.* Pearson Higher Ed.

Haley, M. H., Steeley, S. L., & Salahshoor, M. (2013). Connecting twenty-first-century skills and world language practices: A case study with teachers of critical need languages. *Theory and Practice in Language Studies, 3*(6), 865-876. https://doi.org/10.4304/tpls.3.6.865-876

Jeon, M. (2020). Native-English speaking teachers' experiences in East-Asian language programs. *System, 88*, 1-10. https://doi.org/10.1016/j.system.2019.102178

Jin, D. (2016). *New Korean wave: Transnational cultural power in the age of social media.* Urbana Champaign, IL: University of Illinois Press. https://doi.org/10.1017/s0041977x16000720

Kim, J., Kang, H.S., Kuusinen, C.M., & Park, K. (2017). Exploring the relationship between teacher collaboration and learner-centered instruction. *Journal of Educational Policy, 14*(1), 3-24.

Kim, J. I., & Kim, M. (2016). Three Korean heritage language teachers' identities, their identification of their students, and their instructional practices. *Journal of Language, Identity & Education, 15*(6), 361-375. https://doi.org/10.1080/15348458.2016.1218281

Koning, P. (2009). Using languages in national security. *The Language Educator, 4*(2), 32-37.

Lee, I. (2018). Effects of contact with Korean popular culture on KFL learners' motivation. *The Korean Language in America, 22*(1), 25-45. https://doi.org/ 10.5325/ korelangamer.22.1.0025

Lee, S., & Bang, Y. S. (2011). Listening to teacher lore: The challenges and resources of Korean heritage language teachers. *Teaching and Teacher Education, 27*(2), 387-394. https://doi.org/10.1016/j.tate.2010.09.008

Looney, D., & Lusin, N. (2019). Enrollments in languages other than English in United States institutions of higher education, Summer 2016 and Fall 2016: Final report. *Modern Language Association*. Web publication. Retrieved from

Matsumoto, H. (2007). Peak learning experiences and language learning: A study of American learners of Japanese. Language, *Culture and Curriculum, 20*(3), 195-208. https://doi.org/10.2167/lcc335.0

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Meyer, M. (1990). Developing transcultural competence: Case studies of advanced foreign language learners. In D. Buttjes, & M. Byram (Eds.), *Mediating Languages and Cultures* (pp. 136-158). Clevedon: Multilingual Matters.

National Security Education Program. (2019). Annual report national security education program 2019. Retrieved from

Nunan, D. (2012). *Learner-centered English language education.* New York: Routledge. https://doi.org/10.4324/9780203096888

Oh, I., & Park, G. S. (2012). From B2C to B2B: Selling Korean pop music in the age of new social media. *Korean Observer, 43*(3), 365-397.

Ono, K., & Kwon, J. (2013). Re-worlding culture?: YouTube as a K-pop interlocutor. In Y. Kim (Ed.), *The Korean wave: Korean media go global* (pp. 215-230). New York: Routledge.

Park, Y. (2016). Two concerns of the Confucian learner. *Educational Philosophy and Theory, 48*(1), 97-105.

Penz, H. (2001). Cultural awareness and language awareness through dialogic social interaction using the Internet and other media. In A. Fenner (Ed.), *Cultural Awareness and Language Awareness Based on Dialogic Interaction with Texts in Foreign Language Learning* (pp. 103-128). Strasbourg: Council of Europe Publishing.

Perry, L., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. *Intercultural Education, 22*(6), 453-466. https://doi.org/10.1080/1467 5986.2011.644948

Phyllis, B. (2009). *Developing learner-centered teaching: A practical guide for faculty*. San Francisco: Jossey-Bass.

Piatkowska, K. (2015). From cultural knowledge to intercultural communicative competence: Changing perspectives on the role of culture in foreign language teaching. *Intercultural Education, 26*(5), 397-408. https://doi.org/10.1080/14675986.2015.1092674

Ryder, R., & Machajewski, S. (2017). The "UIC German" game app for the enhancement of foreign language learning-case study. *International Journal of Educational Technology, 4*(1), 1-16.

Ryoo, W. (2009). Globalization, or the logic of cultural hybridization: The case of the Korean wave. *Asian Journal of Communication, 19*(2), 137-151. https://doi.org/10.1080/01292980902826427

Shin, H., & Wong, S. (2017). Formation of Korean heritage schoolteachers' transnational identity. *Journal of the National Council of Less Commonly Taught Languages, 21*, 127-144.

Skopinskaja, L. (2005). The role of culture in foreign language teaching materials: An evaluation from an intercultural perspective. In I. Lazar (Ed.), *Incorporating intercultural communicative competence in language teaching* (pp.39-68). Kapfenberg: Council of Europe.

StarTalk. (2021). About STARTALK. Retrieved from

Stockwell, G. (2011). Online approaches to learning vocabulary: Teacher-centered or learner-centered? *International Journal of Computer-Assisted Language Learning and Teaching, 1*(1), 33-44. https://doi.org/10.4018/ijcallt.2011010103

Strauss, A., & Corbin, J. M. (1997). Grounded theory in practice. Sage.

Terry, D. (2008). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education.* Sterling, VA: Stylus Publishing, LLC.

Terry, D. (2011). *A learner-centered teaching: Putting the research on learning into practice.* Sterling, VA: Stylus Publishing, LLC.

The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages* (4th ed.). Alexandria, VA: American Council on the Teaching of Foreign Languages.

Trigwell, K. (2010). Teaching and learning: A relational view. In J. C. Huges & J. Mighty (Eds.), *Taking stock: Research on teaching and learning in higher education* (pp. 115-128). Montreal and Kingston: McGill-Queen's University Press.

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed.). San Francisco, CA: Jossey-Bass, A Wiley Imprint.

Wolff, G. (2016). Quizlet Live: The classroom game now taking the world by storm. *The Language Teacher, 40*(6), 25-27. Retrieved from https://jalt-publications.org/files/pdf/the_language_teacher/40.6tlt.pdf#page=27

Yoon, J. & Choe, J. (2011). Han-kwuk-eo-kyo-yuk yen-kwu tong-hyang pwun-sek [An analysis on trends in the research of teaching Korean as a foreign language]. *In-mwun-yen-kwu* [Studies on Humanit*es*], *63*, 53-90.

Appendix
Focus Groups Interview Protocol (Korean and English)

1. 스타톡 연수를 통해 무엇을 배우셨습니까? 혹은 경험하셨습니까? What have you learned or experienced from the Star Talk summer institute?

2. 스타톡 연수를 통해 배운 교육활동 중에 어떤 것들을 수업 현장에서 쓰고 싶으십니까? 이유는 무엇입니까? What are some teaching activities/ strategies you learned from the summer institute that you would like to use for your class and why?

3. 스타톡 연수를 통해 배운 교육활동 중에 수업 현장에서 쓰기 어려운 것이 있다면 무엇입니까? 왜 그렇습니까? What are some teaching activities/ strategies you learned from the summer institute you think might be hard to implement in your class and why?

4. (평소 또는 이번 마이크로 티칭에서) 어떤 방식으로 수업을 계획하고 이끌어 나가셨는지요? Can you tell me about how you plan for and structure your class?

5. 효과적인 한국어 개별화, 학생 중심의 맞춤형 수업을 계획하실 때 어떤 것을 주로 고려하십니까? 그 이유는 무엇입니까? What are your considerations used when planning instruction for effective differentiated teaching and why?

6. 교육안을 토대로 실제 수업을 했을 때 수업은 어땠습니까? 잘 되었거나 되지 않았다면 왜 그렇다고 생각하는지 이유를 말씀해 주십시오. How did the learning plan (lesson plan) you prepared work in your micro-teaching? Did it work well? If so or not, how and why?

7. 선생님의 전반적인 수업방법이나 티칭전략(기술) 혹은 수업에 관해 신경을 쓰거나, 걱정되는 사항에 대해 말해주십시오. Could you describe your teaching tactics, strategies or concerns?

8. 한국어 가르치시기 어떠신지요? 어떤 방식이나 방향으로 한국어를 가르치시는지요? 한국어 교육에 대한 선생님만의 접근법/철학이 있으시면 말씀해 주십시오. How do you like to teach Korean? What is your approach?

9. 한국어 교실에서 무엇을 하시나요? 선생님 교실은 대강 어떠한가요? (겉모습 뿐 아니라, 감성적인 분위기 포함) What do you do in your classroom? Or what does your class look like, including physical circumstances and emotional atmosphere?

10. 어떤 방식으로 문화(음악, 음식 외에 가치관, 전통, 관습 등 모두 포함)와 관련한 수업을 하시나요? How do you incorporate Korean culture (music, food, ways of thinking, opinions, teen culture, holidays, customs, greetings, TV/Drama) in your classroom?

11. 그 밖에 더 하고 싶으신 말씀, 학교나 교육, 학부모, 학생 등등에 대해 말해주십시오. Is there anything else you would like to share with me about STSI, schools, students/parents, other teachers and/or teaching related persons?

12. 앞으로 스타톡 연수같은 교사연수 기회가 또 온다면 어떤 내용을 더 배우고 싶으십니까? What else (topics or themes) would you like to learn in the future if you could attend a workshop like StarTalk to strengthen your teaching? (e.g. new concepts or terminology or strategies or activities)

13. 다른 한국어 선생님들에게 스타톡 프로그램을 추천하시겠습니까? 왜 그런가요? Do you recommend this STSI to other Korean teachers? Please describe the reasons.

Young A Jung (PhD, George Mason University) is Assistant Professor of Korean at George Mason University. She teaches Korean pop culture, Korean literature, and Korean cultural studies courses. Her current research projects are 'The Diffusion and Reception of Korean Popular Culture in the United States', 'Migration and Belonging among Korean *Kirogi* Families', and 'Canons and Parodies in Korean Literature'.

Sung Shim Choi is a doctoral candidate at George Mason University. She taught in elementary schools in Korea and at a high school in the US. Her research interests include language teacher education and teaching students from diverse linguistic and cultural backgrounds and their impact on pedagogy.

Hye Young Shin (PhD, George Mason University) is Professorial Lecturer of Korean at American University. She teaches Korean languages and cultures as well as Asian studies courses. Her current research interests include retaining heritage language, identity and culture among Korean immigrants, heritage language teacher education, and various teaching modalities of Korean language pedagogy.

Sherry L. Steeley (PhD, George Mason University) is Associate Teaching Professor at Georgetown University. She teaches TEFL/TESL certificate courses in pedagogy and second language acquisition, as well as curriculum and instructional design for international teacher education and training programs. Her recent research has focused on equity issues, including a recent book *Voices from Around the IEP Table*.

Marjorie Hall Haley (PhD, University of Maryland, College Park) is Professor of Education at George Mason University. She teaches world language and ESL methods courses as well as doctoral courses on Second Language Acquisition and Multicultural Education. Her research presently focuses on critical need languages and dual identified learners. She has been a program director for 12 consecutive StarTalk grants.

Reviews

Edited by Thomas S. Conner, St. Norbert College

This is the final series of materials reviews for the NECTFL *Review.* Replacing the reviews will be a new Language Classroom section featuring shorter articles (8+ pages/1,500–2,500 word) focused on classroom practices and experiences. We invite submissions from language educators at all levels that address topics such as classroom instruction, curriculum design, assessment & feedback, leadership and advocacy, planning and program design, technology integration, student experiences, or other similar topics. These articles should focus on the language classroom and are not intended to present research findings. We are looking for focused and concise articles that share research-based classroom practices and experiences in the language classroom. This new section will be edited by Catherine Ritz (**maflacatherine@gmail.com**). To submit an article to this section, use this link: **https://forms.gle/Fi9YTV3qAcmpZBT8A**

Chinese

Chih-p'ing Chou, Yongtao Zhang, and Yunjun Zhou. *China's Development and Dilemmas*. **Boston: Cheng & Tsui, 2019. Includes: Textbook, Simplified Characters, and online interactive website providing a wide variety of Audio and Video files, study aids, and teaching suggestions. ISBN: 978-1-62291-239-1.**

China's Development and Dilemmas is a comprehensive Chinese language textbook designed for students with an ACTFL proficiency level ranging from "advanced high" to "superior" on the second language acquisition spectrum, and is ideal for highly proficient Mandarin Chinese language learners in college or university. The authors developed the *China's Development and Dilemmas* textbook with the intention of enhancing student reading and comprehension skills through the use of authentic, period-specific (1947 – present) essays that provide both historical and contemporary perspectives on challenges and problems facing China today.

China's Development and Dilemmas is organized into four units: Environmental Problems, Reform and Development, Culture and Identity, and Democracy Issues. The first two units are each comprised of four lessons, while the final two units each contain three lessons. Each lesson features an essay addressing a contemporary Chinese issue and organized into distinctive sections, the first being a short background discussion of each essay's author. Additional lesson sections include the featured essay with an accompanying detailed vocabulary list, Essential Structures and Patterns, Vocabulary Exercises, Discussion Topics, Research and Reports, Composition, and Extensive Reading, which are followed by specific Post-Reading activities. The textbook also includes additional online resources such as lesson-specific audio files, related video clips, study resources, suggested lesson plans, and associated PowerPoint slides, as well as a variety of assessment instruments, including comprehensive unit exams. Students and instructors can access these resources by scanning the QR code at the beginning of each lesson or by visiting **cdd.chengtsui.co**.

In *China's Development and Dilemmas, Unit One: Environmental Problems,* Lesson One, 改革开放的新声与新生, the author discusses a documentary that exposed several contemporary Chinese concerns about the environment. This open reporting, although later suppressed, still gave people hope of a news media reform that enables societal challenges to be addressed in a more transparent manner. Lesson Two, 孩子的天空, introduces students to air quality problems throughout China and how these issues affect children and complicate people's daily lives. In the next lesson, 留住蓝天, students learn that economic development and environmental protection are both important political and societal issues, and they discuss whether protecting the environment necessitates sacrificing economic growth. In Lesson Four, 责任与行动, students learn that environmental protection is the responsibility of government agencies, business entities, and every citizen.

Unit Two: Reform and Development, Lesson Five, 停止计划生育政策的紧急呼吁, introduces students to a proposal that attempts to reduce the negative impact of an aging population. This proposal, endorsed by over 30 Chinese scholars from around the globe, recommends that the government eliminate its current birth control policy and actively encourage citizens to have more children. The following lesson, 网络时代的中国政治变革, provides language learners with insight into the benefits and disadvantages of the internet and suggests how the government could extend the internet's functionality and simultaneously reduce its negative effects on society. Students read and discuss the challenges of reforming China to eliminate corruption in Lesson Seven, 中国如何改革成为清廉国家. Lesson 8, 三十年来中美关系的变与不变, addresses the conflict and friction in the US-Sino relationship since China's reform and opening up in the last thirty years.

The next lesson in *Unit Three,* 汉字是无辜的, *Culture and Identity,* suggests the relationship between traditional and simplified characters is a reflection of the past and the present. Overseas Chinese are encouraged to accept simplified characters as a reality of the present instead of resisting this evolution. In Lesson 10, 美国华侨与中国文化, the author advocates for Chinese-Americans to put aside political differences, join the American mainstream society, promote a positive image and become a stronger community. In the next lesson, 台湾的认同与定位, students discuss Taiwan's identity and perspective. The author suggests that "localization" is not a synonym for "democracy" and should not be over-emphasized.

In *Unit Four: Democracy Issues*, Lesson 12, 民主是个好东西, the author reflects that since the May 4th Movement, democracy and science are generally accepted as good things by people around the world, yet, one hundred years later, some Chinese continue to discuss whether democracy is beneficial. The following chapter, 眼前世界文化的趋向, is a speech presented by the famous Chinese scholar, diplomat, and politician, Hu Shi (胡适), in 1947, addressing the direction in which world culture is moving. He emphasizes the importance of freedom, independence, and democratic politics. In the final lesson, 我们必须选择我们的方向, Hu Shi explains that he has always been confident in democracy, and that democracy is a world trend that nobody can stop.

The essays in *China's Development and Dilemmas* offer provocative insights and perspectives by a number of well-known Chinese scholars. Examples of this approach

include the primary essays in the four lessons in Unit One, Environmental Problems. Each essay is based on the reporting of Chai Jing (柴静), a Chinese journalist named as one of Time Magazine's 2015 100 Most Influential People, who produced a documentary detailing the issues and challenges of severe pollution in her home province of Shanxi. Although only broadcast online for three days before government censures shut it down, the documentary's transparent reporting captivated her audience and nurtured hope that the news media would begin to air more frank discussions about China's environmental protection challenges. Essays in Unit Two address China's birth control policies, control and management of the internet, governmental corruption, and the US-Sino relationship over the past 30 years. Provocative essays in Unit Three include a challenge to accept simplified Chinese characters, the cultural challenges faced by Overseas Chinese in America, and the Taiwan issue. Finally, in Unit Four, two essays by Hu Shi (胡适) are provided that address the benefits of democracy and self-determination, concepts which remain relevant and are still debated in China today. These essays are authentic and thought-provoking. The language level, although challenging for even the most advanced Chinese language learners, provides superb insight and awareness of the issues and challenges currently debated in contemporary China.

Overall, *China's Development and Dilemmas (*中国的发展与困境*)* provides advanced Mandarin Chinese language learners and instructors with a variety of provocative and engaging authentic target language essays addressing contemporary China's remarkable accomplishments, as well as the looming challenges that must be addressed. This new textbook enhances student reading skills through cogent and insightful essays designed to facilitate in-depth understanding of China, its people, and the positive and negative aspects of its rapid and unprecedented development from a largely agrarian society to a global political, economic, and military power. *China's Development and Dilemmas* authentic language materials provide a unique perspective and context to advanced Mandarin learners that is simply unmatched by other textbook offerings. Not only do these insightful essays assist with development of individual student multi-skill proficiencies across the language learning spectrum, they also contribute to a deeper understanding of China's politics, culture, and society.

Haning Z. Hughes
Professor of Chinese
United States Air Force Academy
Colorado Springs, CO

Panpan Gao and Hongyun Sun. *Expressive Chinese: Culture and Communication in a Changing China*. **Boston: Cheng & Tsui, 2021. Includes: Textbook, Simplified and Traditional Characters, and online Audio recordings. ISBN: 978-1-62291-584-2.**

Expressive Chinese: Culture and Communication in a Changing China is a comprehensive textbook intended to assist students at the ACTFL intermediate-mid proficiency level to bring their Chinese language skills to the intermediate-high or advanced-low proficiency levels. This textbook is designed for Chinese language learners with at least two-years of university-level Chinese instruction, or for those

students who have previously completed the *Integrated Chinese 4* course of study. *Expressive Chinese* aims to enhance student competence in the areas of complexity, accuracy, fluency, and "felicity" (i.e., students' overall effectiveness of speech). This textbook is organized into eight lessons, each with specific learning objectives outlined. Each lesson is further divided into three parts: Communicative Activities, Language and Literacy Development, and Exercises.

Part I: Communicative Activities employs authentic scenarios that encourage students to express themselves, exchange information, or engage in a variety of discussions. Part I also includes a vocabulary section emphasizing high-frequency terms utilized at more advanced proficiency levels. Multiple Perspectives is another section in Part I designed to present and elicit diverse opinions, values, and perspectives that serve to strengthen student language comprehension and cultural awareness. Finally, Part I concludes with Word Usage Enhancer, a section that provides examples of specific word usage along with their associated structures and explanations, to enable students to strengthen their overall vocabulary.

Part II: Language and Literacy Development, consists of five sections: Vocabulary 2, Before You Read the Text, Main Text, Reading Strategies, and Grammar. Vocabulary 2 is a focused pre-reading vocabulary with word usage examples, extensions, and structures, as well as oral and written registers to assist students with developing a greater understanding of the rules associated with vocabulary usage. Before You Read the Text provides students with pre-reading exercises to prepare them for the lesson's Main Text. The Main Text section introduces students to contemporary China and the lives of the people using both simplified and traditional characters. Reading Strategies provides students with a variety of approaches to enhance their reading skill proficiencies. Finally, the Grammar section employs scenarios to illustrate new grammar patterns, sentence structures, and proper word usage.

Part III: Exercises, includes Pronunciation, Vocabulary and Grammar, Reading Comprehension, Cross-Cultural Communication, and Composition exercises which, taken together, enhance learning and enable students to speak more like native speakers, improve their Chinese lexicon and grammar usage, employ adaptive reading strategies, develop intercultural competence, and improve their written Chinese literacy.

In *Expressive Chinese, Lesson One:* 心情晴雨表, the authors discuss moods and feelings, and enable students to compare inter-familial relationships in contemporary China with those in the students' own culture. Lesson Two, 别人眼里的我, introduces students to adjectives useful for describing an individual's personality and appearance, discusses how first impressions are formed, and provides examples of stereotypes in China associated with how individuals dress or act. In the next lesson, 科技让生活更美好?, students learn how to describe their own patterns of digital preferences and behavior, and develop a greater awareness of how social media influences Chinese communities and culture. In Lesson Four, 跟着美食去旅行, students study China's food culture, learn about Chinese food ingredients, flavors, and the variety of cooking methods, and compare and contrast China's food culture with the students' own cultures.

Lesson Five, 过好每一天, introduces students to Chinese people's daily habits and routines and the factors that may influence those routines. The Lesson also presents the

value of children's chores, explains how family members negotiate the division of labor, and offers an overview of the types of lifestyles enjoyed in contemporary China among various professional and socio-economic groups. The following lesson, 未来的方向, provides students with the opportunity to discuss personalities, interests, skills, and career choices, and the factors that influence them. The lesson also addresses various scenarios within the work environment, and discusses Chinese media platforms, interviews, and news reporting. In Lesson Seven, 走进音乐的世界, students learn about Chinese musical genres and instruments, discuss the characteristics of Chinese pop music, and gain insight into music's complex interconnection with culture, history, and national identity. Lesson 8, 建筑，不只是房子, addresses Chinese accommodations, including furniture, appliances, and floor plans. Students compare contemporary Chinese housing with housing in their own country, and also learn about traditional Chinese dwellings. Finally, students discuss how culture, geography, and climate affect a region's architecture.

Expressive Chinese offers students and instructors some very interesting and rarely explored topics, for example "Moods and Feelings," "How I Appear to Others," "Entering the World of Music," and "Does Technology make Life Better?" The textbook is also very well organized, with clearly defined learning objectives. The Communicative Activities provide extensive vocabulary lists in both simplified and traditional characters, as well as authentic language essays with diverse perspectives. The Language and Literacy Development section provides engaging texts and effective reading strategies. Finally, the Exercises section provides students with practical and effective activities to enhance their pronunciation, improve their vocabulary and grammar, enrich their reading comprehension, expand their cross-cultural understanding and awareness, and improve their writing skills. The textbook's targeted language level is intermediate to advanced learners, a goal that will prove challenging, but not overwhelming, to third-year university students.

Overall, *Expressive Chinese* offers language learners the opportunity to learn about and discuss topics that are relevant, even essential, in the daily lives of average Chinese citizens. The lesson plans are very clearly defined and easy to adapt to a post-*Integrated Chinese Volume 4* classroom environment. The associated essays are modern, up-to-date, and provide students with a fascinating perspective and context that encourages them to gain greater insight into contemporary Chinese culture and society and enhances their entire language learning experience.

Haning Z. Hughes
Professor of Chinese
United States Air Force Academy
Colorado Springs, CO

French

Reisinger, Deborah S., Mary Beth Raycraft, and Nathalie Dieu-Porter. *Affaires globales: S'engager dans la vie professionnelle en français, niveau avancé*. **Washington, DC: Georgetown University Press, 2021. ISBN: 978-1-64712-031-3.**

One of the greatest challenges for those teaching French for Specific Purposes (or any LSP, for that matter) is identifying suitable textbooks, in terms of both content and level. Equally challenging is the task of selecting course materials that cover a wide range of topics of interest to the twenty-first century student doing advanced coursework in French. The vast majority of existing texts intended for use in the LSP classroom focus almost exclusively on terminology and practices specific to the business world; business certainly is of interest to many students but does not appeal to all. Although the option for going text-less may be tempting, many instructors may still want to rely on a traditional textbook as a basis for student learning and classroom activities, but without having to devote too much time and effort to identifying additional complementary materials (either in print or online).

Affaires globales is, therefore, a most welcome addition to the field of French for Specific Purposes, offering a student-centered curriculum with a variety of topics and plentiful (and engaging) activities, all presented in a meticulously organized and user-friendly approach that clearly aims to provide students with the appropriate linguistic and cultural training as well as to allow them to relate the content to their own interests and, potentially, career goals. From the very beginning of *Affaires globales*, in the "Table des matières," one notices the welcome inclusion of "can-do" statements, evidence of the attentiveness to the development of students' linguistic and intercultural competencies based on both ACTFL standards and the content of the exams offered by the Chambre de Commerce Paris Ile-de-France.

Each chapter of the text presents the material in a similar fashion, starting with foundational vocabulary (presented in context rather than in a simple list). This is followed by the *entrée en matière*, which asks students general and personal questions with the aim of engaging them with the subject matter. Other components of each unit include the analysis of detailed graphics (tables, advertisements), listening and reading comprehension activities, and exercises such as completing an informational chart or preparing for a group conversation on a given topic. Each unit ends with a segment called *Lancer un start-up*, which has students assuming an entrepreneurial role and imagining the step-by-step process of creating their own business. Also noteworthy are the materials on the publisher's website, including a free online Instructor's Guide which includes suggested weekly schedules and evaluation methods. A unit-by-unit guide follows, featuring a detailed layout of the objectives and themes of each unit, as well as a variety of suggested supplementary activities, lists of films related to each unit's theme, and external links to additional materials.

The variety of topics covered in the individual units are what make *Affaires globales* such a unique option for the classroom. Many LSP instructors lament the focus on the business world and its activities is typical of so many existing textbooks in this field, so it is refreshing to see the intentional expansion into a variety of domains—global health, diplomacy, ethics—that may be of great interest to students but have

rarely been included in the traditional LSP curriculum. Equally welcome and indeed refreshing is the inclusion of perspectives from the Francophone world, including Quebec, the Maghreb, and Haïti. True to their work's name, *Affaires globales*'s authors fully incorporate la Francophonie into the world of LSP, and in a manner that does so much more than merely pay lip service to this aspect of the French-speaking global community. *Affaires globales* does include more traditional LSP material, in particular in the two introductory chapters, which focus on business communication and the job search, but even in these units the major concepts are presented in contexts that avoid the pitfall of rote memorization of vocabulary and formulas for writing letters and résumés. Helping to make the material more accessible are the "Perspectives professionnelles," personal stories and interviews with individuals working in the various fields covered in the text, such as a marketing specialist in Côte d'Ivoire and a communications expert in Belgium.

This reviewer has only a few minor suggestions (and they are very much minor, to the point of nit-picking). *Affaires globales* concludes with several short appendices (*Repères professionnels*) featuring useful vocabulary and models for oral and written communication in a professional context. One wonders if this material could not have been incorporated into the main units somehow rather than be relegated to the back of the text, but this is certainly useful information, and is at least referred to within the primary units. Some might argue that the text is "reading-heavy," as some of the numerous reading passages (several per unit) are several pages long but, to their credit, the numerous activities based on the readings encourage student engagement with the material, and the passages themselves are certainly chosen based on the likelihood that they will be of interest to a large number of advanced students of French. And if there is one criticism that might be made about the physical textbook itself, it is that the text in some of the graphics in the printed textbook is difficult to read, undoubtedly due to the graphics being reduced in size for publication. Perhaps the authors or publishers could consider putting the graphics on the textbook's website for easier viewing.

These (again, very minor) issues aside, *Affaires globales* should most definitely be considered by anyone teaching French for Specific Purposes or interested in learning more about this subject in general. It is difficult to imagine a better textbook for such purposes.

William Thompson
Associate Professor of French
University of Memphis
Memphis, TN

Abrate Jayne, Catherine Daniélou, Anne Jensen, and Audra Merfeld-Langston. *Martinique: Culture, Histoire, et Environnement en Contexte pour la Classe de Français*. **Marion, ILL: American Association of Teachers of French, 2020. ISBN: 13: 978-1-7339360-2-6.**

This volume developed out of the AATF annual conference held in Martinique in the summer of 2018 and assembles a powerful pedagogical portfolio of student activities on Martinique "toutes liées à la culture, à l'histoire, à la géographie, à l'économie et à

l'environnement de la Martinique et aux Antilles français (5). Moreover, each module uses almost exclusively authentic sources readily available online, whether this be documentaries, reports, interviews, or recipes. The volume is highly original because it aims to present Martinique in all its "*la diversité martiniquaise, loin des stéréotypes ou d'une vision monolithique de cette île magnifique et accueillante, de son histoire avec ses douleurs, de ses habitants, de sa géographie* (5). In this sense, the volume remains faithful to the concept of *créolité* as defined by Patrick Chamoiseau and Raphaël Confiant in their iconic essay *Éloge de la Créolité*: "*Ni Européens, ni Africains, ni Asiatiques, nous nous proclamons Créoles … La créolité est l'agrégat interactionnel ou transctionnel, des éléments culturels caraïbes, européens, africains, asiatiques et levantins que, le joug de l'Histoire a réunis sur le même sol*" (5).

The volume is divided into fourteen "*activités*," independent teaching modules that include a broad array of materials that present the topic under consideration and then involve students in a variety of follow-up activities.

The fourteen "*activités*" covered are:

1. *Allons aux Antilles* offers a general introduction to Martinique through websites, covering everything from geography, history, and creole language to cuisine, fashion, music, and dance).

2. *La Martinique, terre d'opportunité* is a video in French presenting Martinique in all its natural beauty but also highlighting economic and scientific accomplishments.

3. *La Martinique vue du ciel* is a Youtube videoclip focusing on the geography and history of Martinique.

4. *Les Derniers Maîtres de la Martinique* is a news story from 2009 recounting the scandal that resulted when it was discovered that the toxic insecticide chlordecone was still used with impunity in agriculture by companies owned and operated by the "*békés*" (white creoles, descendants of the European colonizers.

5. *La Négritude: Césaire et Senghor* is an interview with writer and former mayor of Fort-de-France Aimé Césaire and an overview of the concept of "*négritude*."

6. *Émission "Alphonso Nou La Martinique aux Trois Îlets* (*La Savane des Esclaves*) is an interview with Gilbert Larose who in 2004 created *La Savane des Esclaves*, an outdoor museum site to commemorate the history of Martinique. The interview includes a lot of creole, which gives students a good sense of what the language sounds like.

7. *L'explosion de la montagne Pélée* presents the volcanic eruption that destroyed much of Saint Pierre, which world traveler Lafcadio Hearn (mainly known for his picturesque descriptions of Japan) called "Saint Pierre": "*La plus bizarre, la plus amusante, et cependant la ville la plus jolie de toutes les villes des Antilles françaises*" (83).

8. *La Cuisine martiniquaise: au carrefour des influences historiques* focuses on cuisine but situates the topic in its proper historical context, showing the numerous influences from around the world: native American, Colonial French, Indian, and Chinese. Moreover, this section presents a rich array

of ingredients—spices, meats and sea food, vegetables, drinks—and gives us many well-known recipes, including the famous Colombo, which resembles couscous, paella, and gumbo.

9. *Les Conseils et astuces de Tatie Maryse* are cooking lessons by renowned chef Taie Maryse, including *pommes canella*, *Colombo*, and her homemade vinaigrette.

10. *Martinique: nature secrète* introduces viewers to the different regions of Martinique and discusses fishing, agriculture and the production of rum.

11. *La Martinique et sa biodiversité merveilleuse* is a videoclip on nature which Martinique included in its unsuccessful bid to become a UNESCO Human heritage site. The oral narration is minimal; instead viewers are exposed to a collage of powerful statements, for example: "*L'outre-mer représente 80% de la biodiversité terrestre française*" (155).

12. *La mangrove en Martinique.* Kayak Aventure Martinique continues the nature theme. The mangrove is wide ranging ecosystem typical of tropical and subtropical regions. It could also be considered a metaphor of the diversity or *créolité* that characterizes Martinique. The YouTube video is both educational and visually attractive.

13. *Guadeloupe: les secrets de la banane française* examines the significance of the banana in the economy of Martinique. The production of bananas employs more people than any other sector and is the number one export article in Martinique. The use of the pesticide chlordecone polluted the soil, but after being held accountable in the early 1990s producers today are actively pursuing an environmentally friendly cultivation.

14. *L'économie et l'environnement de la production de la banane aux Antilles françaises* offers an in-depth look at the cultivation of bananas in the French West Indies than the previous chapter and is especially concerned with exploring the effects of the insecticide chlordecone.

This volume represents an enormous research effort on the part of the authors, especially evident in the varied activities that follow each presentation. Take Chapter 2, *La Martinique, terre d'opportunité*, as an example. This chapter sets the tone of the book and is typical of the content that readers can expect in each chapter. The author provides a complete transcript of the chapter video followed by a plethora of activities: comprehension questions, a wide variety of vocabulary-building exercises and projects (*Activités d'extension*). The latter are particularly impressive and are structured in such way that all students are sure to find a topic of interest to them.

In the opinion of this reviewer *Martinique* would work equally well at the high school and college level. Naturally instructors cannot hope to cover everything; rather, this text can used as a resource for teachers eager for their students to learn about Martinique.

Tom Conner
St. Norbert College
De Pere, WI

Publisher's Response

Tom Conner has accurately grasped the purpose of this collection, to provide a resource for teachers at multiple levels to learn more about the history and culture of Martinique and to share those findings with students, either in class or in supplemental activities. Each contributor selected several readily available video clips and sought to explore them in depth.

The AATF decided to hold its 2018 convention in Martinique (as it did in 2003 and 1979) in order for participants to experience the uniqueness of this tropical bit of France in our hemisphere. The long history of the island, the rich melting pot of cultural and racial heritages, and the changes wrought in more recent times have all contributed to a rich legacy. The authors were pleased to be able to highlight some of this richness with those who have visited and those who just want to explore further.

Jayne Abrate
AATF

Mitchell, James and Cheryl Tano. *Promenades à Travers le Monde Francophone.* **Boston: Vista Higher Learning, 2021. ISBN 978-1-54333-888-1. Pp. 528. Includes: Student Edition with Supersite Access (12 or 24 months), paperback or loose-leaf format.**

The updated fourth edition of this popular introductory French program is ideal for a two- or three-semester sequence. *Promenades* effectively integrates all language skills and presents thematic vocabulary and grammar as tools for productive and successful communication. The textbook and its many components feature a flexible lesson organization designed to meet the needs of diverse teaching styles and instructional goals. It expands students' communicative skills by presenting and rehearsing situations similar to the ones they are likely encounter in real life.

Promenades contains thirteen units with two lessons in each unit (A and B), followed by the "Savoir-faire" section and a list of active vocabulary. The lessons are divided into different parts. The "*Contextes*" section introduces vocabulary in a variety of formats and describes the rules of French pronunciation and spelling. The "*Roman-photo*" presents a sequence of thematic videos filmed on location in France. In the "*Culture*" section, students can explore cultural themes introduced in the previous sections. The "*Structures*" section provides various types of directed and communicative practice activities. It also wraps up with three types of culturally-based multimedia-oriented activities: "*Projet*", "Interlude," and "*Le Zapping*."

One of the program's best tools that focuses on real-life French and exposes students to authentic situations is a video program fully integrated with the textbook. The episodes present the adventures of several college students who are studying at the Université Aix-Marseille. The video tells their story and the story of Madame Forestier, their landlady, and her teenage son, Stéphane. Each episode is correlated with the exercises in the "*Roman-Photo*" section of the textbook. These videos can be watched in class or assigned as homework to teach culture. In addition, students can familiarize themselves with French and Francophone culture by watching well-designed "*Flash Culture*" segments which allow them to experience the sights and sounds of the

French-speaking world, and the daily life of French speakers. The last part of each unit, "*Savoir-faire*," presents various aspects of the French-speaking world and offers a number of activities designed to develop reading, listening, and writing skills in the context of lesson theme.

Promenades comes with an innovative and easy to use, interactive companion website (Supersite) which has been continually updated and supplemented by new features and new activities. The Supersite proves particularly useful in situations when face-to-face instruction is unexpectedly switched to an online format, something we are all familiar with by now. Practically all the Supersite activities, both oral and written, can be completed and submitted remotely. On the webpage, students will find numerous interactive exercises for each section of the textbook, reference and enrichment tools, as well as the program's multimedia components. The Supersite also contains a wide variety of additional review activities that target grammatical tools, vocabulary, and verb conjugations.

One of the most valuable new components added to *Promenade's* fourth edition is a series of vocabulary tutorials. Words and expressions introduced in each chapter are presented and grouped thematically. Each term comes with an audio file, an image, and an English translation. Another new component is a series of pronunciation tutorials with speech recognition which analyze student production in real-time, provide feedback and helps practice various pronunciation patterns. The "*Panorama culturel*" sections have now been supplemented with interactive videos and integrated viewing activities that check comprehension and prepare students for deeper reflection. Six new "*Le Zapping*" videos have been added: "*C'est fun de connaître les voisins*", "*Les études*", "*Du pain à la française*", "*Les Français et les sports*", "*Les marchés de Noël*", and "*Bruges: une balade figée dans les temps sous des airs printaniers*". Lastly, a synopsis of communicative goals at the start of every lesson with accompanying Can-Do statements at the end of the lesson help students better understand the skills they will be able to develop and practice in French as they progress through the program. Throughout the textbook, the authors have added many photographs in place of the older, more outdated ones. The Supersite has been further enhanced with updated Virtual chat and Partner chat activities

A sequence of animated interactive French grammar tutorials featuring an amusing character of *le professeur* who presents rules and exceptions to the rules in an easy-to-follow and engaging manner, is also now fully integrated with the textbook and can easily be accessed by clicking a button within the grammar sections of each chapter. Follow-up written and oral grammar activities accompany the tutorials and pair grammar rules with fun examples and interactive questions.

Instructors using *Promenades* will benefit from a number of refined online tools. A powerful setup wizard allows easy course management by customizing course setting, copying content from previous courses and creating a gradebook. A wide range of quizzes and exams to choose from, can be customized by reordering or removing content as needed. Grading these assignments can be done using question-by-question or student-by-student options. The flexibility of the Supersite also allows educators to tailor the program's content to fit their needs and objectives, create new activities and modify existing content with additional nots and annotations.

The authors' goal in preparing the fourth edition of *Promenades* was to create a user-friendly learning environment. The textbook features excellent page layout, use of colors, typefaces, and other graphic elements. Lesson sections are color-coded, and the textbook pages are themselves visually dramatic, with pictures, drawings, realia, charts, word lists, and maps of the French-speaking world, all designed for both instructional impact and visual appeal

Promenades is an innovative and flexible program. What sets it apart from the other introductory textbooks is its presentation, the richness of oral and written activities and the array of instructional resources from which the instructors can pick and choose. The fourth edition of the program will no doubt motivate and inspire beginning French students by providing a unique and compelling learning experience.

Andrzej Dziedzic
Professor of French
University of Wisconsin-Oshkosh

Publisher's Response

I am pleased to respond to Professor Andrzej Dziedzic's review of Vista Higher Learning's Introductory French program *Promenades à travers le monde francophone*, Fourth Edition. Furthermore, I would like to thank Professor Dziedzic for the many compliments expressed in his review and for pointing out so many specific examples of the new features that enhance the program's flexibility for students and instructors alike. My editorial colleagues and I agree that these features not only motivate students to learn French but are also crucial due to their timeliness as the Covid-19 pandemic has ushered in new and daunting challenges for language instructors. *Promenades'* wealth of online opportunities for diverse instructional formats and learning styles via the Supersite addresses these challenges head-on.

I was especially gratified to see Professor Dziedzic acknowledge how Vista Higher Learning continually updates the *Promenades* Supersite and supplements it with new features and enhancements, especially those that facilitate the ever-expanding need for hybrid and remote learning. Of special note are *Promenades'* new Vocabulary Tutorials, which we designed to contextualize students' lexical acquisition of French further beyond the print and online activities of previous editions. My colleagues and I are also especially proud of the program's Pronunciation Tutorials with speech recognition, which, as Professor Dziedzic highlighted, analyze student production in real time and provide helpful feedback. Furthermore, we indeed enhanced the *Panorama culturel* video content with integrated viewing activities that check student comprehension along the way, which Professor Dziedzic recognized as a substantial improvement toward supporting the process viewing experience for students.

On the instructor side, Professor Dziedzic pointed out that, among the online tools that *Promenades*, Fourth Edition, offers, is a wide range of quizzes, tests, and exams, whose online versions can be customized by reordering or removing content as needed. Professor Dziedzic identified and commended many additional online features from *Promenades'* vast array of instructor resources, and I would again like to thank him on behalf of the editorial team at Vista Higher Learning.

Armando Brito
Managing Editor
Vista Higher Learning

Miller, Lynn and Therese Dolan. *Salut!: France Meets Philadelphia—The French Presence in Philadelphia's History, Culture, and Art*. **Philadelphia: Temple UP, 2021. ISBN: 978-1-4399-1712-1.**

Making the study of a foreign language relevant to students might be one most successful techniques for recruiting and retaining students. While relevancy can vary dramatically, depending on the student population and where one teaches, this reviewer has enjoyed considerable success in demonstrating to students how the history and culture of other countries have made and continue to make an impact on American history and culture. In addition, if instructors are able to show how the history and culture of another country made or currently make a direct impact on the immediate area where they are teaching, student interest is likely to be much greater.

One resource for the French-language classroom is Lynn Miller and Therese Dolan's *Salut! France Meets Philadelphia—The French Presence in Philadelphia's History, Culture, and Art*. The text includes: an introduction (How the French Have Helped Shape Philadelphia); thirteen chapters (The French in Colonial Pennsylvania; The Crucible: France and Revolutionary Philadelphia; A New Nation is Born: French Art in Philadelphia; Federal Philadelphia in the French Revolution; Détente in Philadelphia and for the Nation; The Appeal of French Art for Early Nineteenth-Century Philadelphia; All Manner of French Matters in Nineteenth-Century Philadelphia; Philadelphia, Paris, and Thomas Eakins; From the Schuylkill to the Seine: Mary Cassatt and Henry Ossawa Tanner; Philadelphia's Champs-Elysées and Other French Inspirations; Moving into Modernism; Barnes and Mastbaum Enrich the Parkway, and Philadelphia's French Outdoor Art; and, Three Centuries of French Cuisine, Plus Recent Gallic Contributions), a Conclusion (The French and Philadelphia); and 172 illustrations (169 color photos, two halftones, and one map). *Salut!* provides a comprehensive overview of everything "French" in the Philadelphia area. For this reviewer, having started her academic career in Philadelphia and lived there for thirteen years, *Salut!* brought back some amazing memories (e.g., the Barnes Foundation, the Rodin Museum, and how the Benjamin Franklin Parkway came to be modeled on the Champs-Élysées) as well as placed greater emphasis on lesser-known aspects of French influence (e.g., the consequence of the Huguenots settling in Philadelphia and 18-year-old William Penn's visit to Paris).

Furthermore, in addition to serving as a catalyst for interdisciplinary art history lessons (e.g., the Joan of Arc sculpture and studies of artists Thomas Eakins, Mary Cassatt, and Henry Ossawa Tanner) or culinary arts (e.g., acclaimed Le Bec-Fin chef Georges Perrier, who made Philadelphia a renowned culinary destination in the twentieth century), *Salut!* is, without a doubt, an inspiring resource for developing interdisciplinary lessons plans focusing on the American Revolution. For example, Miller and Dolan explain:

It was in Philadelphia where the most powerful ideas, French at least as much as British, of the age of Enlightenment launched a new nation. Yet, ideas alone did not bring about a new and independent nation. The United

States of American largely owes the success of its revolt against Great Britain to the military and diplomatic aid it received from the both court of Louise XVI and a number of individual Frenchmen inflamed by the desire to participate in creating a new republic, the first in the modern world. (17)

Indeed, by exploring the origins of Philadelphia, Miller and Dolan illustrate just how profoundly French culture has been ingrained into American political, philosophical, and artistic life from its very birth.

In conclusion, *Salut!* is a rich resource for teachers in the Philadelphia area but is also an inspiration for those wanting to develop relevant interdisciplinary lessons plans for the French-language classroom. In addition, it can be utilized as a springboard for students to investigate the influence of French history and culture in other areas of the United States of America.

Eileen M. Angelini
SUNY Empire State College, New York
Saratoga Springs, NY

German

Heidt, Todd, Claudia Kost and Emre Sencer. *Ekstase und Elend. Deutsche Kulturgeschichte 1900 bis Heute.* **Focus Publishing. An imprint of Hackett Publishing. Indianapolis, IND, 2020. ISBN:-13-976-1-58510-952-4.**

Ekstase und Elend can best be described as an intermediate /advanced textbook for German studies programs that presents the cultural history of German-speaking Europe from roughly 1900 to the present. It teaches culture while at the same time honing students' language skills, making it one of the most extraordinary German texts to be published in recent years and more than adequately fulfilling ACTFL's standards for advanced-low to advanced-mid competency. Moreover, the text could be used in a variety of courses, as a stand-alone text in a special topics course or in conjunction with another reader in a German culture and civilization class.

A supplementary website is available for free at **sites.google.com/knox.edu/ ekstaseundelend** is a wonderful resource because it provides so many extras—images, videos, maps, and graphs—covering "the key people, places, events, and ideas " (vi) covered in the main text. The website also features *Forschungsprojekte*, a unique collection of assignments to build students' research skills: "(1)differentiating primary from secondary documents; (2) taking organized notes on academic sources; (3) critically examining the perspective and arguments of a history book like the one in your hands; (4) contextualizing primary historical documents , and finally (5) synthesizing all these skills into a research project" (vii).

The twentieth century was a mixed blessing for Germany. In less than a quarter of a century's time it went from "jubilant highs to devastating lows" (vi), ranging from the hopes kindled by the Weimar Republic to the horrors of the Third Reich. At the end of the century a vibrant democracy had emerged victorious despite the vagaries of the Cold War and the terrorist threat in the 1970s and the temporary suspension of certain civil liberties. After reunification Germany went on to assert itself as one of the undisputed leaders of Europe.

The ten chapters that make up *Ekstase und Elend* cover all the main stops in the history of twentieth-century German history and are organized chronologically:

The authors have tried hard to include underrepresented and/or marginalized minorities, including ethnic and racial minorities, and queer /LGBTQ individuals. They also acknowledge the ongoing debate on gender neutral language but wisely (in this reviewer's opinion) opt for a compromise and write out the masculine and feminine forms of nouns when necessary (e.g., *Künstler und Künstlerlerinnen*). This debate is far from over but is resulting in ever more absurd declinations: Is it *Künstler*innen* or *Kuünstler_Innen* or perhaps *Künstler/Innen*?

To give readers a flavor of the rich contents of this slim volume I chose to look at Chapter 4, *Nationalsozialismus —Machtergreifung bis Novemberpogrome (1933-1938)*, a period in German history with which even the non-Germanist is familiar.

The chapter opens with a *Zeittafel* or chronology listing important dates within the time frame of the Chapter. A general historical introduction to the period follows, retracing the history of the Nazi Party, which made its bid for power amid the failures of the Versailles Treaty and the collapse of the German economy that soon followed in its wake. Students are reminded time and again of how Nazism rests on oppression and violence but also of the fact that it enjoyed widespread support in Germany (which raises the question of German guilt which is also addressed in this volume). The next section looks at growing German territorial demands in the 1930s, which would ultimately lead to world war when the Allies finally drew a line in the sand and refused to accept the German annexation of Danzig. Then, in an exceptionally insightful short essay on Nazi Cultural Policy, the authors teach students how the Nazis used culture to promote their cause (much like the Communists have done ever since), exemplified in the notorious book burnings, the massive art exhibit on degenerate art (*Entartete Kunst*), and, of course, the Berlin Summer Olympics in 1936. Small wonder that so many German intellectuals and artists went into exile, making Paris a capital of German culture by 1935. The final section deals with the horrific Nazi theory of race which took racism, especially anti-Semitism, to a whole new level by, as Raoul Hilberg put it (in Claude Lanzmann, *Shoah*), adding the final touch to a centuries–old prejudice: the physical extermination of the Jew (and many other so-called inferior minorities too).

Each reading is accompanied by a short glossary and a few cleverly inserted comprehension questions. The accompanying website contains many additional activities, but teachers may have to prepare additional vocabulary as well as comprehension and discussion questions.

The website contains a variety of materials, not too many as to overwhelm users but significant enough to retain their attention. For Chapter 4, among other sources, there is a link to the World Holocaust Remembrance Center Yad Vashem's exhibit on Kristallnacht, a copy of Hitler's Speech to the Commanders in Chief following the attack on Poland on September 1, 1939 (which started World War II), an overview of German emigration in the so-called *Nazizeit*, and excerpts from the infamous Wannsee Conference in January 1942 when the Nazi leadership made the decision to implement the Final Solution and the fate of European Jewry was sealed

This reviewer is a forty-year veteran of the profession and has seldom seen a more intelligent and pedagogically sound and educational textbook. Students have much to learn here about twentieth-century German history and society but also will greatly improve their language skills.

Tom Conner
Professor of Modern Languages and Literatures
St. Norbert College
De Pere, WI

Publisher's Response

On behalf of the authors and publisher, I thank Tom Conner and The NECTFL *Review* for this excellent overview and evaluation of this exciting new offering for teachers and students of intermediate/advanced German, in our Focus imprint. We invite interested instructor to obtain an examination copy by visiting our website at **www.hackettpublishing.com**!

Brian Rak
Hackett Publishing

<div align="center">

Italian

</div>

Donato, Clorinda, Cedric Joseph Oliva, Manuel Romero, and Daniela Zappador Guerra. *Juntos: Italian for Speakers of English and Spanish.* **Third edition. Indianapolis, Indiana: Focus, an imprint of Hackett Publishing Company, 2020. ISBN: 978-1-58510-954-8.**

In its third edition, *Juntos: Italian for Speakers of English and Spanish* by Clorinda Donato, Cedric Joseph Oliva, Manuel Romero, and Daniela Zappador Guerra is an innovative, highly engaging Italian textbook, that can be used at the high school or university level, given its target audience and approach to facilitate the language acquisition process. Recognizing the connections between languages in an increasingly global and interconnected world and the changing language profile of university students in the United States, *Juntos* draws on students' knowledge of Spanish, whether as first language (L1) Spanish speakers, heritage speakers, or second language (L2) Spanish learners, as a springboard to add Italian to their linguistic repertoire. Despite

the similarities between Romance languages, given their common Latin origin, few previous textbooks have situated acquisition of one Romance language in particular within the context of a different related Romance language. Previous cross-linguistic textbooks, with one target Romance language and a different reference Romance language, at the university level have focused on the teaching of first-year Brazilian Portuguese to students familiar with Spanish (e.g., *Com licença!*, 1992; *Pois não*, 2008), while *Juntos* is the first Italian textbook published for speakers of Spanish.

Juntos is also innovative for the methodology it utilizes to engage multilingual students of Italian in the acquisition process. In contrast to many textbooks that employ Communicative Language Teaching (CLT) or Task-Based Language Teaching (TBLT), in vogue since the 1970s and 1980s, respectively, *Juntos* offers a fresh alternative, informed not only by second language acquisition research but also by the translingual and transcultural milieus of today's students, that relies on strategies of Intercomprehension and Intercommunication. Recognizing the complex globalized world that language practitioners inhabit, their constant condition of mobility, and their need for transferable skill sets, *Juntos* engages learners' cultural and linguistic identities to promote communication, language learning, and meta-linguistic awareness. Thus, the thirty-six lessons of which the textbook is comprised invite students to leverage the "intercomprehensibility" of the Romance languages, with their many lexical and grammatical similarities, to promote their knowledge of Spanish and Italian, all the while as they are being exposed to other Romance languages and dialects, including Catalan, Corsican, French, Galician, Portuguese, Romanian, Sardinian, and Sicilian. Intercomprehension naturally facilitates Intercommunication by encouraging students to transfer knowledge from the languages in their linguistic repertoire, English and Spanish, to aid production in their target language, Italian. Importantly, to help learners distinguish between the different languages to which they are exposed in the textbook and focus on Italian, their target language, languages are color-coded in *Juntos*. In this way, the authors of *Juntos* originally situate learning Italian within a contemporary, transnational, translinguistic, and transcultural context. Indeed, the engaging, language-rich networked method adopted in *Juntos* is one of its many strengths, empowering students to express themselves confidently and with greater fluency and accuracy when speaking and writing Italian.

Juntos' thirty-six lessons begin with the Italian alphabet for Spanish speakers, pronunciation, and basic phrases such as *mi chiamo, me llamo* ('my name is'). Grammar is introduced from lesson four, with reflexive verbs, and progresses through the tenses, prepositions, pronouns, comparatives, and superlatives, culminating with the subjunctive mood and the hypothetical period. Cultural topics and grammar structures become appropriately more complex as the book progresses. Most lessons are divided into the following six sections: 1. Intercomprehension, 2. Intergrammar, 3. *In italiano*…, 4. Interculture, 5. Languages in Transit: Exercises in Translation, Translanguaging, and Transfer, and 6. Exploring the Web. Lesson 18, which focuses on the present tense, and Lesson 23, which focuses on the future tense, include an additional section: 7. Further Focus that allows students to delve deeper into these grammar points. To begin multilingual students' acquisition of Italian, the *Intercomprehension* section of each lesson contains sentences in several Romance languages to promote learners' awareness

of lexical and grammatical similarities between Italian, Spanish, and English in addition to at least one auxiliary Romance language (e.g., Portuguese). The *Intergrammar* section consists of color-coded charts that highlight parallel structures, such as ordinal numbers, in Spanish, French, Italian, and English. Following the *Intercomprehension* and *Intergrammar* sections, learners apply their newly acquired knowledge in a variety of listening, grammar, and vocabulary exercises in their target language in the *In italiano…* section. The *Interculture* section supports students' development of intercultural competency through readings on anthropological, artistic, historical, literary, political, and sociological topics while also contextualizing the grammar point of the lesson. *Exploring the Web* allows students to further develop their intercultural competency and Italian language skills through engaging activities, available on *Juntos'* companion website, that incorporate a variety of authentic materials.

Of these sections, the one focusing on *Languages in Transit* is worth further exploring, as translation has become, among linguists and practitioners of foreign language acquisition, "*la bête noire*". In each of the thirty-six lessons, students are presented with a series of texts, of varying degrees of difficulty, that they will translate from Italian into English or Spanish. Following the translation, they will discuss their linguistic choices with their classmates, making sure that they also explain the operational processes. Through class discussion and comparative experiences, translation is revealed not as a mechanical operation but as an organic process of linguistic and cultural selection, evaluation, and decision. Such an activity, first individual and then interpersonal, promotes meta-linguistic awareness as well as stronger competence in one's own languages.

As the textbook is geared towards translingual awareness through a comparative study of Romance languages, it also favors a grammar approach, with large parts of the lessons dedicated to charts and grammar explanations in English. As the lessons progress, however, it would have been useful to present these parts in Italian, to encourage learners to make use of their honed translingual and transcultural skill sets, thus becoming more conversant and more deeply involved in the mechanics of the target language. In addition, the authors should have focused some of their attention to the interpersonal communication skill sets by adding communicative activities for students to complete in and outside the classroom environment. Interpersonal communication among learners from different language backgrounds would enrich their cross-cultural competence and hone their meta-linguistic skills.

In addition to the carefully selected materials and grammar-honing activities included in the textbook, *Juntos* has a companion website (**www.hackettpublishing. com/juntos-companion-webpage**) that features audio files, web-based activities, and resources for each of the thirty-six lessons in the textbook. The linguistic and cultural content hosted on the companion website nicely complements the material presented in the textbook, as web-based activities incorporate a variety of media, including videos, songs, and interviews, as well as exploration of various Italian websites. The inclusion of a wide range of authentic materials throughout the textbook and companion website is another strength of *Juntos*, fostering more dynamic in-class discussions and enhancing student learning. To further support instructors using *Juntos* to teach Italian

to Spanish-speaking students, access to an Instructor's Guide and Answer Key as well as to training videos is available through Hackett's title support webpage.

With its translingual perspective, new comparative approach, and array of activities, *Juntos* provides learners of Italian, be they of Hispanic or Anglo-Saxon cultural background, a new tool to hone their linguistic skills, improve their cross-cultural competence, and deepen their understanding of how languages and cultures are interrelated and mutually enriching.

Christina A. Mirisis
Assistant Professor of Spanish
Modern Languages and Literatures
St. Norbert College
De Pere, Wisconsin

Simona Wright
Professor of Italian
World Languages and Cultures
The College of New Jersey
Ewing, New Jersey

Publisher's Response

On behalf of the authors and publisher, I am pleased to extend our sincere thanks to the review team—ideal in its inclusion of both an experienced teacher of Italian and of Spanish—for their thoughtful and detailed evaluation, as well as to editor Tom Conner for featuring a review of *Juntos* in *The NECTFL Review*. We would emphasize only that an instructor of Italian who uses *Juntos* need not be a Spanish speaker. In any case, the 26 chapter-by-chapter training videos prepared by multilingual-pedagogy expert Dr. Simona Montanari (CSULA) (available for free on the publisher's website at **www.hackettpublishing.com**) will be a great resource to faculty who have never taught multilingually, whether they speak Spanish or not. Interested instructors are encouraged to visit our website to learn more about *Juntos* and order an examination copy.

Brian Rack
Hackett Publishing

Russian

Dengub, Evgeny and Susanna Dengub-Nazarova. *Etazhi***. Washington D.C.: Georgetown University Press 2021.**

The much-anticipated second-year Russian language textbook *Etazhi* by master instructors and curriculum design experts Evgeny Dengub and Susanna Nazarova is now available. The textbook is designed for learners who have already completed one year of college-level Russian, but it also advertises itself as appropriate for advanced high school students and heritage learners. The textbook aims to bring students from ACTFL Novice High/Intermediate Low to Intermediate Mid or Intermediate High by the end of the courseCollege instructors in the U.S. have for a number of years been

eager for a new second-year textbook that meets the needs of a new generation of students. In many ways *Etazhi* offers a much-needed update of the existing second-year Russian curriculum.

What makes *Etazhi* stand out from other textbooks in the field is that the material of the chapters is crafted around crowd-sourced stories of real life in Russia, submitted by dozens of the authors' colleagues, friends, and former students, who shared short texts about their adventures in Russia. The anecdotes are warm, funny, and illustrative of the kinds of situations and challenges our students face when they travel to Russia on study abroad or work there after graduation. You might be able to imagine the problem in the text titled "Печенье или печень?" and the stories of dating, host families, a doctor's visit, and most are appealing and will surely make a strong impression on students. In many ways, the book acts as a brilliant primer for cultural life, cultural attitudes, and culture shock, and thus it serves to prepare and encourage students to take up a study abroad experience.

At just under $100 for a year-long course, *Etazhi* is affordable and offers a tremendous amount of material. Learners at this level will benefit from the textbook's heavy focus on vocabulary development with a solid communicative approach. Chapters 1 through 3 contain three parts in each chapter (1: Family, Character, Relationships; 2: Appearance, Clothing, Health; 3: Food, Cooking, Restaurants), while chapters 4 through 6 each have two parts (4: Holidays, Travel; 5: Our House, Domestic Problems; 6: Education, Work). In terms of assessment, the authors recommend vocabulary and/or grammar quizzes at the end of each chapter subsection, and a comprehensive test at the end of the chapter. The book is all-inclusive and does not contain a separate workbook for home tasks; rather, instructors assign portions of the chapters as homework to be completed on paper or submitted via Google doc. Audio files for each chapter are available on the textbook website. The instructor manual webpage for Georgetown University Press contains a sample schedule, review material, and a sample test for Chapter 1. The authors have also made available a Quizlet site for each chapter to aid in vocabulary acquisition.

Each chapter section is comprised of a front-loaded vocabulary list, which is divided into a short "Words you already know" list and a longer "New words" list in both Russian and English translation, with nouns, verbs and adjectives mixed together and listed in alphabetical order. Next come the "Stories from life" and "Grammar" sections. Each chapter also closes with exercises built around one or more authentic literary texts by authors such as Chekhov, Zoshchenko, and Teffi, as well as an activity related to a painting by a famous Russian artist. Images of the paintings are not included, but they are easily accessible on the internet. Helpful audio transcripts of listening texts close out each chapter, a wonderful resource for students and instructors alike.

Grammar lessons within the chapters are built mainly to support the real-world stories that make up the centerpieces of the chapter sections. Instructors who are used to a particular order of grammar instruction may find that the way grammar is taught in this book requires an adjustment on their part. However, instructors and students alike will appreciate the substantial Grammar Reference in the appendix of the textbook. As noted above, some explicit grammar instruction happens in the chapters themselves, but in many cases the authors direct students to "review [grammar topic X] in the

Grammar Reference before completing [this exercise]." Unfortunately, page numbers at not given at this juncture for where to find that specific topic in the Grammar Reference, but learners can use the detailed list in the book'" main table of contents, or look up grammar topics in the index, to navigate the Grammar ReferenceThe appendix also contains a valuable list of Useful Expressions and a very welcome primer on Capitalization and Punctuation Rules.

Etzhi offers up-to-date, dynamic, challenging, and well-conceived learning materials for the twenty-first century. However, the book—with its material crafted around real-life experiences of learners encountering Russia firsthand—misses an opportunity to create more inclusive materials for our increasingly diverse student populations. The authors claim in the book's introduction to include various forms of cultural and geographic diversity. While they succeed in some respects by telling the stories of people from different cities throughout Russia—not just the typical focus on Moscow and St. Petersburg—and include names and profiles of people from different ethnic minority populations living in the Russian Federation, the book falls short in presenting American students with the kind of vocabulary they need for expressing their own diverse identities in terms of race, ethnicity, gender, sexual preference, and socioeconomic status. None of the examples from the sections on families and relationships offer same-sex partnerships as models for self-expression. Russia may never legalize gay marriage, but there must be a place for the LGTBQ lives that reside in Russian and American communities alike. The book also exhibits a common problem in Russian textbooks today in that there is little to no representation of non-white persons in the illustrations or in the supporting vocabulary exercises. The unit on Appearance (Внешность) contains no vocabulary for expressing darker skin tones or textured hair. The texts sometimes reinforce problematic ideas about ideal bodies and weight stigma. Learners would have welcomed the stories of Black or Brown students encountering or disrupting racialized stereotypes that Russians hosts, or peers, might possess. Representation matters, and there is little here that would allow students of color or members of the LGTBQ community to see themselves reflected among those who live, study, and work in Russia.

The main strength of this book lies in the engaging and evocative real-world situations and the varied activities the authors have designed to improve speaking, reading, writing, and listening skills. The book is flexible enough to accommodate learners coming from most first-year textbooks such as *Troika, Golosa 1*, and *Mezhdu nami*. The opening chapter may present something of a shock to students, especially after summer break, because of the large volume of vocabulary, potentially unfamiliar grammar topics, and challenging texts around which the chapter is built. Instructors would do well to focus right away on strategies for vocabulary acquisition, and to be patient and supportive as students adjust to a potentially steep learning curve. However, instructors who have piloted the book report that by Chapter 2, students understand the expectations and are comfortable with the pace and volume of work. Typically, instructors can expect to move through five of the six chapters by the end of an academic year with three or four days of instruction (or the equivalent) per week. The authors report that Chapter 6 can work especially well as an introduction to third year, at which point learners can transition into a textbook like *Panorama* or other

third-year Advanced level textbooksLearners completing this textbook will come away with a fuller understanding of life in Russia today and a tremendously expanded lexical base as well as improved comfort in conversation on highly relevant topics.

Molly Thomasy Blasing
Associate Professor of Russian
University of Kentucky
Lexington, KY

Dengub, Evgeny, Irina Dubinina and Jason Merrill, editors. *The Art of Teaching Russian: Research, Pedagogy, and Practice.* **Washington D.C.: Georgetown University Press, 2020. ISBN: 9781647120016.**

The Art of Teaching Russian is a comprehensive collection of essays that address all areas of language teaching and learning. It provides valuable information not only for teachers of Russian, but for teachers of other languages as well. Well-known researchers in Russian, such as Jason Merrill, Benjamin Rifkin, Olga Kagan, and many others, have contributed to the book. Scholars in the field of language acquisition, but not necessarily in Russian, are also included, such as Vicki Galloway and Sally Sieloff Magnan. Other experts are quoted throughout the volume and support the data and conclusions.

The volume is divided into six sections, each dealing with a specific aspect of Russian language instruction. Part I deals with the state of the profession. It includes data from several sources, most from the 1990s through 2016, including the most recent MLA survey of Foreign Language enrollments, and addresses all languages. As to be expected, Russian has suffered considerable losses during this time. However, students in Russian are far more likely than students of the more commonly taught languages to continue their studies. Many begin Russian with a definite goal in mind, and often complete a major or minor, or continue on to graduate school. The authors note a move away from Literature and Linguistics in graduate degrees, but an increase in interdisciplinary areas. This section also includes data on Ph.D. programs in the United States, and results in the job markets from the 1980s through 2017. This can be a valuable tool for students contemplating a career that involves knowledge and competency in Russian.

Part II deals with the World Readiness Standards for Learning Languages, and their application to Russian. Students often underestimate the time needed to develop proficiency in Russian, which is greater than what is needed for the more commonly taught languages. The authors discuss the need to align student goals with teaching outcomes, noting that students rate the Communities standard the highest and presentational communication the lowest. However, in order to function in teaching, business, or government, candidates must possess a minimum of Advanced Low. Newer opportunities such as STARTALK and the Flagship Program offer help in this direction.

In Part III, the authors propose practical examples for teaching Russian in a Transformative Language Learning and Teaching environment. This requires learner autonomy and responsibility, and invites the teacher to be a facilitator. Without

negating the study of the language, it emphasizes content-based instruction. This section includes scenarios using a contemporary film, a content-based lesson involving the genitive case, and meaningful activities such as writing a Facebook entry. The authors also discuss the value of Oral History, where students can interview Russian émigrés and share the results with the class. They provide models on various levels, including the importance of respect for the interviewee and the need for the appropriate permissions. Finally, the section offers practical examples for using Russian songs, traditional and contemporary, in the study of both language and culture. This section is probably the most useful to teachers on any level, since it contains concrete models for teaching Russian.

Part IV addresses curriculum design and evaluates several of the textbooks currently in use. It includes information on important items and concepts that should appear in an elementary and intermediate text, such as authentic reading and listening materials, the use of backward design, and appropriate cultural content. The authors (Kagan and Kudyma) explain their purpose through three textbooks that they created: *В Пути* [V Puti], *Beginner's Russian,* and *Russian: From Intermediate to Advanced.* An important chapter addresses the presence (or rather, absence) of diversity in various texts. In fact, there is far less diversity in Russian texts than in those of other languages. The author suggests ways in which the teacher can supplement this through pictures, texts, and cultural materials, and recommends their inclusion in future texts.

Section V addresses Culture, Blended Instruction, and Internet resources. The chapter on Intercultural Competence discusses the difficulty of assessing it in students. At the same time, culture is often subordinated to grammar and vocabulary. The author notes the importance of knowing one's own culture in order to understand that of another nation, and offers some practical techniques. On the same topic, the question of which readings to choose and at what level can be a challenge for the teacher. The authors note the dichotomy between the literary works with which the Russian student is familiar and those taught in American universities. A solution may be simplified versions of classic Russian works, and the use of on-line resources, rather than standard anthologies. This section also suggests various extracurricular activities that contribute to the learning of Russian and underscores their importance in acquiring proficiency in the language.

Finally, the authors address the question of Blended Learning and Internet Resources. It is important to note that this book was published just before the beginning of the Covid pandemic. While the recommendations are pertinent to language learning, much has happened since 2020. However, the chapter on blended learning anticipates the difficulties and advantages of asynchronous instruction that most teachers have faced since the beginning of the pandemic. Some points include the cost in time and money, the unfamiliarity of students with this mode of instruction, and the choice of appropriate materials. However, thanks to experience and necessity, many advantages have emerged, which the reader can add to the useful information provided by the authors of these chapters.

While most of the material in this volume is addressed to post-secondary and graduate students, some of the practical points, especially in Part III, can be useful on any level. The authors are almost entirely university professors or researchers. However,

the articles are very readable and technical terminology is kept to a minimum. The bibliography for each chapter is extensive and includes well-respected scholars from all languages, and even from other disciplines.

Although there are many books that address Foreign Language Methodology, there are very few specifically for Russian. This book makes a unique contribution to the field. On the other hand, circumstances change rapidly in education. Most of the research in this volume precedes 2016. Because of the Covid pandemic, teaching has moved into a virtual area and may likely remain there, at least partially. This may affect the validity of some observations. However, the role of Russia on the world stage emphasizes the need for fluent and culturally competent speakers of Russian. Many of the techniques mentioned in this volume can contribute to the growth of proficiency among students and professional competency among teachers. This book should provide help and inspiration to all who read it. As the title indicates, teaching is an art as well as a science. Every teacher should aspire to both.

Mary Helen Kashuba, SSJ, DML
Chestnut Hill College
Philadelphia, PA

Spanish

Blitt, Mary Ann and Margarita Casas. *Exploraciones*. **Boston: Cengage, 2020. ISBN: 978-1-337-91236-5.**

The authors, both experienced educators with many years of teaching Spanish and preparing future teachers, have updated their introductory Spanish textbook *Exploraciones* in a third edition that seeks "to appeal to both traditional and non-traditional students" (aie-ix) with a heavy emphasis on student participation and a wide variety of resources designed to capture the interest of a broad audience. Certainly, the most significant addition to this third edition is the inclusion of an extensive online component called *Exploraciones MindTap* which, together with the printed student text, comprise a fully integrated program. Keeping in line with the authors' philosophy of creating a text that can serve the needs of non-traditional students and traditional undergraduates at both the community college and university level, the *Exploraciones* MindTap online platform was designed "to meet the needs of all courses: classroom-based, hybrid, flipped, and online" (aie-xii).

The innovative methodology is reflected in the title of the book. *Exploraciones* naturally translates into English as *explorations*, so this new edition encourages students to explore the Spanish language and Spanish-speaking cultures through the text and MindTap platform, but also to discover practical applications for Spanish in other academic disciplines, professions, and everyday life. At the same time, the authors stress the importance of using activities, readings, audio segments, and cultural scenarios that address the diverse backgrounds, experiences, and needs of today's students. In employing this methodology, the authors are careful to incorporate the 5Cs – Communication, Culture, Connections, Comparisons, and Communities – throughout the text. I was very impressed with the manner in which the authors used the two *Conexciones culturales* sections in each chapter to explicitly address the 5Cs in

one location. Those who adopt this text will find that both the topics chosen for these cultural connections and the discussion questions provided go far beyond the factual level to delve into fascinating critical-thinking exercises such as cultural stereotypes, ethnic diversity, cultural superstitions, and the cultural implications behind the average work week and length of vacations in different parts of the world.

A close examination of the text shows that each chapter of *Exploraciones* is carefully divided into two independent parts with identical organization. In any given chapter, there are three sections, centered on vocabulary, cultural connections, and grammar that relate to each other based on a common theme, followed by another group of these same three sections utilizing a related but distinct theme. Each chapter also includes a reading selection that incorporates the vocabulary and grammar featured in the chapter, another section to help students develop their writing skills, and two *En vivo* sections that focus on improving student proficiency through authentic Spanish-language audio segments and texts. Having looked for commercials from Spanish-speaking countries for use in my own language class, I very much appreciated the inclusion of these audio segments in each chapter, as they help move students from the deliberately-enunciated Spanish dialogue of the classroom to the more realistic and rapid pattern that the student will eventually experience. At the end of each chapter, there are two pages of helpful review exercises. As if that were not already sufficient material, every other chapter includes a literary section. While initially skeptical that a beginning student of Spanish would be capable of analyzing Spanish literature, the authors were careful to match each literary section with the appropriate level. For example, the first literary section is a simple poem containing a mere six lines, all in the present tense, yet with a strong message that is sure to provoke a thoughtful discussion on poverty and hunger.

Exploraciones is a comprehensive and integrated Spanish program with a plethora of pedagogical material. There are 14 chapters, each one introducing a new array of vocabulary and grammar. In other words, there are no review or summary chapters. In fact, the last four chapters cover grammar structures one would expect to find in a second-year intermediate Spanish course. The other main component of the third edition of *Exploraciones* is the aforementioned Exploraciones MindTap online platform. Given the ease with which today's students use technology and perhaps expect it to be a natural part of their learning experience, this online platform provides an additional array of learning, structured practice, and finally open-ended practice activities. And, to borrow a phrase, "there's an app for that" which can be utilized without an internet connection. While Exploraciones MindTap gives the instructor only more options and flexibility in structuring their class, I envision it as an ideal tool for assigning homework to prepare students for in-class work.

In conclusion, the authors of the third edition of *Exploraciones* have delivered on what they promised. Like any "exploration," the instructor and student alike can choose from a variety of paths on which to explore the Spanish language and discover breakthroughs in learning. And like any exploration, one cannot see it all (i.e., utilize all the valuable resources, exercises, and communicative methods) the first time through. Both students and teachers will find it valuable to re-explore *Exploraciones* more than once, taking other paths and leaving new discoveries unexplored for now.

Robert Carriedo
Assistant Professor of Spanish
United States Air Force Academy
Colorado Springs, CO

Cory, Megan, Cecilia Herrera, and Catherine Schwenkler. *EntreCulturas 4. Comunícate, explora 4 y conecta con otras culturas*. **Freeport: Wayside Publishing. ISBN: 978-1-641590-29-7 (hardcover) or 978-1-641590-30-3(digital student package). Both versions include FlexText and Explorer.**

EntreCulturas 4 is the last level in the *EntreCulturas* program, which is designed for adolescent students learning Spanish. The mission statement provided by the authors gives us an excellent description of the program. They state that it "aims to prepare learners to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect." A close examination of the book confirms that communication, exploration, and cultural understanding are indeed at the core of *EntreCulturas 4*. The textbook is designed in a way that makes it very appealing to a younger generation used to communicate virtually. One of the most unique features of *EntreCulturas 4* are the interactions with four videobloggers from across the Spanish-speaking world.

As already mentioned, *EntreCulturas 4* places communication at the core of the program. As the authors make clear, the goal of the book is to help students improve their language skills to be able to communicate in an authentic manner in different cultural contexts and settings. Given this approach, the World-Readiness Standards for Learning Languages are central to *EntreCulturas 4*. Throughout the textbook, students are provided with ample opportunities to communicate in the three modes (interpersonal, presentational, and interpretive), relate cultural practices and products to perspectives, make connections to other disciplines and acquire diverse perspectives, make language and cultural comparisons, and engage with their communities and other communities across the globe.

EntreCulturas 4 is thematically organized around six large topics: current life, creativity, identities, communities, global challenges, and well-being. Each unit follows the same structure. It opens with an introduction that lays out the unit theme and goals. The backbone of each unit are the four essential questions presented in two different sections: *Conexión A* and *Conexión B*. For each question, new vocabulary (*Así se dice*) is introduced and is followed by three activities. The final activity in each section is a reflection on what they have learned. Also, students are given a chance to check their own progress based on ACTFL "can-do" statements. At end of the unit, there is a grammar and vocabulary overview and integrated assessment. *EntreCulturas 4* can be used in AP courses and, at the end of each *Conexión*, there is an activity (*¿Qué aprendiste*?) designed with the AP Test in mind.

If we are looking for two adjectives that describe *EntreCulturas 4*, "innovative" and "integrated" are the ones that most accurately describe the program. The innovative nature of *EntreCulturas 4* can most clearly be seen in the presentation of vocabulary, the treatment of grammar, and how assessment is conducted. Every section opens with "*Así se dice*", which introduces vocabulary in context. New words and expressions, which always appear in bold, are followed by a synonym in parentheses and are part of a sentence that serves as an explanation. In addition to what is considered essential vocabulary, each section introduces useful expressions (*Expresiones útiles)* and vocabulary needed for comprehension of authentic sources (*Además se dice)*. New words are always bolded when they appear in authentic texts and readings. At the end of each unit, there is a list of all new words presented. The presentation of new vocabulary is done entirely in Spanish.

The way in which *EntreCulturas 4* presents grammar is a clear departure from most textbooks used in Spanish IV. The book presents and reviews structures such as *ser* and *estar*, the subjunctive in different types of clauses, commands, the conditional tense, and the past participle used as an adjective. These structures are often found in courses at this level. However, how they are presented varies. *EntreCulturas 4* does not include formal grammatical explanations. On the contrary, students are asked to reflect on certain elements and the context where they appear so that they can come up with their own explanations and conclusions. Unit 1 provides a good example of how grammar is introduced. The section, titled *Observa de nuevo,* asks students to consider how some of the videobloggers talk about something or someone who is unknown or does not exist. Afterwards, students reflect on how certain verbs are used and what triggers the use of those verb forms. Grammar synthesis, brief summaries about grammatical structures, can be found throughout the textbook.

Beyond its innovative nature, *EntreCulturas 4* stands out as a truly integrated program. This can be seen in the treatment of culture and assessment. Culture is at the core of the program, so it always plays a key role whether it be in readings, videos, movies, or classroom activities. A quick look at Unit 2 illustrates this. There are twelve activities in the unit and their topics range from street art in Colombia to architectural designs by a Bolivian architect. Other cultural aspects covered are bachata music in the Dominican Republic, indigenous apparel, fashion tendencies in Argentina, the globalization of fashion, and even an activity that focuses on how Salvador Dalí inspires Lady Gaga's artistry. As it is easy to see, there is a wide array of cultures and countries represented in just one unit.

Assessment is another key feature of *EntreCulturas 4*. Most textbooks include some formal assessment —a quiz or a test— at the end of each unit as well as other traditional forms of assessment such as compositions or oral presentations. In *EntreCulturas 4*, however, assessment is truly integrated. At the end of each unit, we find three assessments that focus on comprehension, interpersonal and presentational communication. Each of these assessments is part of a larger project. The assessment at the end of Unit 6 illustrates this. Students are asked to develop an app that would improve access to health care, promote a healthy leaving, and prevent illness. To assess comprehension, students read an article that deals with health access and prevention of illnesses; then interpersonal communication gets assessed by means of a conversation with someone who works in the field of technology; finally, students show their progress in the presentational mode by describing the app they want to design. Detailed rubrics that clearly state the task components and evaluation criteria are provided with each assessment. Some instructors might find the lack of more traditional forms of assessment challenging but this type of assessment is more meaningful, and it truly evaluates whether students can communicate in different contexts.

Another aspect of *EntreCulturas 4* that needs to be highlighted is the role of authentic materials. The most outstanding feature is, without doubt, the presence of four adolescent videobloggers from Bogotá, Milwaukee, and Bethesda. These videoblogs allow students to relate to the topics and essential questions posed by the authors in a much more meaningful manner. Also, these posts serve many purposes: they introduce different views and perspectives, connect students to other communities, introduce grammar topics, and help in the presentation of vocabulary.

EntreCulturas 4 is a very rich and innovative program that offers students ample opportunities to improve their communication skills while gaining cultural knowledge and understanding. The online learning site associated with the textbook is very well developed and allows students to interact with all sorts of audiovisual materials, complete activities, and keep track of their progress by means of the online *Mi portafolio*. Young students will relate to the materials and pedagogy of *EntreCulturas 4*, which will make the learning process much more successful and enjoyable.

Isabel Álvarez
Professor of Spanish
University of Wisconsin Oshkosh
Oshkosh, WI

Courtad, James C., Kathryn Everly, and Martin Gaspar. *Intrigas: Advanced Spanish Through Literature and Film*. **Third Edition. Boston: Vista Higher Learning, 2021. ISBN: 978-1-54330-902-7.**

Having previously reviewed the second edition of *Intrigas. Advanced Spanish through Literature and Film*, this reviewer was eager to see what enhancements had been made in the Third Edition as the Second Edition was already a superbly designed literary textbook, adeptly integrating literature with film and culture to foster students' ability to improve their critical thinking and Spanish-language skills. By far the biggest changes to the six theme-based lessons are the two authentic feature films: Damián Szifron's *Relatos salvajes*, episodio 2: "Las ratas" for *Lección 5* (replacing Pedro Almodóvar's *Mujeres al borde de un ataque de nervios*) and Icíar Bollaín's *También la lluvia* for *Lección 6* (replacing Carlos Carrera's *El crimen del padre Amaro*). Also new are literary readings: "La siesta del martes" by Gabriel García Márquez for *Lección 4*; "Balada de los dos abuelos" by Nicolás Guillén for L*ección 4*; "Dos palabras" by Isabel Allende for *Lección 5*; and "Como la vida misma" by Rosa Montero for *Lección 6*.

The main structure of *Intrigas* remains the same. Each of the six theme-based lessons begins with a contemporary feature film, pre- and post-viewing activities and a short writing assignment, followed by three or four related readings (*cuentos*, *poemas*, *teatro*, and *novela*), each with pre- and post-reading activities and a short writing assignment, and culminates with *Escritura*, a structured writing assignment of substantial length. Also the same are the pre-viewing activities for each film (*Sobre el directo, Personajes, Contexto histórico/cultural* and *Antesala*) and the *Técnica cinematográfica* which directs student attention to a specific cinematic technique employed to provide a unique atmosphere to the film and guides the student on how to characterize the director's use of this specific technique. Szifron's *Relatos salvajes*, episodio 2: "*Las ratas,*" is described as follows:

La profundidad de campo: En el cine, la profundidad de campo es la parte de una toma que se ve bien enfocada y nítida. Algunos directores eligen una gran profundidad de campo, es decir, en sus tomas se ve con igual nitidez un personaje que está delante y un personaje u objeto que está lejos, detrás. La gran profundidad de campo es útil, por ejemplo, para mostrar en una fiesta ados personas hablando delante y a un grupo que

conversa o baila detrás de ellos.

Cuando hay poca profundidad de campo, en cambio, vemos con nitidez solamente objetos o personas en los que la cámara hace foco, mientras que el reto aparece desenfocado.

En el fragmento "Las ratas" de Relatos salvajes verás que el director utiliza la profundidad de campo para crear en el espectador diferentes focos de atención, destacar o nublar personajes y, de algún modo, guiarlo en la secuencia dramática. Mientras ves el episodio, identifica el uso de la profundidad de campo y piensa en el motivo por el que el director decidió utilizar una profundidad mayor o menor (198-199).

Post-viewing activities (*Preguntas Elegir, Comprensión, Interpretación, Técnica cinematográfica*, *Opiniones)* and (*Taller de escritura*) sequentially build upon the structure established in the pre-viewing activities. In a similar vein, each literary selection's pre-reading activities (*Sobre el autor/la autora, Técnica literaria, Contexto histórico/cultural* and *Antesala*) set the stage for the *Taller de escritura*, the short writing assignments that accompany that particular literary selection. The literary selections, for example, paired with Szifron's *Relatos salvajes*, episodio 2 "Las ratas," include Rosario Castellanos' "El eterno femenino," Jorge Luis Borges' "Emma Zunz," Marcè Sarrias' "Una lucha muy personal," and Isabel Allende's "Dos palabras." *Pausas* are inserted in the literary sections, encouraging students to reflect on significant details of the story and enhancing their comprehension and overall appreciation for the literary selection. Each lesson's *Escritura* has a carefully structured format – students are not simply provided with a composition topic but are given the necessary tools to make significant progress with their Spanish-language writing skills. No changes were made to the *Escritura* structure of *Plan de escritura*, *Planificar y prepara la escritura*, *Escribir*, and *Revisar y leer*.

Intrigas continues to be a well-planned and richly illustrated textbook geared for a curriculum leading to an interdisciplinary major or minor in Spanish. For those instructors who have used or are familiar with the Second Edition, instructional support additions to the Third Edition of *Intrigas* are dramatic readings of authentic poems short stories, and plays, Integrated Performance Assessments (IPAs) with objective evaluation rubrics, and News and Cultural Updates, a regular posting of resource links and activities that systematically build on student knowledge as new skills are acquired.

Eileen M. Angelini
SUNY Empire State College
Saratoga Springs, NY

Publisher's Response

I am pleased to respond to Professor Eileen M. Angelini's flattering review of Vista Higher Learning's Advanced Spanish program *Intrigas: Advanced Spanish through Literature and Film*, Third Edition. My colleagues and I were gratified to learn that

Professor Angelini is an enthusiastically satisfied instructor whose evaluation of the program corroborates the instructional goals that we set out to achieve.

I would like to thank Professor Angelini for establishing that, in its Third Edition, *Intrigas* continues to adeptly integrate film and literature with culture, sharpening students' critical thinking skills in the process. Professor Angelini also emphasized the value of the *Técnica cinematográfica* feature of the *Cine* strand, which focuses on a different cinematic technique in every lesson, each technique spotlighting a unique atmosphere to guide students in interpreting the director's vision.

Professor Angelini also underscored the critical role of every lesson's activity sequence. The pre-viewing activities of the *Cine* strand build up to the post-viewing activities and culminate with a *Taller de escritura* assignment. The same activity progression pattern is then repeated in each of every lesson's four literary strands (e.g., *Cuento*, *Poema*, etc.), each of which ends with its own *Taller de escritura*. Finally, as Professor Angelini remarked, the end-of-lesson *Escritura* process writing strand provides a more elaborate, step-by-step final assignment that provides the essential tools students need to make significant progress with their Spanish writing skills.

Finally, I would also like to thank Professor Angelini for highlighting the various online features new to the Third Edition of *Intrigas*. We developed these in response to student and instructor feedback to the previous edition. Instructors will find Integrated Performance Assessments with evaluation rubrics. Students will find dramatic audio readings synchronized with the literary texts, and the News and Cultural Updates feature consists of links and activities that build on languages skills as students acquire them across the program.

Lara Semones-Ramsey
Vista Higher Learning

Hershberger, Bob, Susan Navey-Davis, and Guiomar Borrás Álvarez. *Plazas: Lugar de ncuentros*. Fifth edition. Boston, MA: Cengage Learning/National Geographic Learning, 2020. ISBN-13: 978-1-305-49962-1.

Plazas, lugar de encuentros is a two or three-semester-long introductory Spanish program. As the preface of the textbook makes clear, the pedagogy of *Plazas* is firmly rooted in the research of the National Standards for Foreign Language Learning, or the Five Cs: Communication, Culture, Connections, Comparisons, and Communities. The Fifth edition is designed to work with two different e-learning platforms: iLrn™ Language Learning Center and MindTap® Spanish.

If the course uses the MindTap® online platform, there is a Learning Path that consists of five steps:

1. Ready?: A short introduction to the content that allows students to anticipate the material.
2. Learn it!: New vocabulary, culture and grammar are presented.
3. Practice it!: Activities on that vocabulary, culture and grammar.
4. Use it!:Activities that allow the students to express themselves creatively.
5. Got it!: Allows students to evaluate themselves.

With the MindTap course, students have access to the MindTap® with Mobile App. The MindTap Instructor Resource Center provides a guide, a resource manual, a set of chapter power-points, integrated performance assessment, test banks with answer keys, activity worksheets with answer keys, grammar tutorial audio scripts and testing audio and audio scripts.

If the course uses the iLrn™ online platform, students have access to interactive enrichment activities, a student calendar, companion videos, partnered voice-recording activities, an online Student Activities Manual with audio, self-tests, personalized study plans, and even a personal tutor online.

The first thing that struck me about the over 500 page-long textbook was the front cover picture. It shows a night view of a crowded Plaza de Santa Ana in Madrid. This is a place probably not easily recognizable by most since it is not one of the most famous landmarks of the city (this reviewer happens to be from Madrid). The reason why this picture was chosen is probably because it represents so well the title of the program: *Plazas, lugar de encuentros* (*Plazas, meeting points*) an element so vital to Hispanic culture and so present in cities all over Spain and Latin America; it is a place for people to meet, eat, drink, talk, and live, as the characters are in this particular picture. This is an excellent way to represent the more than 20 countries where Spanish is spoken and not just Spain. There are other plazas depicted throughout the book, plazas that represent the whole Hispanic world are expertly placed at the beginning of each chapter.

The second aspect of this program that immediately caught my attention was the partnership with *National Geographic Magazine*. Without a doubt, this is one of the most outstanding features of *Plazas* as it incorporates articles, pictures and videos that contribute to make the cultural component very attractive to students. A new National Geographic Explorer and their work, representing a different country or two (three in one case), is introduced in every chapter. These include scientists, archaeologists, anthropologists, and photographers. This embeds the culture into the language learning process and makes it meaningful, as well as adds a multidisciplinary aspect that may appeal to the students.

There are six main sections in every chapter: *¡A Explorar!*, *Vocabulario*, *Estructura*, *Encuentro cultural*, a skills section (comprised of *¡A ver!*, *¡A leer!*, *¡A escribir!* and *¡A comunicarnos!*) followed by a review of everything learned in that particular chapter and a list of essential vocabulary. Every chapter opens with a page that includes not only communicative goals, structures and cultural competencies to achieve by the end of the chapter, but also is illustrated by a picture that covers ¾ of the page depicting a plaza.

The introductory page is followed by *A Explorar!*, the National Geographic section in which a short text about a National Geographic explorer is presented. This section acts as a preview of the chapter content. The text and pictures are accompanied by one or two reading comprehension questions and a "Palabras en contexto" (words in context) section. I particularly like how new words are introduced. They do not provide the students with a translation of the word, but instead ask them to guess its meaning by studying how it is used in the context. This National Geographic section also encourages students to do small research projects related to the topics presented.

The *Vocabulario* section not only provides the new words to be learned but also, if used with MindTap in a desktop or laptop computer, students can click on words in images or lists and hear the pronunciation of all vocabulary terms and phrases. If used in the MindTap App, however, students not only have access to pronunciation and visual practice, but also can record their own pronunciation of any vocabulary word and the system will rate their accuracy. The app also provides audio enhanced flashcards and vocabulary quizzes.

The *Estructura* section does not include all grammar topics at once. They are usually divided into three or four subsections (chapter 2 is divided into 5!) that alternate with other smaller sections of vocabulary or civilization. The smaller subsections make it more approachable for instructors to teach and easier for students to grasp. I particularly enjoyed seeing how grammar is always contextualized. The variety of exercises to practice new grammar ranges from traditional "fill in the blank" exercises to more communicative ones such as role-play and interview. Instructors with very different teaching styles are going to find what they need with such variety. Students who like extra practice will have plenty of opportunities with this program.

The *Encuentro Cultural* section offers a map of the country or countries in that chapter as well as up-to date statistics and a flag. It also brings up cultural trends in the country or countries of focus, with emphasis on traditions, music, art and interesting places through short texts. This section provides students with country-specific video footage and additional activities. It also suggests students to look up some of these artists, topics and places in the Internet.

The skills section (comprised of *¡A ver!, ¡A leer!, ¡A escribir!* and *¡A comunicarnos!*) helps students develop reading, writing, listening, and speaking skills through targeted activities and well-thought-out strategies. There are definitely more activities that one could possibly use. This may seem overwhelming to some, but I personally welcome this variety which allows instructors to select what fits their teaching style and/or their particular group of students' needs.

One can find brief *notas lingüísticas* (linguistic notes) scattered throughout the text book. These are very short notes, a sentence or two long. Some of them help clarify a difference with English, for example how English capitalizes the days of the week and Spanish does not; others explain a vocabulary word with three different variants depending on the Spanish-speaking country where it is used, for example, *las gafas/ los lentes/ los anteojos* (all meaning glasses); others just add a grammatical trick to help students sound like native speakers. An example of the last one would be how to soften commands to make them sound more like requests than demands, by using *usted* or *ustedes* after the command form, or by adding *por favor*.

On practically every page of the Instructor's Annotated Edition, a short note explains which of the Five C's of the National Standards is connected to that particular activity: Communication, Cultures, Connections, Comparisons, and Communities. The textbook ends with a list of resources, including vocabulary lists, grammar appendices and verb charts. *Plazas*, Fifth Edition also offers a Student Activities Manual (available in print or online), video, text and lab audio programs, and website. Apart from the country specific videos, there is a separate video (*Hacienda Vista Alegre*) that

follows the fun adventures of five housemates of the Hacienda Vista Alegre in Puerto Rico. This video helps revisit grammatical concepts as well as relevant vocabulary.

It is in the Test Bank in the Companion Site where I think there is room for improvement. Let's take Chapter 2 as an example. Although it is true that a Speaking Test is included, the rest is a long list of traditional multiple choice or fill in the blank questions. For a program that aims to be communicative and with such a strong cultural component, it would better serve the students and instructors if more variety in the type of questions were provided. This refers to both the Quizzes and Test bank.

In conclusion, *Plazas* is a good introductory program of Spanish that does an excellent job at integrating culture throughout all their materials. It helps students focus from the start, not only on the language, but also on the people who speak the language through their history, traditions, and culture. It also makes it relevant to students by welcoming them outside of their class, into their neighborhood, work environment, or travel destination.

Elena González-Muntaner
Associate Professor of Spanish
University of Wisconsin, Oshkosh
Oshkosh, WI

Guidelines for the Preparation of Manuscripts

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, and not those of the Modern Language Association (MLA) or the *Chicago Manual of Style*. Please use the latest edition (7th ed., 2020) of the *Publication Manual of the American Psychological Association* or the *Concise Rules of APA Style* as your guide. For models of articles and references, examine The NECTFL *Review*, recent issues of the *Modern Language Journal* or *Foreign Language Annals*. These journals follow the APA style with minor deviations (and those being primarily changes in level headings within articles). Citations within articles, bibliographical entries, punctuation, and style follow the APA format very closely. You can visit the following web sites, which give you abbreviated versions of the APA guidelines:
    a. APA Formatting and Style Guide: **Changes in the 7th Edition // Purdue Writing Lab**— this excellent site offers guidelines for using the 7th edition of the APA guidelines.
    b. APA 7th Edition, Brigham Young University: **APA-7.pdf (byu.edu)**. A very complete guide with illustrations and references to the APA manual.
    c. APA: **Basics of APA Formatting - APA Style 7th Edition: Citing Your Sources - Research Guides at University of Southern California (usc.edu)**—this is yet another great site from the University of Southern California to guide you through the APA style, with numerous helpful links.
    d. APA 7th Edition Citation Examples: General Rules: **General Rules - APA 7th Edition Citation Examples - LibGuides at University of Maryland Global Campus (umgc.edu)** : Another helpful guide for citations as well as other aspects of the latest APA style.
2. Submit your article electronically to NECTFL at **https://nectfl.wufoo.com/forms/authorarticle-information-form-nectfl-review/**
    Please follow these guidelines carefully to expedite the review and publishing process. Note: In order for an article to be processed and sent to outside reviewers, authors must complete the Author/Article Information form and attach the article when submitting: **https://nectfl.wufoo.com/forms/authorarticle-information-form-nectfl-review/**
    a. Use a PC- or Mac-compatible word-processing program—preferably Microsoft Word. You can save your file as either .doc or .docx.
    b. Do not use the rich text format.
    c. Use Times New Roman 12-point or Minion Pro 12-point and only that one font throughout.
    d. Use italics and boldface when necessary, but do not use underlining.

3. Please think carefully about the title of your article. Although "catchy" titles are permissible, even desirable in some cases for conference presentations, the title of your article should be more academic in nature, allowing the reader to determine at once what subject the author(s) will be addressing. It should be brief, preferably without subtitles, and *no longer than 12 words*.

4. **We require an abstract of your article**. See p. 13 [Section 1.10] in *Concise Guide to APA Style* (2020) 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.
   a. On the first page of the submitted article, authors should provide the following information:
      i. The title of the article
      ii. Names and titles of the author(s)
      iii. Preferred mailing addresses
      iv. Home and office phone numbers
      v. E-mail addresses
      vi. For joint authorship, an indication as to which author will be the primary contact person (not necessarily the first author listed on the manuscript itself).
   b. The first page of the manuscript itself should have the title only, followed by the abstract, then the text.
   c. It is essential that there be no direct references to the author(s) in the manuscript to be read by the reviewers. Any "giveaways," such as references to a particular institution, when it is obvious that the institution is that of the author, should be avoided as well.
   d. If your article is accepted for publication, you will be able to make the necessary changes in the final manuscript. For the present, however, authors should refer to themselves in the third person as "the author(s)" and refer to studies or projects at "X Middle School" or "X University."
   e. The APA guidelines suggest ways that authors can achieve this necessary degree of anonymity. We do understand, however, that references to certain websites may necessarily reveal the identity of the authors of certain articles.

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 include the following information (***no longer than 4-5 lines***):
   a. Your name
   b. Your highest degree and what school it is from
   c. Your title
   d. If you are a teacher, indicate what level(s) you have taught in your teaching career: K-12, elementary school, middle school, high school, community college, college/ university, other.
   e. Your credentials.

Example:

Charles Bovary (Ph.D., Duke University) is Professor of French and Foreign Language Pedagogy at the University of Montana. He teaches/coordinates …. His research …. He has published ….

8. Manuscript length:

    a. For original research articles, please note that the typical length of manuscripts averages approximately 20-25 double-spaced pages, including notes, charts, and references. Slightly longer articles may be considered.

    b. For original language classroom articles, the typical length of manuscripts should be 1,500-2,500 words. Slightly longer articles may be considered.

9. 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.

10. 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.

11. 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, and clarity. Using the Checklist will help ensure accuracy. Authors are encouraged to have several colleagues read the article before it is submitted. Whether you are a native speaker of English or not, please ask a colleague whose native language is English to proofread your article to be sure that the text sounds idiomatic and that punctuation and spelling are standard.

12. Submissions: In order for an article to be processed and sent to outside reviewers, authors must complete the appropriate Author/Article Information form found in "**Submit an article**." These forms are 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].

    a. For original research articles: **https://nectfl.wufoo.com/forms/authorarticle-information-form-nectfl-review/**

    b. For original language classroom articles: **https://forms.gle/Fi9YTV3qAcmpZBT8A**

Checklist for Manuscript Preparation

Here are a few reminders, many of which are taken directly from the APA Guidelines, 7th edition. Please use the links provided to access the major changes in this 2020 edition of the 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) arediscouraged.
- ❑ Do not use your word processor's automatic footnoting or endnoting.
- ❑ 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 Pro12 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 [theOxford 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 eachtime 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 worksare cited in your article. Check all internet addresses/hyperlinks 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 thename 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,** uploadingthe submission using the following links:

  ❑ For original research articles: **https://nectfl.wufoo.com/forms/ authorarticle-information-form-nectfl-review/**

  ❑ For original language classroom articles: **https://forms.gle/ Fi9YTV3qAcmpZBT8A**