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Northeast Conference on the Teaching of Foreign Languages

Our Butterfly Effect: Creating A Lasting Impact

70th Annual Northeast Conference

February 22-24, 2024

New York Hilton Midtown

James Wildman
2024 Conference Chair

NORTHEAST CONFERENCE
on the Teaching of Foreign Languages

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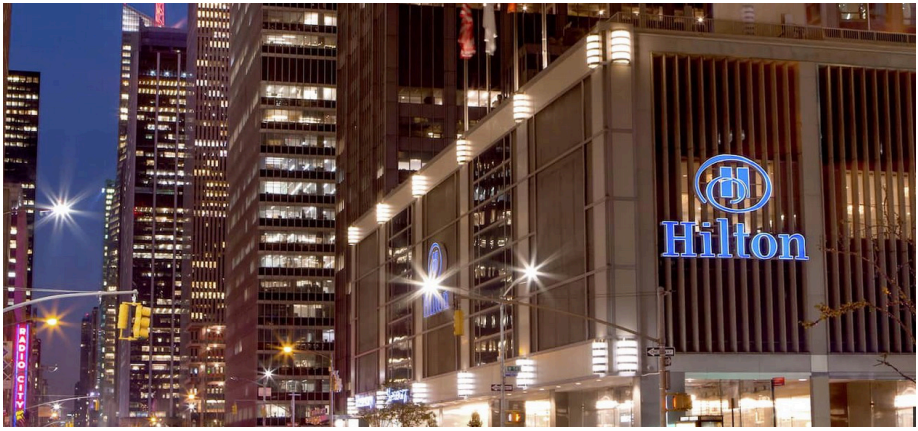
The NECTFL *Review* is pleased to announce a new section in the journal! This new Language Classroom section is edited by Catherine Ritz (**maflacatherine@gmail.com**) and features shorter articles (8+ pages/1,500–2,500 word) focused on classroom practices and experiences. We invite submissions from 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



2024 NECTFL CONFERENCE

Our Butterfly Effect: Creating a Lasting Impact

Jimmy Wildman, Chair

February 22-24, 2024

NY Hilton Midtown

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

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From the 2023 Conference Chair

Dear Colleagues and Friends,

On behalf of the NECTFL Board of Directors and Executive Director, Christopher Gwin, I am pleased to present the 91st edition of the NECTFL Review, an academic journal for PK–16+ world languages educators, researchers, and administrators. I am confident that this edition of the NECTFL Review will help to inspire and grow the profession. I am thankful to the authors and contributors for their time and research and to our editorial staff of Robert Terry and Catherine Ritz for their work in producing this edition of the NECTFL Review.

2024 is a big year for NECTFL! This year we will celebrate our 70th anniversary with our annual conference in New York City, February 22-24, 2024. This year's conference theme is "Our Butterfly Effect: Creating a Lasting Impact." The challenge of picking a conference theme can be daunting, but there is something so elegant and majestic when we think of a delicate butterfly. As the butterfly's small body takes flight, its wings move air around it. This movement creates a small ripple in the air. With a single butterfly this movement is hardly detectable, but as the number of butterflies grows, so too does the movement of air. A single butterfly can seem insignificant, but together with others, there is strength in their collective presence. The same is true of the teaching profession. We are all butterflies, trying to make an impact one ripple (or student) at a time. But the challenges to the profession are great; the ideal classroom may not exist, students have changed, society continues to call on educators to do more (often with less resources), and the list continues…

As we celebrate NECTFL's 70th conference we look to share the journey with others, making all of us stronger. We can do this through professional learning, networking and collaboration with others, and uplifting stories of why we teach. This year's conference will feature more than 100 one-hour sessions which highlight some of our region's finest educators and language advocates. The Pre-Conference Workshops offer in depth sessions that provide additional time and learning with some of the very best presenters offering their time and expertise. The conference schedule allows for participants to share and network throughout the conference, providing a professional setting for meaningful conversations and connections. If you don't already have one, I encourage you to start a "Why I Teach" folder with files, clippings, emails and notes from students and families that remind you of the impact you have had on students' lives.

This year's conference will see the return of the highly successful "Standing Room Only" sessions in our exhibit hall and dedicated strands for FLES (elementary) and Italian sessions. These exciting inclusions in this year's conference offer opportunities for our continued professional learning. I hope you will join me at the largest regional conference - The Northeast Conference!

Now, it's time to see the impact we have together, moving our collective wings and moving our students forward on their journey towards language proficiency. Won't you create a lasting impact by inviting a colleague to join you in your professional learning? I look forward to welcoming you to the 70th Northeast Conference in New York, February 22-24, 2024!

Best,
Jimmy Wildman
Chair

Meet the Winner of the 2023 Logo Contest — Samantha Riccardi

Samantha Riccardi is a senior at Glastonbury High School, located in Glastonbury, CT. Samantha moved to Glastonbury as a 5th grader, after living in West New York, New Jersey. In their own words, "My language experience has been pretty interesting. I went from taking French to taking Latin to taking Spanish all within 6 years. Thankfully by taking Spanish I was lucky enough to meet an amazing and inspiring Spanish teacher who gave me the opportunity to create the logo. She also happens to be what inspired me to use butterflies within my image." Congratulations to Samantha on their participation in the 2023 NECTFL Logo Design Contest, and the inspiring teacher, Martha Vergara!

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

Reimagining the World Language Classroom through Open Educational Resources (OER)

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Abstract

This study provides a research-based approach to reimagining the world language classroom through open educational resources (OER), primarily in higher education. Using quantitative and qualitative analyses, we provide insight into students' perceptions of OER in world language education classrooms, with a specific focus on conversation courses. The results of the current investigation suggest that OER, and digital platforms in general, align with the values, behaviors, and learning styles observed in Generation Z students: environmental awareness (Falc, 2013), financial consciousness, and organic interconnectedness via social media. Most participants recruited for the study (n = 84) had used some type of online platform or digital resource while in college and said they were (or would be) comfortable using such resources in the world language classroom. To that end, most participants considered such materials to be more practical, engaging, entertaining, and relevant to everyday life than traditional textbooks. In fact, the survey items addressing the use of digital materials in world language courses were among the most highly ranked items in the survey. Consequently, the pedagogical implications of this study suggest that instructors consider using open educational resources that meet the interests, principles, and learning styles of Generation Z students, especially as they relate to world language learning.

***Keywords*:** OER, Spanish, world language, technology

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Introduction

Current research suggests that open educational resources (OER) are gaining momentum in higher education in an attempt to address challenges facing colleges and universities (Colvard et al., 2018). The use of OER at the post-secondary level targets issues of affordability, learning challenges, and economic equity (Colvard et al., 2018). Such platforms also take into account the social and technological preferences displayed by the current university population (Düzenli, 2021). With rising costs of tuition, some educators and researchers are actively promoting low or no-cost resources for students (Colvard et al., 2018; Thoms & Thoms, 2014). Saving money for students is not only good for the pocketbook, but providing students with OER aligns with the general values and behaviors shared by Generation Z learners: environmental and financial awareness and natural interconnectedness via social media and digital platforms.

Even with the increasing use of technology in the classroom, there are a limited number of articles that center on world language learning and OER, including interactive digital materials and OER (Pikhart & Klimová, 2020; Thoms & Thoms, 2014). Therefore, our goal is to contribute to this area of inquiry by providing insight into students' perceptions of OER in world language conversation classrooms. In doing so, we review characteristics and learning needs of Generation Z students and align them with the quantitative and qualitative data analyses we collected for our study. Combined, the results of the data suggest that the use of OER and digital textbooks in the world language classroom may contribute to increased motivation, better note-taking, and stronger engagement with world language resources.

Generation Z Learning Characteristics

It is certainly no secret that Generation Z language learners (Gen-Z_{L2}), those born between 1997 and 2012 (approximately 7-22 yrs. old) acquire information differently from their Baby-Boomer (1946-1964), Generation X (1965-1980), and Millennial (1981-1996) predecessors.[1] Gen-Z_{L2} process information through ever-changing and evolving technologies, anticipate rapid feedback, favor hands-on, collaborative application to teacher-centered classrooms; and prefer visual learning (Cilliers, 2017; Düzenli, 2021; Rothman, 2016). Even more notable is their interest in choosing and producing their own material and sharing the responsibility of learning with their teachers. In other words, students want to be a part of the learning process, actively assessing the exercises used in class along with their individual performance (Coyle, 2014; Pikhart & Klímová, 2020). To that end, Generation Z learners are known to place more value on pragmatism (Fuentes, 2014) and practice than theoretical frameworks. Therefore, the use of OER in higher education is impactful and effective because it promotes collaboration, skill-building, and creativity. Thoms and Thoms (2014) point out that this trend was already

1. Michael Dimock (2019) from the Pew Research Center divides each of these generations into roughly 15-to-19-year time spans, pointing out specific characteristics for each group. Baby Boomers, for example, grew up in the post-World War II era, while Generation X members were the first to use computers regularly. Millennials are known for having grown up within a difficult political climate, along with a growing internet presence, and Generation Z is highly diverse and completely immersed in technology (see pp. 2-4).

happening and available, albeit in its nascent stages of development, prior to 2014; the pandemic has only exacerbated this generation's use of digital platforms (Chen, 2020) and increased students' socioeconomic awareness.

Similar to Thoms and Thoms, Chen (2020) affirms that post COVID-19, instructors across the world and among disciplines have been tasked with finding new ways to meet the academic needs and expectations of their students. And while OER is increasing in popularity, finding high-quality OER platforms for students is not an easy undertaking for the already over-worked professor or administrator;[2] creating an OER platform is even more daunting. Consequently, even though the need for OER is palpable, with so little time and even fewer resources, attempts at designing a high quality OER may result in a substandard product. The question becomes then, is it worth the time and effort to search for or build OER platforms? In order to answer this question, we need to understand what motivates $GenZ_{L2}$ and determine exactly where and how OER fits into the equation. In the paragraphs that follow, we review recent investigations that provide insight into $GenZ_{L2}$ers' characteristics in order to build a stronger understanding of their collective learning needs and preferences, especially as they relate to world language education.

Motivating $GenZ_{L2}$

Fuentes (2014) points out that "GenZ, for better or worse, is a platform generation whose system of meaning is in constant flux precisely because it is both grounded pragmatically in the world (socially, physically, economically, etc.) and digitally filtered" (p. 675). In terms of pedagogy, Fuentes's affirmation suggests that students are coming to college with the assumption that their courses will reflect their reality via techno-centric learning environments. Consequently, world language instructors in higher education are expected to design their classes around some technological tool or tools that may range from highly collaborative platforms to more rigid digital textbooks. Unlike traditional textbooks, interactive platforms, such as those available with OER, allow students to be much more involved with the process of assessing, writing, and selecting materials. Instructors may include students in the creative process by asking them what they wish to read about and choose materials based on their (e.g., students') preferences. Some studies also link the use of OER with higher grades, stronger retention, and overall performance (Colvard et al., 2018). Furthermore, OER has been known to encourage reading (Burrows et al., 2022), which is important considering that fewer students, in comparison to previous generations, are interested in literature courses or reading in general (Hardy, 2013).

In a college classroom, students are highly capable of learning about and discussing difficult topics, often with remarkable grace and sophistication. Generation Z learners are especially motivated, perhaps even more so in world language courses, when readings are broken down into shorter segments that allow for "in-

2. Burrows et al., (2022, p. 4) recommend using OER databases such as OER Commons (**oercommons.org**), MERLOT (**merlot.org**) or Teaching Commons (teachingcommons.us). We also suggest VIVA Open Publishing **https://viva.pressbooks.pub/**).

termittent comprehension checks and varied classroom use" (Burrows et al., 2022, p. 7). Consequently, students in higher education should be given opportunities to polish their reading and oral communication skills by examining challenging, sensitive, and often controversial, topics that are not only meaningful to them, but also presented in a way that is more reflective of their learning behaviors. Such behaviors tend to include shorter attention spans (Düzenli, 2021; Fuentes, 2014), ability to obtain and receive information at a higher speed than previous generations (Cilliers, 2017; Düzenli, 2021; Fuentes, 2014), greater desire for collaboration (Fuentes, 2014; Pikhart & Klímová, 2020), extensive use of technology (Düzenli, 2021; Fuentes, 2014), expectations of rapid feedback (Cilliers, 2017; Düzenli, 2021), preference for visual learning (Cilliers, 2017; Rothman, 2016), and student-centered classroom design (Düzenli, 2021; Fuentes, 2021).

In an effort to capitalize on students' techno-social (Chayko, 2021) behaviors and collaborative tendencies that thrive on peer interaction and "horizontal"[3] (Fuentes, 2014, p. 677) teaching approaches, the present study evaluates students' opinions about the use of OER in the world language classroom - and more specifically – oral production in Spanish. The students' collective feedback served as the foundation for the OER platform we created for Spanish conversation courses, *Conversaciones Corrientes: Temas de Cultura y Sociedad* [Everyday Conversations: Topics in Culture and Society]. The development and completion of this resource was made possible through a Virginia's Academic Library Consortium Open Resource Grant, formerly known as the Course Redesign Grant. Our goal with this investigation was to provide language teachers with ideas as to how they might better engage and motivate their students using and/or building OER platforms, like that of *Conversaciones Corrientes.*

Building the OER

For years, we, world language teacher-scholars at two liberal arts institutions in Virginia, referred to here as Host Institution A and Host Institution B, were looking for ways to help students save money on textbooks. Based on what we knew about Generation Z learning preferences, we were searching for opportunities that would include students more actively in a collaborative project, providing them with hands-on learning experiences in publishing, editing, administration, content creation, and even assessment. We planned to capitalize on what we knew about Generation Z learners and use that information to develop an interactive platform that would result in pragmatic application and lively conversation. As part of our vision, we set out to create a well-organized, visually appealing, clearly formatted, and realia-based online platform that would be appropriate for a one-semester course in Spanish conversation. Such features contradict the usually dense or overly prescribed (e.g., excessively rule-based) world language conversation textbooks currently on the market. For our online resource, we carefully se-

3. Horizontal approaches are those that are student-centered, unlike vertical approaches that are teacher-centered. **https://viva.pressbooks.pub/conversacionescorrientes/front-matter/sobre-el-libro/**

lected topics that we felt were relatable, current, and thought-provoking for students by generating content that simulated natural, day-to-day, real-life interactions among colleagues, friends, and family.

Additionally, we designed communicative exercises that addressed issues, such as the impact of social media on modern society, changes in education, culture, politics, lifestyle choices, cancel culture, reproductive rights, euthanasia, freedom of speech, and religious diversity, as they are themes that produce energetic discourse among students in the classroom. These themes were ultimately vetted by students who piloted the platform in the spring semester of 2022. Our final product resulted in *Conversaciones Corrientes: Temas de Cultura y Sociedad*, which was published by Pressbooks in July 2022. *Conversaciones Corrientes* is a completely free and open resource that was designed for, and thoroughly reviewed by, students taking Spanish as a second language. For a brief description of the OER, please go to **https://viva.pressbooks.pub/conversacionescorrientes/**

Methods

To successfully design a product that students would fully enjoy, we needed them to be a part of the project from its onset. We wanted students to routinely review and assess the readings and exercises we designed while building *Conversaciones Corrientes*. In order to gather and include student feedback consistently throughout the platform's construction, we designed two separate instruments for data collection. For the first round of data collection, we ultimately recruited a total of 84 intermediate (second year) and post-intermediate learners of Spanish across two campuses. All participants were 18 years or older (confirmed in survey item 2), and enrolled in at least one Spanish course, at the time of the study. None of the participants were native speakers, and only a few participants identified as heritage speakers. The heritage speakers involved in the study were enrolled in courses that aptly corresponded to their level of proficiency. Before participants could begin the survey, they were required to read the Informed Consent Form that had been approved by the host institutions' IRBs and agree to the terms of the investigation. Those who opted to participate in the study, typed their name in the corresponding box in survey item 1. A complete list of survey items is available in Appendix A. Prior to data collection, the vast majority of the participants had experience with, or were in the process of using, learning platforms, digital resources, and traditional textbooks.

The survey used for the first round of data collection was distributed electronically at both host institutions (A and B) and gathered using SurveyMonkey. Each semester, students received an email that included a link to the survey, which they could complete prior to the end of the semester. The survey included a series of quantitative and qualitative items and was referred to as *Conversaciones Corrientes* Feedback I (or CC-FB_I). Students enrolled in beginning level Spanish courses were not asked to participate, as they would not have had the linguistic ability to evaluate sample materials at the time of the investigation.

CC-FB_I (see Appedices A and B) was first distributed in spring 2020 and continued through spring 2022, resulting in four rounds of data collection across Host

Institution A and Host Institution B. In the rare case that a student repeated the survey twice, their second submission was not considered for analysis. Survey items 1 (I have read the Informed Consent Form and I am choosing to participate in the study) and 2 (What year were you born?), were used only to confirm students' agreement to participate in the study and verify their year of birth. All participants were born after 1997 and therefore belonged to Generation Z (see footnote 1). Students' responses to items 1 and 2 were not factored into the statistical analyses of this study. The first section of CC-FB_I was comprised of 17 affirmations, all of which were measured using the Likert scale (1- strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). By using the Likert scale, we were able to evaluate the strength, direction, and significance of the relationships among the items analyzed in the study. For the qualitative section of CC-FB_I (Appendix B), we asked participants to answer seven questions, several of which assessed specific activities that would subsequently be used by the group piloting the OER before its publication. These open-ended questions allowed us to identify common themes that existed among the participants' answers.

CC-FB_I was distributed at the end of each semester at Host Institution A and Host Institution B for two years while *Conversaciones Corrientes* was under construction. Participants' answers, all of which were based on earlier or current experiences with online and/or traditional textbooks, were consistently reviewed, examined, and subsequently incorporated into the OER platform, thereby allowing us to strengthen its content and improve corresponding activities included in the OER.

Once the data from CC-FB_I had been collected, analyzed, and used to improve *Conversaciones Corrientes*, we designed an instrument we used to gather feedback exclusively from the pilot group. We referred to this instrument as *Conversaciones Corrientes* Feedback II-Pilot (CC-FB_{II}^P), available in Appendices D and E. This instrument, similar to CC-FB_I, included a series of affirmations and open-ended questions that helped us to identify patterns and common themes within the feedback. The students who participated in the pilot study, all of whom were taking Conversation in Spanish at Host Institution A at the time the data were collected, provided highly valuable feedback on a variety of topics that ultimately contributed to the success of the published product. Participation in CC-FB_{II}^P was completely voluntary and surveys were anonymous. Additionally, the researchers did not collect the instruments themselves, and instead, instructed students to leave completed surveys with the department chair. The instruments were evaluated only after grades had officially been submitted, per the host institution's IRB regulations.

In the paragraphs that follow, we present the raw scores and correlations for the first round of data collection for which we used CC-FB_I (e.g., instrument 1). After introducing the initial correlations, we subsequently present the statistically significant interactions among the items, followed by our analyses of CC-FB_{II}^P.

Results

Raw Scores and Correlations: Data Collection Round 1 Using CC-FB_I

Table 1 displays the percentages of the total number of responses that correspond to each Likert scale point. The mean scores available in the righthand col-

umn show that the highest-ranking items in the survey (e.g., those with which students agreed or strongly agreed) were 8, 7, 4, 3, and 15. After reviewing the raw data (see Appendix C for scores), we examined them for positive and negative correlations, followed by further analyses that allowed us to identify significant relationships among the items. The results of the raw data suggest that variables such as cost, level of experience with online resources, and interaction with the material, were deemed important among the participants. As we demonstrate later, these items were not statistically significant in the model, however.

Table 1

Raw scores for survey items collected via SurveyMonkey

Upon examining the raw data, we used R Software to compute the Pearson correlation coefficients for each pair from the 15 items analyzed in the survey (see Figure 1). In doing so, and as shown in Table 2, we found that there were six correlations that stood out as the strongest (either positively or negatively) among

SD (Strongly Disagree = 1) SA (Strongly Agree = 5)	SD	D	N	A	S/A	N/A	Mean
3. I have used an online textbook for a foreign language class prior to this course.	8.42	8.42	2.11	23.16	54.74	3.16	4.1/5 (80.2%)
4. I have used a traditional textbook for a foreign language class prior to this course.	8.42	6.32	3.16	24.21	53.68	4.21	4.1/5 (80.2%)
7. I am comfortable using a digital textbook for foreign language study.	2.11	3.16	6.32	42.11	46.32	0	4.27/5 (85.4%)
8. The cost of a foreign language textbook impacts my perception of a foreign language course.	13.83	26.6	18.09	22.34	17.02	2.13	4.3/5 (8.6%)
15. I find the online foreign language textbook encourages me to interact more with the material than a traditional textbook.	1.06	12.77	18.09	36.17	31.91	0	4.00/5 (80%)

the items evaluated: 13 and 17, 14 and 15, 16 and 17, 11 and 17, 11 and 12, and 11 and 5. Item 17 (I find the online world language textbook motivates me to learn more than traditional language textbooks) correlated with three of the of the other affirmations (13, 16, and 11).

Table 2 (p. 19) and Figure 1 (next page) identify the relationships between the different items demonstrating that there were strong correlations between items 13 and 17, 11 and 5, 14 and 15, 16 and 17, 11 and 17, and 11 and 12. These correlations indicate that a relationship exists between the online platform and per-

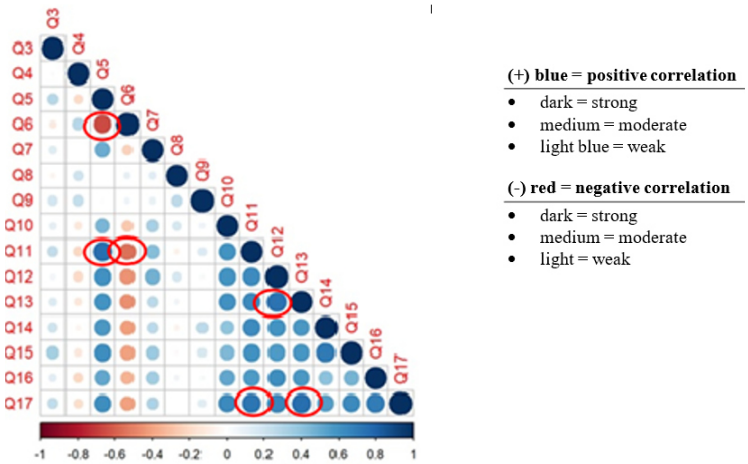

Figure 1. Correlation plots

ceived relevancy of material, increased engagement, and overall motivation to take notes, attend class, and read assigned articles. We return to these findings later.

Statistically significant correlations CC-FB$_I$

Although Table 2 and Figure 1 reveal the most highly ranked correlations, they do not identify the significant interfaces within the group. Consequently, we look to Table 3, where we calculated p values based on the Pearson's product moment correlation coefficients and to Figure 2, where we kept only the significant correlations (p value < 0.05) among survey items. By examining Table 3 and Figure 2, we notice that nearly all of the relationships between the items are statistically significant (p values are < 0.05), including those available in Table 2. In fact, there are so many significant relationships among the items that it is easier to first identify where there are no significant relationships. Starting with Figure 2, for example, we notice that there are Xs next to (and underneath) item 8 (The cost of a world language textbook impacts my perception of a world language course), item 9 (The format of a world language textbook impacts my perception of a world language course), and item 3 (I have used an online textbook for a world language class prior to this course). The Xs indicate that these variables are not significant in the model (see Table 4). The qualitative data do not support these results, however. We discuss these findings in greater detail in the latter sections of this investigation.

Collectively, the lack of significant interactions among these items (8, cost; 9, format; and 3, more or less experience with the online text) suggest that format (either traditional or online), textbook cost (expensive or inexpensive), and prior use of an online textbook (more or less experience), have less of an impact on learners' performance and/or perception of a course than the remaining fourteen items. Unlike items 8, 9, and 3, which show no significant interactions, item 6 (I prefer to use a traditional textbook for world language study) demonstrates significant correlations with all other items in the series, the difference being that these interactions are exclusively negative, as indicated by the red plots. The implications of these results suggest that students who prefer traditional textbooks will

Table 2
Top six correlations in the series

Item #	Item #	Strength of correlation
(13) I am more excited about coming to class if I use an online world language textbook than I am if I use a traditional textbook.	(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	**0.758**
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	(5) I prefer using online text for world language study.	**0.755**
(14) I find that the online world language textbook is more relevant to everyday life than a traditional world language textbook.	(15) The online world language textbook encourages me to interact more with the material than a traditional world language textbook.	**0.700**
(16) I take better notes using an online world language textbook than I do using a traditional world language textbook.	(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	**0.700**
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	**0.659**
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	(12) I find that readings in Spanish are more interesting in an online format than they are in a traditional textbook format.	**0.623**

tend not to enjoy classes that make use of online platforms. Conversely, students who prefer online platforms will do well when the course employs such resources. Although the top six correlations (see Table 2) do not tell us whether online formats are better or worse than their more traditional counterparts, the results of the data *do* suggest that there is consistency in students' preference for digital platforms, which is further supported by the common and overlapping responses that emerged in the qualitative data (see Table 5). Moreover, the results of the study suggest that a good textbook, in either format (e.g., online or in print), improves the learning experience for students.

Table 3
Statistically significant correlations: CC-FB$_1$ (p value less than 0.05 statistically significant)

	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Q3	0.00	0.01	0.36	0.07	0.12	0.00	0.01	0.01	0.66	0.99	0.04	0.09	0.65	0.01	0.12
Q4	0.01	0.00	0.21	0.00	0.23	0.00	0.15	0.00	0.01	0.74	0.00	0.00	0.07	0.00	0.00
Q5	0.36	0.21	0.00	0.00	0.00	0.02	0.48	0.78	0.75	0.01	0.42	0.22	0.00	0.75	0.00
Q6	0.07	0.00	0.00	0.00	0.00	0.00	0.02	0.05	0.5	0.17	0.05	0.05	0.00	0.1	0.00
Q7	0.12	0.23	0.00	0.00	0.00	0.00	0.78	0.65	0.00	0.00	0.59	0.59	0.04	0.36	0.01
Q8	0.00	0.00	0.02	0.00	0.00	0.00	0.01	0.03	0.01	0.48	0.3	0.00	0.12	0.00	0.01
Q9	0.01	0.15	0.48	0.02	0.78	0.01	0.00	0.11	0.01	0.06	0.52	0.14	0.2	0.06	0.78
Q10	0.01	0.00	0.78	0.05	0.65	0.03	0.11	0.00	0.07	0.61	0.00	0.00	0.11	0.00	0.00
Q11	0.66	0.01	0.75	0.5	0.00	0.01	0.01	0.07	0.00	0.00	0.02	0.01	0.29	0.04	0.51
Q12	0.99	0.74	0.01	0.17	0.00	0.48	0.06	0.61	0.00	0.00	0.17	0.58	0.01	0.91	0.00
Q13	0.04	0.00	0.42	0.05	0.59	0.3	0.52	0.00	0.02	0.17	0.00	0.00	0.73	0.01	0.34
Q14	0.09	0.00	0.22	0.05	0.59	0.00	0.14	0.00	0.01	0.58	0.00	0.00	0.88	0.02	0.1
Q15	0.65	0.07	0.00	0.00	0.04	0.12	0.2	0.11	0.29	0.01	0.73	0.88	0.00	0.97	0.00
Q16	0.01	0.00	0.75	0.1	0.36	0.00	0.06	0.00	0.04	0.91	0.01	0.02	0.97	0.00	0.44
Q17	0.12	0.00	0.00	0.00	0.01	0.01	0.78	0.00	0.51	0.00	0.34	0.1	0.00	0.44	0.00

Table 4

Survey Items that did not correlate significantly with any other items

Q3 I have used an online textbook for a world language class prior to this course

Q8 The cost of a world language textbook impacts my perception of a world language course.

Q9 The format of a world language textbook impacts my overall perception of a world language course.

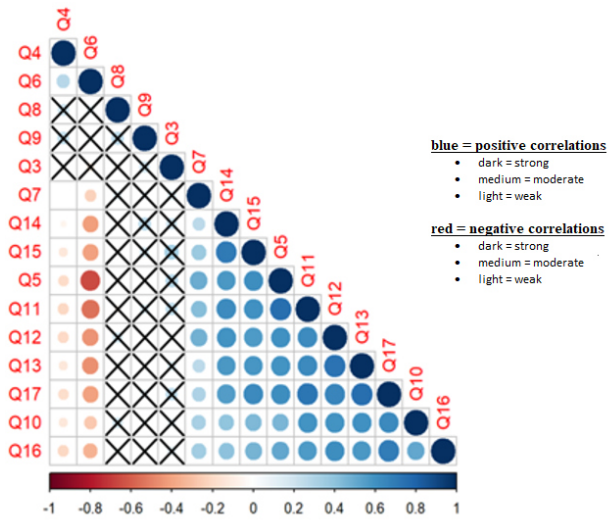

Figure 2. Statistically significant correlations

Qualitative analysis: CC-FB$_L$

In the previous section, we examined the results of the quantitative data collected for CC-FB$_L$. Recall that we demonstrated strong correlations between motivation, online textbooks, enjoyment of coming to class, and better note taking. Additionally, we discovered that cost, format, and prior experience with an online text, were not significant variables in the model. In this section of our analysis, we take a more in-depth look at the qualitative data results for CC-FB$_L$ (see Appendix B for open response items), which further explain these correlations and reveal additional patterns in student feedback. If we start by looking at Table 5 (next page), for example, we notice a series of both positive and negative responses to the items. The first three items asked participants to provide a definition of a traditional textbook and discuss their experiences with world language textbooks. Most participants described traditional textbooks as "heavy," "tangible," and "non-interactive" materials. Online textbooks, on the other hand, were described as "interactive", "efficient", and "easily transportable." Several participants even stated that online textbooks made them "more accountable" for their work than tradi-

Table 5

Summary of Qualitative Data (CC=FB$_1$)

Item	Common themes (+)	Common themes (-)
1. What is your definition of a traditional textbook	traditional textbooks: tangible, easy to use, contain basic information	traditional textbooks: dry, heavy, lack auxiliary materials, a lot of un-used material, thick, lengthy, made of paper, expensive
2. Please discuss your experiences with world language textbooks.	online textbooks: accessible, convenient, interactive, organized	online textbooks: too much time in front of the computer
3. Please explain why you like or dislike the online textbook format more than the traditional world language textbook.	online textbooks: easier to transport, interactive, convenient, accountability of work, ample auxiliary materials, including links and videos, among others.	online textbooks: Internet access required, easy to get distracted,
4. Please explain the advantages and disadvantages to using an online textbook vs. a traditional textbook.	online textbook: less expensive, constant access to materials, easy to navigate, organized, stores course materials, interactive, better tools, and features, efficient, audio & video examples, environmentally friendly, motivating to read, up-to-date	online textbook: reliability of internet, devices (e.g., computer, phone, and tablet) are mandatory, easily distracted
5. Does the cost of a textbook impact your perception of a course?	greater preference for no or low-cost materials, renting is an option	textbooks are too expensive. students are obligated to purchase materials
6. In your opinion, what types of activities facilitate conversation among students in the target language?	enjoyable & relatable topics (e.g., careers, family life, future plans, relationships, pop culture) talking with peers, vocabulary activities, group work, access to native speakers, debates, scaffolding	
7. Please indicate which activity or activities you have recently reviewed. Do you like the activity or activities? Please explain. **Note:** The reviewed topics included, marriage, attending college, family life, existence of ghosts, and gender violence.	interesting & relatable topics, easy to follow, corresponding videos are helpful and support the articles, interactive, good visuals	more vocabulary lists necessary for easier reading, some activities have too many pre/post questions
8. How could the activity or activities you've recently reviewed be improved? Please be specific.	short texts, video exercises, interesting questions, relatable topics, minor changes suggested overall	more pictures, more interesting questions in some instances, break up long texts
9. Is the topic interesting and appropriate for students? Do you think the topic would facilitate conversation in Spanish among college students? Please explain.	all topics considered interesting & appropriate.	

tional textbooks. Although most participants preferred online textbooks to traditional materials, others indicated that it was more difficult to avoid distractions and take notes using online texts, which contrasts with the quantitative data results reported in Table 2. Bear in mind that we reported a strong interaction between items 16 (I take better notes using an online world language textbook than I do using a traditional world language textbook) and 17 (I find the online world language textbook motivates me to learn more than traditional language textbooks) earlier in our work.

Item 4 asked participants to list advantages and disadvantages to using an online textbook. Many participants perceived online textbooks as being less expensive, easier to navigate, better organized, more efficient and up-to-date than traditional textbooks. Moreover, some participants pointed out that online textbooks were better for the environment, included superior learning tools, and motivated them to read (supported by Rothman, 2016). Combined, the features identified here reflect the Generation Z characteristics previously outlined. The disadvantages mentioned by students included their reliance on internet access, tendency to get distracted, and general preference for reading in print.

Item 5 asked participants whether or not the cost of a textbook impacted their perception of a course. Although participants' answers varied, the majority of participants preferred no or low-cost materials. Several participants also mentioned being frustrated with trying to sell their (physical) textbooks back once the semester ended. Unlike traditional textbooks, online materials are often cheaper because they are only accessible for a limited amount of time.

Item 6 asked participants to indicate what types of activities would facilitate conversation between themselves and their peers. Common responses to item 6 included group work, access to native speakers, debates, speaking with highly proficient students in class (i.e., scaffolding), and vocabulary games. Participants further indicated that building activities around relatable and relevant topics, such as careers, family life, future plans, relationships and pop culture, would enable conversation among college-aged students.

The final three items in CC-FB_I (Appendix B) asked participants to evaluate activities that were being considered for *Conversaciones Corrientes* at the time the data were collected. Each semester participants were presented with three different activities and asked to critique them and offer suggestions for improvement. The topics and activities were different each semester and varied in design (e.g., some included vocabulary exercises and pre/post questions, while others did not) and content, ranging from attending college and lifestyle choices, to gender violence and ghosts. The formats for these exercises included audio and video exercises, summarized academic articles, and short texts.

As shown under the 'common themes (+)' category in Table 5, participants found that the activities available for review included helpful videos, good visuals, sup2porting articles, and relatable topics. Many of the participants suggested that supSummary of Qualitative Data (CC=FB_I)plementary vocabulary lists were necessary for easier reading and cautioned against including too many pre and post-exercise questions. In order to improve these activities, participants suggested us-

ing more videos and pictures to break up long texts. Accordingly, participants recommended incorporating additional short texts, accompanied by more thought-provoking and concise questions that would ignite debate and conversation. Further areas of inquiry, such as animal abuse, immigration, and issues pertaining to the LGBTQ+ community, among others, were mentioned as topics that should be considered for the OER. The overwhelming majority of participants found that all of the sample topics presented to them were interesting and relevant, though many offered valuable feedback as to how they might be improved. We took participants' feedback very seriously and incorporated it into the penultimate draft of *Conversaciones Corrientes*, which was subsequently used to teach a Spanish conversation course at Institution A during the spring of 2022; the students who piloted the OER provided feedback that we ultimately incorporated into the published version of the textbook. We discuss the results of CC-FB_{II}^{P} (Appendices D and E) in the following section of our investigation.

Data Collection Round 2: Results for Pilot Study (CC-FB_{II}^{P})

After using feedback from CC-FB_{I} to improve the working version of *Conversaciones Corrientes,* we piloted our OER in a Spanish conversation course at Host Institution A during the spring 2022 semester. At the end of the term, we asked the students to provide feedback using CC-FB_{II}^{P}. The information presented in Table 6 is based on the data collected exclusively from the pilot group (n = 11). CC-FB_{II}^{P} included a series of items that students were asked to rate, followed by open response questions that would be used to support their scores (for full list of questions see Appendices D and E). The results shown in Table 6 demonstrate that the students who piloted the OER had a positive experience with the platform overall and enjoyed using *Conversaciones Corrientes* for their Spanish conversation course (72% positive response). A total of 63% of participants either agreed or strongly agreed that the articles motivated them to read for class, while 81% said they were able to make connections between the topics discussed in class with the material being taught in other courses. The vast majority (91%) of participants said that they felt more comfortable speaking Spanish after the class, with 82% saying that their overall experience with the resource was positive.

The first open response item in the series (see Appendix E) asked students to explain their overall impression of *Conversaciones Corrientes*. The common themes that emerged among participants suggest that the textbook was easily accessible, very organized, diverse, original, highly relevant for Generation Z students, and current – both in format and in content. The answers were overwhelmingly positive with Participant 2 saying that "I am very impressed with the use of our online resource as the foundational resource of this course. I feel that it helps me keep all the information I need in one place." Similarly, Participant 3 stated that they liked how "the resource is organized by chapters and topics. It made content easy to find." Participant 3 goes on to say that "I think it set up a strong foundation for the course and our conversations". Participant 10 said that they really enjoyed the textbook because "it was a different type of textbook – it wasn't a traditional dry book. There were various topics with different types of activities, so it was al-

ways something new every day." Participant 11 wrote "I think having a free access book for students, and created by students, is amazing!"

The second item asked participants what they liked most about the online resource and why. The most repeated answers included the diversity of readings and topics, the array of relatable experiences, number of videos, connections to the Spanish-speaking world, accessibility, and economic benefits. Participant 1 said that "I like the diversity of topics in the book. All topics are very relevant, making them engaging and interesting. They also provided a connection to the Spanish-speaking world. I really enjoyed the articles and videos it provided." Likewise, Participant 2 stated that they really "liked having access to this online resource because of the articles and videos that were provided, as well as the questions we had to answer. I especially liked the questions because I love being able to voice my opinion on some of the topics covered in the textbook." Participant 7 pointed out their appreciation for the no-cost option saying they "liked that it was free, interactive, and not like traditional textbooks." Participant 8 also noted that the book was "easy to access", "accessible anywhere" and that "the topics felt relevant."

Question 3 asked students to identify their favorite chapters and topics, which included four distinct sections at the time the data were collected (e.g., What is Your History, Life Decisions, Controversial Topics, and Diversity in the Spanish-Speaking World). Chapters II (Life Decisions) and III (Controversial Topics) emerged as the most popular among students, though several students mentioned chapter IV (Diversity in the Spanish-Speaking World) as their favorite. Participant 3 said that "I like the chapter on life decisions the most because it was the section I could relate to the most". Similarly, Participant 8 stated that they preferred chapter II (Life Decisions) claiming that it was "interesting to hear other people's points of view", noting that "everybody [in the class] had an opinion about these topics." Participant 9 implied that they were able to make connections to classes outside of Spanish by saying that "often today our topics are about these controversial themes [in chapter III], and now I know how to communicate effectively in Spanish about these themes." Participant 10 said that "chapter IV (Diversity in the Spanish-Speaking world) was probably my favorite because I don't know that much about diversity and culture in the Spanish-speaking world."

When asked more specifically about the topics, the participants listed ghosts (chapter II), attending college or not (chapter II), getting married or not (chapter II), inclusive language (chapters II and III), linguistic diversity in Spain (chapter IV), characteristics of Generation Z (chapter II), and gender violence (chapter III), as their preferred themes. Participant 2 said that "my favorite topics were video games, ghosts, gender violence, and euthanasia because these were topics that I not only really enjoyed learning about, but [they] were also topics that really helped me to voice an opinion in a comfortable way." Participant 5 stated that they really enjoyed discussing ghosts because "many people had encounters with ghosts, and it was cool to hear about them." Additionally, Participant 5 said that they enjoyed learning more about Generation Z: "it was interesting to learn about the different generations, because I notice some of the traits within my family."

Participant 10, like participants 2 and 5, cited ghosts as one their favorite topics, along globalization and linguistics: "My favorite topics were probably globalization, linguistics in Spain, and ghosts. Globalization connected with another class I'm taking, and linguistics and ghosts are just fun topics!" Participant 9 stated that they enjoyed talking about Generation Z, freedom of expression and social media. "I feel like all three have some kind of connection to the world we live in today and I think it is important to discuss these topics. They are also just fun to talk about and hear others' opinions." Moreover, when asked what topics should be added, students collectively identified the following subjects: mental health, cancel culture, fashion, gun control, animal abuse, the LGBTQ+ community, and immigration. Additionally, Participant 1 stated that "I personally cannot think of anything new to add. You give us the freedom with the short presentations to talk about something else" (see section on activity design for suggestions).

When asked which topics should be extracted, the majority of students said they would leave all of them. In fact, Participant 1 said "I thought all current topics were great," while Participant 2 said that "in my personal opinion, I do not think we should remove any of the topics because I feel that they are all important, as well as interesting to talk about." Participant 2 went on to say that "All the topics were relevant. The more topics to choose from, the better." Similarly, Participant 11 suggested that we should especially maintain the more controversial topics, such as those addressed in chapters II and III, for example. They stated that "debate is important as long as it is civil and appropriate. It is also important to stay up-to-date with topics such as abortion and euthanasia." Although most of the responses were positive, Participant 3, did point out that authors should be careful of overlapping themes, noting that "topics 3 and 5 in chapter III were both about gender violence, which I enjoyed, but it got repetitive."

Participants of the pilot group were subsequently asked which topics they would like to see more of, which activities were the most helpful (or not), and how they felt about the overall layout of the book. Most participants identified the need for additional vocabulary lists and videos that would facilitate reading, listening, and comprehension. In terms of which activities were the most helpful, common responses included conversations with native speakers using TalkAbroad, peer interaction, vocabulary quizzes, and chapter reviews. Participant 1 said that they "found the in-class discussions, TalkAbroad conversations, and written homework to be the most helpful. The homework allowed me to familiarize myself with vocab and concepts. I could then practice speaking during Talkabroad conversations and during class time." Participant 2 identified the homework questions as being the most helpful stating that "I feel that these questions helped me to gather my ideas before any conversations with my classmates. I also did not think that there were any activities that were not useful." Likewise, Participant 3 said that they "liked the discussion questions", but that "it would have been cool to have different ways of showing information, such as posters, presentations, playwriting or poems, for example." Participant 6 said that they "liked the quizzes" and that "they were the only reason why I actually looked at the vocab." Participant 4 enjoyed the chapter reviews, saying that they were "super fun", while Participant 10 explained that they

enjoyed both the chapter and vocabulary reviews. Conversely, Participant 9 identified less helpful activities stating that "the longer videos weren't helpful because I would get bored and just skip them, also activities with lots of questions because I would speed through them instead of giving full answers."

In addition to providing feedback and assessing materials for the platform, students had the unique opportunity to publish activities, short articles, and even artwork in *Conversaciones Corrientes* at the end of the semester. Several students published pieces centering on aspects of cancel culture and urban legends, while another student designed the platform cover.

Table 6

Results of CC-FB$_{II}^{P}$. Students' overall experience with the online resource and the course in general

Affirmation	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	Overall
I enjoyed using the online resource.	0%	0%	27% (3/11)	36% (4/11)	36% (4/11)	72% positive responses
I was motivated to read the articles.	0%	9% (1/11)	18% (2/11)	27% (3/11)	36% (4/11)	63% positive responses
I was able to make connections with topics learned in other classes.	0%	9% (1/11)	18% (2/11)	36% (3/11)	45% (5/11)	81% positive responses
I feel more comfortable speaking in Spanish now than I did when the class began.	0%	9% (1/11)	0%	27% (3/11)	64% (7/11)	91% positive responses
My overall experience using this online resource has been positive.	0%	0%	18% (2/11)	18% (2/11)	64% (7/11)	82% positive responses
My overall experience in this course has been positive.	0%	9% (1/11)	0%	18% (2/11)	73% (8/11)	91% positive responses

Discussion of CC-FB$_I$ and CC-FB$_{II}^P$: Quantitative and Qualitative Analyses

The combined quantitative and qualitative results for CC-FB$_I$ are somewhat contradictory. Although the results of the quantitative data do not present statistically significant interactions among variables such as cost, prior experience with online textbooks, or design of a world language textbook, the qualitative results tell a different story. One participant said that they would be less likely to continue with world language courses if the cost of a textbook was too high: "I think it [cost of a textbook, online or traditional] gives me more of a reason not to go into world language courses. I don't want to pay a hundred or more dollars for a website page. I understand the costs are necessary to produce high quality materials, but it still is a factor when thinking about courses due to already high student debt." Another participant stated that they pay for classes on their own so the cost of textbook "has a tremendous impact" on their choice to enroll in a course. This participant goes on to say that sometimes the books are not even used in a given course, which causes disappointment and frustration among students. Similarly, one participant mentioned that they experience increased anxiety when textbook costs are high saying that "yes, the cost of the textbook impacts my perception [of a course]. It [cost] will usually make me more anxious for the class or hesitant to take notes in the textbook so I can resell it." The latter of these statements suggests that online textbooks certainly have an advantage, as students may annotate, highlight, and add comments without consequence. Higher expectations also come into play when textbooks are costly, which is demonstrated with one participant stating that "if the cost [of a text] is really high, I always have higher expectations of gaining important information out of the book. I think that the cost shouldn't be too high because it can be unfair for people who cannot pay, and it isn't fair that they have this disadvantage." Responses indicating frustration with high textbook costs continued throughout the survey with another participant saying that "I tend to get annoyed with the course before it begins if the textbook is super expensive. I go in with a slightly negative view of the course because it is making me pay so much money for a textbook for one class."

The results gathered from the first round of data collection via CC-FB$_I$ (Appendices A and B) prepared us for the penultimate step of the project: introducing the resource to the pilot group (see Appendices D and E for survey items). The pilot group listed ghosts, attending college, and marriage as interesting topics. They also identified linguistic diversity, inclusive language movements, animal abuse, and gun control as possible areas of interest among students. The results of CC-FB$_{II}^P$ further reinforced the results of CC-FB$_I$ in that short texts, video exercises, relatable topics, and additional vocabulary lists were beneficial for, and attractive to, learners, and should therefore be made available throughout *Conversaciones Corrientes*. We ultimately implemented all of these features into the published version of the textbook.

In this section, we reviewed the quantitative and qualitative results of the data collected for CC-FB$_I$ and CC-FB$_{II}^P$. We explained that the results of quantitative data (CC-FB$_I$) revealed strong interactions between the use of an online textbook, better note-taking, and overall enjoyment of world language courses. These results

suggest that online resources are the preferred mode of instruction, thereby aligning with the Generation Z characteristics highlighted in earlier sections of our work. Recall that previous research (Düzenli, 2021; Fuentes, 2014) indicates that Generation Z students are visual learners who enjoy collaborative work and interaction via technology. Accordingly, the combination of free online materials is a highly powerful one. Furthermore, participants' collective feedback demonstrates that the high cost of textbooks, whether they are online or not, may cause anxiety for students, in addition to resulting in learning inequity due to lack of finances. Expensive materials may also result in an overall negative outlook toward a course that would not exist if the cost of the selected resource(s) were lower or free of charge. Students' anxiety, perceptions of financial inequity, and negative attitudes toward a course undoubtedly create unnecessary stress and obstacles for instructors. If providing students with no or low-cost options alleviates these adverse outcomes, then instructors and administrators should seriously consider implementing OER into their curricula. In the final sections of our work, we present the limitations of our study and offer suggestions for future research and subsequently conclude our investigation.

Limitations of study and Suggestions for Future Research

Both surveys had relatively small sample sizes. The SurveyMonkey questionnaire used to collect responses for the first round of data (e.g., CC-FB_{I}) included 84 participants, and the survey administered to the pilot group (e.g., CC-FB_{II}^{P}) had a total of 11 participants. Much of the data were gathered during the height of the COVID-19 pandemic, which may have impacted students' willingness to participate in the investigation due to technostress and Zoom fatigue (Ramachandran 2021; Verkijika 2019).

This study does not measure students' acquisition of Spanish, but rather the use of OER as it relates to Generation Z learning preferences in world language courses, and more specifically, those that center on oral production in Spanish. It would be beneficial for future studies to focus on how OER facilitates the acquisition of grammatical structures, auditory development, oral production, and writing ability, or a generally proficiency-based program in Spanish. "Furthermore, the present investigation centers on Generation Z students; no students born prior to 1997 were included in the study, and consequently, the findings our data reflect behaviors and values found in today's traditional college-aged population." Therefore, subsequent investigations may wish to consider designing a study that addresses the use of OER in world language classes that include non-traditional and non-Generation Z students.

Conclusion

The main purpose of this study was to include student feedback that would allow us to design a strong and engaging OER that was built for, and vetted by, students in Spanish. Throughout the creation and design period, student feedback was collected, reviewed, and incorporated into our OER platform in order to ensure that the final product would be well-received by $GenZ_{L2}$ers taking Spanish as a second language. The qualitative data suggest that students greatly support digi-

tal learning resources and OER platforms. It cannot be determined from the data in this study if digital learning resources are superior to traditional methodologies. However, with much of the results of the descriptive and qualitative data demonstrating a preference for online textbooks, the use of digital formats, especially OER, should be seriously considered for world language courses; they are more cost effective, versatile, current, easily accessible, and provide greater flexibility for learners than traditional textbooks.

Contrary to the results reported in earlier investigations (Colvard et al., 2018; Thoms & Thoms, 2014), the cost of learning materials did not significantly impact learners' experience in the classroom, though the qualitative data do demonstrate a clear preference for no-cost/low-cost materials. Finally, although the participants of this investigation may not be overly concerned with the price of classroom materials, students outside of these institutions may benefit from more inexpensive (or no-cost) options, in addition to the other benefits that align with Generation Z values and behaviors (e.g., collaboration, learning equity, technological interconnectedness, and pragmatism, among others).

Taken together, the results of the data point to an overall alignment between $GenZ_{L2}$ learning styles, modal preferences (e.g., non-traditional vs. traditional modes of delivery), socio-economic values, and the use OER in world language courses. If $GenZ_{L2}$ students are conscientious about money, environmentally aware, collaborative, and pragmatic, then *Conversaciones Corrientes*, as designed for Spanish conversation course, is completely compatible with today's $GenZ_{L2}$ers. Moreover, the results of the qualitative data support the notion that $GenZ_{L2}$ers prefer online educational resources to their more traditional counterparts (e.g., hardcover textbooks), despite there being some doubt among students taking part in the study (see Table 5).

The pedagogical implications of the present investigation indicate that $GenZ_{L2}$ learning preferences should be taken into account in modern world language classrooms with resources that reflect students' needs, and their vision of what a college-level world language class should resemble. To that end, "instructors teaching Generation Z must be prepared to teach using software, hardware, and digital, technological, and social media. Creative classroom setups will need to form part of the education process" (Cilliers, 2017, p. 195).

Based on the results of the study, we encourage instructors to explore OER platforms that support the social learning dynamics and behaviors that have been identified in the present investigation and in the earlier research mentioned throughout our work (Chayko, 2021; Cilliers, 2017; Coyle, 2014, Falc, 2013, Pikhart & Klímová, 2020, among others). We argue that ultimately, OER has a place in world language education and the use of such resources is well worth the effort to search for and create. OER platforms, such as Converseraciones Corrientes, for example, facilitate student-teacher collaboration and increase student engagement during the learning process through ongoing assessment and constant techno-social interaction. Additional benefits to using OER in the world language classroom may also include better note-taking and improved reading, as suggested by the results of the data. By incorporating OER into our courses, we as

instructors, researchers, and administrators are able to reimagine the world language classroom using platforms that largely align with the techno-centric characteristics, learning preferences, and socioeconomic values observed in Generation Z students, all at no cost to them.

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Appendix A

List of Quantitative Survey Items for CC-FB$_I$

Q1	I have read the Informed Consent Form and I am choosing to participate in the study. By typing my name in the box provided here, I confirm my participation.
Q2	What year were you born?
Q3	I have used an online textbook for a world language class prior to this course
Q4	I have used a traditional textbook for a world language class prior to this course.
Q5	I prefer using an online text for world world language study.
Q6	I prefer to use a traditional textbook for world language study.
Q7	I am comfortable suing a digital textbook for world language study.
Q8	The cost of a world language textbook impacts my perception of a language course.
Q9	The format of a world language textbook impacts my overall perception of a language course.
Q10	I am more likely to complete homework assignments if I use an online world language textbook than I would using a traditional world language textbook.
Q11	I enjoy class more using the online world language textbook than I do using the traditional language textbook.
Q12	I find that the readings in Spanish are more interesting in an online format than they are in a traditional textbook format.
Q13	I am more excited about coming to class if I use an online world language textbook than I am if I use a traditional textbook.
Q14	I find that the online world language textbook is more relevant to everyday life than a traditional language textbook.
Q15	The online world language textbook encourages me to interact more with the material than a traditional language textbook.
Q16	I take better notes using an online world language textbook than I do using a traditional language textbook.
Q17	I find the online world language textbook motivates me to learn more than traditional language textbooks.

Appendix B

List of Qualitative Survey Items for CC-FB$_I$

1. What is your definition of a traditional textbook?
2. Please discuss your experiences with world language textbooks.
3. Please explain why you like or dislike the online textbook format more than the traditional world language textbook.
4. Please explain the advantages and disadvantages to using an online textbook vs. a traditional textbook.
5. Does the cost of a textbook impact your perception of a course?
6. In your opinion, what types of activities facilitate conversation among students in the target language?
7. Please indicate which activity or activities you have recently reviewed. Do you like the activity or activities? Please explain.
8. How could the activity or activities you've recently reviewed be improved? Please be specific.
9. Is the topic interesting and appropriate for students? Do you think the topic would facilitate conversation in Spanish among college students? Please explain.

Appendix C

Raw Data for CC-FB

SD (Strongly Disagree = 1) SA (Strongly Agree = 5)	SD	D	N	A	S/A	N/A	Mean
(1) I have read the Informed Consent Form and I am choosing to participate in the study. By typing my name in the box provided here, I confirm my participation.							
(2) In what year were you born? [All participants born in 1997 or after]							
(3) I have used an online textbook for a world language class prior to this course.	8.42	8.42	2.11	23.16	54.74	3.16	4.1/5 (82%)
(4) I have used a traditional textbook for a world language class prior to this course.	8.42	6.32	3.16	24.21	53.68	4.21	4.1/5 (82%)
(5) I prefer using an online text for world language study.	7.37	12.63	16.84	29.47	33.68	0	3.7/5 (74%)
(6) I prefer using a traditional text for world language study.	21.05	21.05	26.32	16.84	14.74	0	2.8/5 (56%)
(7) I am comfortable using a digital textbook for world language study.	2.11	3.16	6.32	42.11	46.32	0	4.27/5 (85%)
(8) The cost of a world language textbook impacts my perception of a world language course.	13.83	26.6	18.09	22.34	17.02	2.13	4.3/5 (86%)
(9) The format of a world language textbook impacts my overall perception of a world language course.	2.11	8.42	21.05	43.16	24.21	1.05	3.00/5 (60%)
(10) I am more likely to complete homework assignments if I use an online world language textbook than I would using a traditional world language textbook.	9.47	14.74	22.11	28.42	25.26	0	3.8/5 (76%)
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	6.32	11.58	26.32	26.32	29.47	0	3.5/5 (70%)
(12) I find that readings in Spanish are more interesting in an online format than they are in a traditional textbook format.	7.45	12.72	26.6	32.98	20.21	0	3.6/5 (72%)
(13) I am more excited about coming to class if I use an online world language textbook than I am if I use a traditional textbook.	5.26	13.68	35.79	22.11	23.16	0	3.5/5 (70%)
(14) I find that the online world language textbook is more relevant to everyday life than a traditional world language textbook.	2.11	6.32	13.68	44.21	33.68	0	3.4/5 (68%)
(15) I find the online world language textbook encourages me to interact more with the material than a traditional textbook.	1.06	12.77	18.09	36.17	31.91	0	4.00/5 (80%)
(16) I take better notes using an online world language textbook than I do using a traditional world language textbook.	10.53	21.05	16.84	30.53	20	1.05	3.3/5 (66%)
(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	5.26	12.63	31.58	29.47	21.05	0	3.5/5 (70%)

Appendix D
List of Quantitative Survey Items for CC-FB$_{II}^{P}$

Affirmation	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
I enjoyed using the online resource.					
I was motivated to read the articles.					
I was able to make connections with topics learned in other classes.					
I feel more comfortable speaking in Spanish now than I did when the class began.					
My overall experience using this online resource has been positive.					
My overall experience in this course has been positive.					

Appendix E
List of Quantitative Survey Items for CC-FB$_{II}^{P}$

Questions
1.Please explain your overall impression of the online resource.
2.What do you like about the online resource and why?
3.Which chapter was your favorite and why?
4.Which were your favorite topics and why?
5.Which topics do you think we should add?
6.Are there any topics you would take out?
7.What would you like to see more of?
8.Do you like the peer evaluation system? What did you think of the progress reports?
9.What other activities did you find helpful or not?
10.What other types of materials, tools or techniques could be used to facilitate conversation?
11.Did you enjoy the layout of the book and/or sequence of topics?
12.How would you compare this resource to others you have used beyond the intermediate-level sequence?
13.Do you like having your homework from the online resource linked to the Canvas course management system?
14.Do the articles chosen allow you to make connections to other courses?

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"That's a Line That We Have to Draw": A Systemic Functional Linguistics (SFL) Perspective on World Language Teacher Ideologies

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Abstract

A deeper interpretation of world language (WL) teachers' ideologies toward language learning and students' languaging practices can provide us with a different lens through which to understand teachers' teaching practices in language classrooms. This study adopts the attitude system of systemic functional linguistics (e.g., Martin & White, 2005), specifically the features of affect, judgment, and appreciation, to explore one elementary Mandarin WL teacher's ideologies regarding language teaching and language use. The data were collected through semi-structured interviews with the teacher-participant from an ongoing ethnographic study. Findings indicate the Mandarin teacher's alignment with "the younger, the better" language acquisition stance and her multifaceted perspective on bilingualism. While she acknowledged the cultural capital of Chinese, she exhibited fluctuating views on students' home languages and home language use. Based on the findings, we suggest the need for future WL teacher training and professional development programs to guide teachers in identifying and reflecting upon their implicit ideologies about language teaching and learning, as well as students' linguistic resources.

Keywords: attitude analysis, teacher ideology, Chinese as a foreign language, systemic functional linguistics

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Introduction

World language (WL) teachers play a pivotal role in shaping students' bilingual identities and broadening their perspectives. They introduce learners to diverse ways of knowing and living through the study of target languages and cultures, helping learners move away from dominant worldviews (ACTFL, 2016; Muirhead, 2009). However, the extent to which WL teachers actively facilitate this shift away from dominant linguistic and cultural perspectives is not determined solely by the content they teach. An often overlooked aspect is the influence of their underlying language ideologies. These ideologies shape teachers' everyday teaching practices, their language policies, and the development of students' bilingual identities (e.g., De Costa, 2011; Henderson, 2017; Razfar, 2005; Young, 2014). However, the challenge lies in the fact that teachers often are not consciously aware of the linguistic and social ideologies to which they subscribe (Alfaro & Bartolome, 2017; Gonsalves, 2008). This lack of awareness can inadvertently limit their efforts in diversifying students' perspectives. Therefore, unearthing and understanding these ideologies can illuminate the challenges WL teachers face in striving to achieve this goal.

To date, limited empirical research has addressed the intricate relationship between teacher ideologies and WL education, especially in K-12 settings. Most studies have focused on teachers' overt attitudes toward language learning and pedagogies, without unpacking the ideologies embedded in their discourse. Positioning language ideologies as powerful driving forces in WL teachers' professional practices, this study explores a Mandarin WL educator's language ideologies using the attitude framework of systemic functional linguistics (SFL) (Martin & White, 2005). Through an in-depth analysis of the Mandarin WL teacher's attitudinal discourse, we sought to examine the nuanced ways in which language ideologies permeated her teaching practices. This study was guided by the following research question:

> What does the attitude analysis of SFL reveal about a K-5 Mandarin teacher's language ideologies toward her culturally and linguistically diverse students?

Literature Review

Language and Language Acquisition Ideologies

Language ideologies can be broadly defined as a set of beliefs, values, and assumptions about language, language use, and language users (Woolard & Schieffelin, 1994). These ideologies are deeply ingrained in individuals and societies and often reflect broader social, cultural, and political factors (Blackledge, 2008; Kroskrity, 2000). Language ideologies also exist on an individual level as socially shared knowledge that is formed and sustained through dialogue and communication (Marková et al., 2007). Unlike individual attitudes and beliefs, which are specific to an individual's opinions and convictions, language ideologies encapsulate a broader and often more deeply ingrained framework that shapes those individual attitudes and beliefs. While language ideologies operate as a foundational framework, individual attitudes and beliefs act as lenses or indices through which

these overarching ideologies can be discerned (e.g., Murchadha & Flynn, 2018; van Dijk, 2006).

Understanding language ideologies is important in educational settings, especially in formal language learning environments such as schools. Language ideologies can be manifested in language policies, curricula, and teaching practices (Jaffe, 2009; Kroskrity, 2000; Palmer et al., 2014; Ricento, 2000), influencing opportunities for language learning based on alignment with learners' backgrounds, needs, and goals (Baker & Wright, 2021). For example, monolingual ideologies may obstruct bilingualism, particularly for learners from diverse linguistic backgrounds (Cummins, 2000; 2007). Conversely, additive bilingualism and plurilingualism ideologies support the development of multiple languages (García, 2011). Language ideologies also shape learners' identities. Learners may internalize ideologies that affect their relationship with language and its speakers (Norton, 2013), ultimately impacting their success or struggles in language learning (Dong, 2009; Duff, 2012; Hamman, 2018; Martínez et al., 2017).

Language acquisition ideology (LAI) also plays a pivotal role in shaping language learning processes and outcomes. LAI refers to the beliefs and assumptions that people hold about how second languages are learned and taught (Riley, 2011). Influenced by various learning theories, these ideologies shape attitudes and policies. LAIs are often explained through different theoretical perspectives, such as cognitive language learning theories (Chomsky, 1965; Pinker, 1994) and sociocultural theories (Vygotsky, 1987). Recently, translanguaging has emerged as a prominent LAI and pedagogical approach that emphasizes the fluid and dynamic use of multiple languages in instruction and learning (García & Li, 2014). Instead of viewing bilingualism as the parallel mastery of two separate language systems, translanguaging recognizes the interconnected nature of bilingual learners' linguistic repertoires and celebrates the natural blending and mixing of languages in authentic communicative situations (Otheguy et al., 2019).

Research on World Language Teacher Ideologies

Research on WL teachers' ideologies has delved into various dimensions. Scholars have explored effective teaching practices (Bell, 2005; Kissau et al., 2012), aligning with standards (Byrd et al., 2011), attitudes toward students (Baggett, 2018; Sparks & Ganschow 1996), and attitudes about standard/non-standard varieties (Blake & Cutler, 2003; Jenkins, 2007). While earlier studies often employed large-scale surveys to glean insights into teachers' perspectives, there has been a discernible shift toward qualitative frameworks in recent research.

Takeuchi's (2021) examination of ideologies surrounding Keigo, a form of polite speech in Japanese culture, exemplifies this trend. The study emphasized the need for WL teachers to reflect upon language ideologies impacting classroom dynamics and champion the legitimacy of second language (L2) speakers. This introspective wave continues with studies exploring bilingualism and translanguaging pedagogy in various contexts such as L2 Arabic teaching (Azaz & Abourehab, 2021) and Chinese bilingual pre-service teachers (Chang, 2022).

The intricate nature of teacher's language ideologies demands an intricate approach (Kim, 2022; Reeves, 2006). Survey methodologies can offer valuable insights but may fall prey to oversimplification or social desirability biases (Karathanos, 2009). Furthermore, some ideologies may be unconscious or not readily apparent to those who hold them. This makes the examination of "embodied" ideologies—an exploration of deeply ingrained and often subconscious beliefs—a key to a more nuanced understanding of the subject. In alignment with this thinking, our study employs a qualitative methodology, deciphering ideologies from a Mandarin teacher's interviews and examining their influence on her pedagogical choices.

An extension of this exploration into ideologies is the concept of fostering "critical consciousness" among language educators. Following the multilingual turn in applied linguistics (May, 2013), there has been growing interest in nurturing the critical consciousness of language educators to challenge dominant notions and narratives surrounding language, culture, and identity (Baggett, 2020; Kubota & Austin, 2007; Wesley et al., 2016). Critical consciousness involves an active awareness and interrogation of power dynamics, historical contexts, and cultural complexities in the classroom (Palmer et al., 2019). Examining WL teachers' ideologies is crucial for cultivating their critical consciousness. Such scrutiny encourages educators to reflect upon their own assumptions and biases, enabling them to tailor their teaching practices and language policies to be more responsive to the needs of their culturally and linguistically diverse students.

An Attitude Framework for Analyzing Teacher Ideologies

Building on the complexity of teachers' language ideologies and the challenge in understanding them, the current study seeks to adopt a methodological approach that allows for a more nuanced examination of these ideologies. An effective way to approach this multifaceted issue is through the study of attitudes within teacher discourse, an area where linguistic analysis can provide valuable insights.

This qualitative study draws on the attitude framework, a component of the appraisal system that extends Halliday's systemic functional linguistics (Halliday & Matthiessen, 2013). The framework serves as a tool to explore, describe, and explain how language is used to express attitudes, make evaluations, and pass judgments (Martin, 2000; Martin & White, 2005). The appraisal system consists of several components, including (1) the manifestation of values through attitude categories; (2) the introduction and management of voices to whom these values are attributed, through categories of engagement; and (3) the manipulation of degrees of values through categories of graduation. With a particular analytical focus on value attribution, the attitude system is especially apt for the current study, offering a lens through which the subtleties of language ideologies in teacher discourse can be revealed and understood.

According to Martin and White (2005), attitude is realized through three categories: affect, judgment, and appreciation. Affect refers to feelings or emotional reactions, which include un/happiness, in/security, dis/satisfaction, and dis/inclination. Judgment is understood as the institutionalization of feeling, relative to

norms or expectations regarding acceptable and unacceptable behavior. These norms can be constructed negatively or positively. While judgment is focused on the evaluation of people's behavior, appreciation is used for the evaluation of things, natural phenomena, and human artifacts. It expresses an evaluation of the worth of something, its complexity, its importance, and its quality (Martin & White, 2005).

Table 1.
System of Attitude

Category	Dimension	Subcategories
Attitude	Affect (present emotional responses)	± happiness
		± security
		± satisfaction
	Judgment (assess human behavior)	± normality
		± capacity
		± veracity
		± tenacity
		± propriety
	Appreciation (evaluate products or performances)	± reaction
		± composition
		± valuation

Note. Adapted from Martin, J.R. & Rose, D. (2003). *Working with Discourse: Meaning beyond the Clause*. Continuum, London and New York.

Fernandez (2018) demonstrated the potential of the appraisal framework as a qualitative tool for analysis. Using multiple approaches (i.e., thematic analysis, mood system, appraisal analysis, transitive and ergative analysis) to analyze the same qualitative interview data, Fernandez discovered that the appraisal analysis allowed her to gain a fine-grained view of how interviewees construe their experiences, adding a functional account to the analysis. The appraisal framework has been widely applied to inform literacy pedagogy (e.g., Humphrey et al., 2011) and to examine public discourse (e.g., Meadows & Sayer, 2013; Tilakaratna & Mahboob, 2013). More recently, it has been used in educational research to examine the beliefs of teachers of English as an additional language in the United Kingdom (Hall & Cunningham, 2020) and to explore the language ideologies and practices of K-12 teachers of minoritized students in the United States (Kim, 2022). Other research has used the framework to examine the ideologies that informed the practiced language policies of a general education teacher in a primary school in southern France (Troyan & Auger, 2022; 2023).

Together, the prior research has demonstrated that the appraisal framework is a powerful analytical tool for gathering rich insights in qualitative research. The current study used the features of attitude in the appraisal framework to examine a Mandarin teacher's ideologies mediated by linguistic choices. As Table 1 depicts, attitude analysis allows for the identification of both conscious or unconscious disclosures of ideological positions through expressions of feelings, judgments of behaviors, and evaluations of things. Moreover, the framework makes visible the textual cues in discourse by providing a systematic account of how ideological positionings are achieved through language (Martin & White, 2005).

Methodology

This study is part of a larger ethnographic study of a K-5 Mandarin classroom of a white female teacher in a culturally and linguistically diverse classroom in an urban Midwest U.S. school district. Data were collected from September 2019 to August 2020. Lu was a participant observer in Ariel's (all names are pseudonyms) classroom, investigating the views and practices of the Chinese teacher concerning children's language learning and teaching. Taking an ethnographic perspective (Blommaert & Jie, 2011), a variety of data sources were collected, including participant observation, field notes, audio recordings, classroom documents, and semi-structured interviews.

Research Setting

Hope School is a public magnet school located in a large Midwestern suburb. It serves students from pre-kindergarten through grade 5 and has a student-teacher ratio of 17 to 1. The school has a diverse student body. As of 2020, minority enrollment constituted 81% of the student population. The largest enrollment was Black students at 41%, followed by Hispanics at 30%, and white at 17%. Asian enrollment was less than 2% (National Center for Education Statistics, 2020). The most spoken languages at the school, in descending order by number of speakers, are English, Spanish, Somali, and Arabic. In addition to following the district-prescribed curriculum, Hope School also offers Mandarin Chinese instruction with a full-time instructor who works with each grade level.

The Chinese program had been established for five years at the time the research was conducted. Being the only Mandarin program at the elementary level in the district, Hope School described its Mandarin Chinese instruction as a unique feature that makes the school outstanding. Unlike immersion or dual-language programs, in which the second language typically serves as a medium for content instruction, Hope School's Mandarin program was integrated into the standard curriculum. Classes met twice a week for 40-minute sessions during regular school hours, rather than functioning as a separate or supplementary offering. The Mandarin teacher, Ariel, had her own classroom, which was more than just a logistical advantage. This dedicated space allowed her to craft an immersive environment with visual cues, cultural artifacts, and resources that facilitated the learning experience.

Participant

At the time of the study, Ariel was a white female in her early thirties who learned Chinese during her undergraduate studies and obtained a WL teaching license in the U.S. after two years of teaching experience in China. This was her fourth year teaching in the program, and prior to her current position, she also had one year of student teaching experience within the same program. According to an informal conversation with Ariel, she enjoyed considerable autonomy in deciding the content and sequence of her teaching. While student teaching in the program, she noticed that the previous teacher's class lacked structure and sufficient exposure to the target language. Consequently, when she began teaching, she reformed the curriculum based on state standards and the HSK (Hanyu Shuiping Kaoshi) test, a Chinese language proficiency test administered by the Ministry of Education of China.

Positionality

Lu is a bilingual speaker of Mandarin and English, originally from China. She worked as a Chinese instructor in the U.S. and developed an interest in the representation of cultural and linguistic diversity in Chinese WL education as she embarked on her doctoral studies. During this data collection period, she was conducting a pilot study for her dissertation research at Hope School and volunteered to assist Ariel in her teaching. Francis is a white, gay, cisgender male language teacher educator and former classroom teacher. He has been Lu's co-advisor throughout her doctoral program and taught her doctoral seminar on functional linguistics, language teacher identity, and language ideologies, where this particular project originated. Further, in his work as a language teacher educator, he was Ariel's professor when she completed her Master of Education at the university. An ongoing partnership with the university connected Lu and Ariel.

Data Collection and Analysis

This study examines Ariel's language ideologies and how they manifest in her classroom language practices and policies. The data were derived from a segment of a larger ethnographic study focused on language learning and language use in the Mandarin program at Hope School. The data set included three semi-structured interviews with Ariel conducted between January 2020 and August 2020, classroom observation fieldnotes, 10 audio-recorded classroom interactions between January 2020 to March 2020, and classroom artifacts including student works, teaching materials, and teacher evaluation. Specifically, these interviews prompted Ariel to reflect on her language teaching practices, student performance, and curriculum design. The semi-structured interviews were transcribed and then coded for lexical and grammatical choices that express the three subcategories of attitude.

Utilizing the attitude framework, we centered our analysis on Ariel's use of the categories of affect, appreciation, and judgment in evaluating her students and their language practices. As illustrated in Table 1, the attitude analysis allows for the identification of both overt and covert ideological stances via expressions of feelings, assessments of behaviors, and evaluations of entities. This analytical ap-

proach served as a foundation for identifying underlying language ideologies, particularly those Ariel did not explicitly mention in the interviews.

The coding process involved two steps. Initially, the data were coded using the attitude framework. When coding the transcripts, we noted these evaluations alongside the highlighted lexicogrammatical items constructing them, using symbols such as "+" and "-" to indicate the positive and negative values of the attitudes. An example of this coding practice is seen in Table 2.

Table 2.
Attitude Analysis Example

Features of Attitude	Examples
Affect	I **like** my job here. [Affect: +happiness]
Judgment	That **has to be shut down** [Judgment: -propriety].
Appreciation	They are **cute**. [Appreciation: +reaction]

Subsequently, iterative coding rounds were conducted to identify emergent themes. By analyzing the way Ariel expressed her attitudes through the linguistic choices she made, we could identify specific patterns and themes that pointed toward her ideologies. These included tendencies to associate younger students with positive capacity, or more subtle implications that revealed preferences for certain language policies. For example, the use of positive or negative affect might reveal a bias toward certain linguistic practices, reflecting broader societal attitudes toward monolingualism or specific language supremacy. The attitude framework thus not only provided insights into Ariel's attitudes but also served as a robust tool to translate these attitudes into tangible language ideologies. To ensure the validity and reliability of our findings, regular team meetings were held to discuss the coding consistency and resolve any discrepancies.

After coding the interviews and identifying Ariel's language ideologies and LAI, we revisited field notes and conceptual memos. Our goal was to search for evidence that either confirmed or contradicted these expressed ideologies in the classroom observation data. Ultimately, we selected representative excerpts from the data, which served to illustrate prominent themes in Ariel's language ideologies, supported by evidence found from classroom observations that illustrate those practiced language learning ideologies.

Findings

"The younger, the better"

One of the most recurrent themes emerged from the analysis is the LAI that younger learners are better learning at Chinese, as compared to older children. Throughout the interviews, Ariel demonstrated contrasting views toward "little kids" and "older kids." She used positive judgments to describe the younger learn-

ers' language learning capacities as "good" and "better," while she negatively judged the older students as not having "the whole language." For example, in the following excerpt, when asked to explain her expectations for her students, Ariel constructed age-based hierarchies among the learners, and such a stance was made explicit through the attitude analysis:

> I think the expectations change. […] [For] the older students, I expect [affect: +desire] [judgment: +capacity] them to know more about the culture and things just because they don't have like the whole language [judgment: -capacity]. But like the third-grade class, I've had them since kindergarten, so I have higher language expectations [affect: +desire] for them. (Interview 1, 2020)

When discussing her expectations for students, Ariel's response revealed a nuanced understanding of their learning abilities, which differed according to age groups. For the older students, she expressed an expectation that they should focus more on learning about Chinese culture. This expectation was underlined by a judgment that these students lacked the capacity for the "whole language," leading her to emphasize cultural learning over language proficiency in her teaching approach. In contrast, Ariel's expectations for younger students were characterized by higher aspirations for their language learning. Having been with them since kindergarten, she felt a strong connection and belief in their ability to meet her heightened linguistic expectations. Her affective investment in these students, coupled with her judgment of their capacity, highlighted a belief in their potential to achieve more. This dual coding of affect (desire) and judgment (capacity) provided a more complex insight into Ariel's pedagogical philosophy.

This analysis of Ariel's expectations also laid the groundwork for the subsequent exploration of what constituted a "good" student in her view. Building on the language expectation question, Lu further asked about who she considered to be good students. In her response to this question, Ariel again made several positive judgments about the younger learners' language learning capacities:

> I think the younger kids are generally the **good** students [judgment: +capacity] just because they **try more**, they **speak more**. [judgment: +capacity] Like you saw, for example. I just asked them a question. Like the one, we weren't just practicing [verb to indicate the location in Chinese], and one was like, oh 在哪 [where]. Like, he remembered that from the song 一二三四五六七 [one, two, three, four, five, six, seven]. So, they **can** [judgment: +capacity] start figuring it out and making the connections. Things I think the younger, the **better** [judgment: +capacity] because it's in there. (Interview 1, 2020)

In her response to the question about who she considered to be good students, Ariel's language was laced with comparative judgments that serve to evaluate her students' language learning abilities. For Ariel, the younger students were "good" [judgment: +capacity], and she grounded this assessment in specific behaviors that she observed: they "try more," they "speak more," and they are able to "start figuring it out and making the connections." Each of these behaviors is evi-

dence of a learner who is engaged, active, and resourceful, thereby reinforcing her positive judgment of their capacity. Her discourse around older students, though not explicitly present in the excerpt above, appeared to be shaded by negative judgments, such as their lack of "the whole language."

Ariel's comment that "the younger, the better" encapsulates her belief in a critical period for language learning. It suggests an underlying theory that language acquisition is more natural, effective, and promising at an earlier age — an LAI that could have wide-ranging implications for how she approaches her teaching. By positively judging younger learners as "good" and more capable, she may be internalizing a belief that might lack critical examination of its broader implications or underlying biases.

Chinese as a Cultural Capital

In addition to the age-based language learning ideology, another theme that emerged from Ariel's discourse is a value-laden hierarchy among languages present in the classroom, with Chinese perceived as conferring more cultural capital than students' home languages. This notion was evidenced by Ariel's consistently positive evaluations of Chinese language learning throughout the interviews. In the data, Chinese, as a school subject, was positioned as desirable and useful. Positive appreciation and capacity judgments about students' aptitude for learning Chinese are indicative of a broader language ideology that Chinese is a form of cultural capital. In this interview, Ariel was asked to comment on her experience teaching Chinese at Hope School:

> I do like it. [affect: +happiness] I think it's good for the kids [appreciation: +valuation] too. Even if they never use a language to think about other things, (they can) realize [judgment: +capacity] there's a whole world that is different. [judgment: -normality] (Interview 1)

Ariel first expressed a positive affect for Chinese teaching, as evidenced by the term "like." Her appreciation of the language also extended to its benefits for her students, indicating a belief in the inherent value of young individuals learning Chinese. This belief was reinforced by the hypothetical scenario she presented, suggesting that even if the language is not used for practical purposes, it offers a broader perspective by making learners realize the vastness and diversity of the global cultural landscape. By emphasizing that Chinese learning can help children grasp the idea of a "whole world that is different," Ariel revealed a language ideology: learning Chinese is not merely about communication but also cultural enlightenment and global awareness. The value of Chinese, in this context, extends beyond utilitarian purposes to the realm of broadened horizons and deepened cultural understanding.

Ideologies about Students' Home Languages in School

Ariel's positive attitude toward Chinese as a school subject contrasted with her multifaceted ideologies concerning students' home languages, such as Spanish. This nuanced perspective reveals a complex interplay of ideologies that shape Ariel's practices and language policies. During a classroom interaction (Excerpt

1), Ariel interacted with Bennett, a 10-year-old bilingual Latina who spoke Spanish at home:

Excerpt 1
Interaction between Ariel and Bennett (March 10, 2020)

Ariel	Give me a sentence – My big brother is in the bathroom, Bennett
Bennett	*Mi hermano mayor está en el baño.* [My big brother is in the bathroom.]
Ariel	Well, you can't just go cheat. I'll call you back when it's time to review. {T points to the door and asks Bennett to go upstairs to see the guidance counselor}
Ariel	Bye. Bye. No. Bye.

In this excerpt, when Bennett provided the response in Spanish instead of Chinese, Ariel's response indicated a classroom language policy that Spanish was not permitted. Her subsequent action of asking Bennett to leave the classroom further suggested that the use of Spanish was not in alignment with her expectations at that moment. In Interview 2, Ariel expanded upon this interaction when she was asked to describe her bilingual students' performance in her fourth-grade Chinese class.

> I think there are maybe 10 or 11 (students who) speak Spanish at home. Today, did you hear me **yell at** [affect: -satisfaction] Bennett? Because she likes to **only** [judgment: -normality] answer me in Spanish because she just wants to be—**sassy** [judgment: -normality]. (Interview 2)

Ariel's reflections on this interaction exposed a complex web of judgments surrounding Bennett's language practices. Her expressions of dissatisfaction, alongside negative judgments of normality and propriety, revealed discomfort with Bennett's choice to use Spanish in her Chinese class. Ariel further made the distinction between students' home culture and the mainstream culture (i.e., the white, middle-class way of schooling) in her practiced language policies regarding what students were expected to do in school. This distinction was expressed in the following interview, in which Ariel shared her concerns about the students' extensive use of Spanish:

> Those kids were doing it because **they were doing it to exclude** the English-speaking kids from their conversation [judgment: -propriety]. So that's a **NO** [affect: -satisfaction]. That **has to be shut down** [judgment: -propriety]. Because **that's not using Spanish to help you learn** something else **that's using Spanish to exclude** other students [judgment: -propriety]. It's not a **secret** language [judgment: -normality]. (Interview 3)

Rather than viewing the students' home language practices in school as natural and normal, Ariel considered these practices to be out of place and in need of regulation. She viewed the extensive use of Spanish, in particular, as a mechanism

that some bilingual students employed to exclude others. This perception suggests a framing of Spanish not as a legitimate form of communication, but as a potentially divisive element within the school setting. This view is consistent with a monolingual habitus ideology, which advocates for the limitation and regulation of home languages to uphold mainstream cultural norms (Bourdieu, 1993).

However, Ariel's language ideology was not monolithic. Her views on students' home languages were complex and sometimes contradictory. While she negatively appraised her students' use of Spanish in certain contexts, she also recognized and appreciated the capacity of bilingual students to navigate multiple cultures. For example, when asked about bilingual students' performance in the classroom, Ariel responded:

> I think they also **do a better job** [judgment: +capacity] of accepting other cultures because they already have cultures that are **different** [judgment: -normality]. So, they're just like, "Yeah, okay. That's what you do here, that's what we do at home." (Interview 3)

Independent of the recognition of the intrinsic worth of students' home languages, the sense of a need to supervise the use of home languages in the school was seen as a key focus by Ariel:

> If they needed to use Spanish to get something across to find meaning and something or for me to understand something, then I think that's **okay**. [judgment: +propriety] But if you're just going to use Spanish as a refusal to use any other language, then **that's a line that we have to draw** [judgment: - propriety]. (Interview 3)

The findings above reveal the presence of juxtaposing ideologies in Ariel's perspective on students' home languages. On one hand, Ariel embraced a multilingual ideology, perceiving students' home languages as valuable learning resources. On the other hand, these ideologies seemed to contrast with Ariel's more regulated view on the use of students' home languages in her class and her enactment of language policies that limited students' use of their home languages at school.

Discussion

Examining Ariel's embedded language ideologies through the attitude framework reveals a tension between her belief in early-age language learning and her nuanced views on bilingualism. The data highlighted an overarching pattern of Ariel's attitudinal discourse consistent with "the younger, the better" LAI, which reflects a fundamental understanding of language learning as innate, and its capacity decreases as age grows. A monolingual ideology also emerged from Ariel's discourse, privileging English at school while attributing different values to other languages. However, this does not imply a complete rejection or devaluation of other languages. For instance, Ariel viewed Chinese as bestowing cultural capital and exhibited an oscillating perspective on students' home languages, such as Spanish. This nuanced stance on students' bilingualism is emblematic of broader tensions within language education, where multi- and monolingual ideologies often coexist in intricate ways.

Ariel's alignment with the "younger, the better" LAI taps into a longstanding debate in second language acquisition. This belief, rooted in the critical-period hypothesis, suggests that language learning is most effective during a supposed optimal period in early life (e.g., Lenneberg, 1967). While this idea has been both supported and challenged in academic circles (e.g., Scovel, 2001), its influence persists among some language teachers. It is essential to recognize, however, that applying this hypothesis broadly can be problematic. In the context of Ariel's classroom, the "younger, the better" LAI might shape her expectations for learners of different age groups, potentially influencing the opportunities they are given.

Ariel's attitudes toward her students' home languages resonate with the prevalent monolingual ideologies that often ascribe a privileged status for a particular language within a country, such as English in the U.S. (e.g., Blommaert et al., 2006; García & Hesson, 2015). This ideology is manifested in Ariel's denial of students' free use of Spanish in school, portraying it as "secret" and "problematic." Such an approach draws a distinct line between bilingual students and their monolingual peers, risking the entrenchment of educational inequalities by separating home and school language practices (García et al., 2017). This may undermine students' bilingual identities and linguistic and cultural assets by implicitly valuing classroom languages over home languages (Lam, 2009).

However, Ariel's monolingual ideology is not unidimensional. Contrary to a complete devaluation of other languages, her discourse reveals a nuanced appreciation for her students' bilingualism, even while exhibiting restrictive views of their home languages. This complex duality is reflective of broader tensions in the field of language education, where the value of multilingualism is often recognized in theory but challenged in practical application (Hornberger & Vaish, 2009; May, 2013). The translanguaging perspective, which encourages the fluid use of multiple languages in the learning process (Creese & Blackledge, 2010), provides a potential framework for rethinking these dynamics. Yet, it also adds further complexity to the classroom context, requiring thoughtful integration and recognition of various languages as valuable resources rather than problems (García & Flores, 2012). Ariel's fluctuating perspective between validation and restriction raises critical and intricate questions regarding the valuation, control, and integration of multiple languages within classroom settings. It emphasizes the need for a more context-specific approach that both acknowledges the richness of students' linguistic repertoires and navigates the practical challenges of effective language teaching (Makoni & Pennycook, 2006; Tian et al., 2020).

As the current educational climate emphasizes language teaching for social justice and equity, the findings hold significant implications for WL classrooms (e.g., Baggett, 2018; Glynn et al., 2018; Wesely et al., 2016). Kubota et al. (2003) argued that WL classrooms could serve as spaces where students can interrogate social inequalities by critically examining the target language and culture, thus allowing them to question hegemonic practices within their own contexts. This endeavor is particularly complex, as many language teachers, predominantly white, may lack critical consciousness regarding their own identities, the languages they teach, or the cultures they engage with (Baggett, 2018; Glynn, 2012). Moreover, the

isolation that often characterizes the working conditions of WL teachers, coupled with a broader social context that may regard culturally and linguistically diverse students as less competent or deserving (Bartolomé, 2004), exacerbates these challenges.

Pedagogical Implications

In accordance with Alfaro and Bartolomé's (2017) call for explicitly helping language educators develop ideological clarity in their pedagogical expertise, we argue that WL teacher education programs should incorporate components that can help teacher candidates critically examine and deconstruct their underlying ideologies. This should involve specific tools that would allow the teachers to elicit or identify their ideological beliefs. Systemic functional linguistics, as both a linguistic theory and a robust analytical instrument, could offer an invaluable resource for novice teachers. It could help teachers identify and deconstruct their implicit assumptions about languages and language teaching. Troyan and colleagues (Troyan & Sembiante, 2021, Troyan et al., 2023) argued that the integration of SFL in WL education programs could help WL teacher candidates develop a functional linguistic repertoire that allows them to analyze their everyday language use and language use in WL classrooms. Through an activity called the Language Use Profile, the language teachers in Troyan et al. (2023) examine their cultural, linguistic, and racialized identities through the analysis of their language use across contexts. In a similar vein, Austin's (2022a, 2022b) award-winning research and practice provides a model for deconstructing antiBlack ideologies in language teacher education to better equip language teachers to engage in anti-racist pedagogies in their classrooms. By actively engaging WL teachers in the analysis of their own discourse and practices through SFL, WL teachers are provided opportunities to develop the critical consciousness that would allow them to interrogate their own position, privilege, and power within educational systems (Cervantes-Soon et al., 2017; Heiman, 2021). Developing this critical consciousness can help to better prepare WL teachers implement pedagogies that center antiracist (Hines-Gaither & Acceilien, 2023), socially just (Glynn et al., 2018; Randolph & Johnson, 2017), and gender just (Knisely & Paiz, 2021).

Developing critical consciousness requires ongoing examination and challenge of power dynamics, a deep understanding of the historical and sociopolitical context of schools and education, and an earnest engagement with discomfort as a means to transform the prevailing status quo (Palmer et al., 2019). An important part of this process is the practice of critical listening. Critical listening offers teachers a way to examine their perspectives and move beyond the "abyssal thinking" regarding their bilingual students (García et al., 2021). This approach encourages open dialogues about complex subjects such as power, race, and privilege within classrooms and involves students and their families in these dialogues (Nancy, 2007). By doing so, teachers could develop an awareness of the multifaceted connections between language learning and students' lives. This reflective practice aligns with the recent push towards humanizing pedagogies (Palmer et al., 2019; Salazar, 2013), where the process of developing critical consciousness be-

comes both a catalyst for change and a result of engaging with these transformative practices.

Conclusion

This study used attitude analysis to reveal the complex interplay of Ariel's language ideologies toward her culturally and linguistically diverse students. The findings underscore the need for WL education programs to help educators critically assess their implicit ideological underpinnings. As we continue to advocate for classrooms that interrogate social inequalities and promote critical consciousness, we also need to develop more context-specific pedagogical frameworks that can foster equitable language learning spaces and transcending monolingual ideologies in world language classrooms.

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Maximizing L2 Feature Films to Learn About Immigration

Laura Graebner Shepin, *Rolling Meadows High School (IL)*

Abstract

This language classroom article demonstrates how L2 (second language) feature films, through the incorporation of tasks that facilitate comprehension, interpretation, and cultural comparison, can be used at a range of levels to teach students about immigration and other global challenges. While the scaffolding strategies described in the article are used to support learners viewing the films, *La misma luna* (Riggen, 2007) and *Adú* (Calvo, 2020), they can be applied to L2 feature films on nearly any topic.

Keywords: curriculum design, classroom instruction, planning & program design

Why film?

There is no shortage of scholars who have identified feature films as an engaging and valuable curricular resource for all levels of world language study. They argue that the immersive medium of film can support language learning (Altman, 1989; Kaiser, 2011; VanPatten, 2015; Voller & Widdows, 1993), facilitate cultural awareness (Kaiser & Shibahara, 2014; Pfaff, 2014; Rogers, 2007; Stephens, 2001; Sturm, 2012), and compellingly communicate the perspectives of people who live in L2 cultures (Kaiser & Shibahara, 2014; Lee Zoreda, 2006). The Modern Language Association's report *Foreign Languages and Higher Education: New Structures for a Changed World* (2007) also confirms the importance of L2 film in language instruction, stating, "in the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception" (para. 10). Of course, the majority of students do not have the language skills or the cultural schemata to independently understand many L2 films, but that

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does not mean that cultural learning should be delayed. In fact, the NCSSFL-ACTFL *Intercultural Reflection Tool* states that "the lack of sufficient language proficiency does not prevent the internalization of cultural perspectives" (para. 4).

Simply showing a film as a reward or as a filler activity does not result in positive learning outcomes; a film must be viewed as a core part of the curriculum (Altman, 1989; Rogers, 2007; Voller & Widdows, 1993). Harrison (2009) further suggests that a negative learning outcome–student frustration–may result when a teacher shows a film without preparing students for meaningful learning. Thus, for students to be active, focused learners, they need the structure of a well-designed lesson plan (Bueno, 2009; Joiner, 1990; Rogers, 2007). This article focuses on using the movies *La misma luna* (Riggen, 2007) and *Adú* (Calvo, 2020) to learn about global immigration, but the activities that are described can support linguistic and cultural learning goals for many different kinds of films and for students at varying levels of language development and maturity.

La misma luna

La misma luna is a favorite movie for many middle and high school Spanish teachers. The film has many positive attributes: likable characters, high production values, and a PG-13 rating. Additionally, it is widely available on DVD or streaming services. The theme of the film–immigration from Mexico–is a topic about which most students have some pre-existing knowledge. However, without tasks designed to develop language skills and cultural competence, students can become so enraptured by the story and its idealized ending that they miss some important opportunities for learning. While the following activities are for Novice High learners, the tasks can be scaled for more or less advanced language students.

To help students expand their understanding of immigration prior to watching *La misma luna*, they are asked to explain what is happening in a photograph (shown without a caption) that was originally published in *The New York Times*; they will see a young child interacting with a U.S. Border Patrol agent (Whitney, 2014). Students write and share comments in the following categories: (1) Observe (What do you see?), (2) Reflect (What do you think is happening?), and (3) Question? (What questions do you have?). Then students read an article entitled "He crossed the border alone, then spent 8 months in custody. He was 7" (Fernandez, 2019). This article familiarizes students with another, real-life example of child immigration, and provides a foundation about the ordeals some child immigrants endure. To encourage active reading, students are directed to put a plus sign (+) next to information they already know, exclamation marks (¡!) next to information they find surprising, and questions marks (¿?) next to information about which they have questions. Students share these reactions with a partner. Next, students are exposed to some relevant vocabulary; although Novice students will be viewing the film with English subtitles, there is still value in discussing vocabulary important to the plot, such as *la Migra* [a slang term for U.S. Immigration and Customs Enforcement], *la frontera* [the borde]), and *el coyote* [the smuggler], and exposing students to regionalisms, such as *la chamba* [the job] and *el chamaco* [the boy].

After viewing part or all of the film, students explicitly engage in the target language by writing descriptions of still images from the movie. The requirements for these descriptions can be level-appropriate and even require students to incorporate specific language structures or the aforementioned movie-specific vocabulary, for example:

- For Novice learners, the present tense: *Carlos cruza la frontera con* coyotes [Carlos crosses the border with *coyotes.*]
- For Intermediate learners, the preterit tense: *Carlos* cruzó *la frontera con coyotes [*Carlos crossed the border with *coyotes]* or the present subjunctive: *Es peligroso que Enrique cruce la frontera con coyotes [*It is dangerous that Enrique is crossing the border with *coyotes*].

Students' understanding of the *La misma luna* is also checked via a plot ordering activity in which they chronologically organize strips of paper with pre-written sentences; alternatively, students can be tasked to create their own version of this activity to exchange with their peers.

Once the film is over, students are encouraged to move beyond basic plot comprehension by reading several short passages from Sandra Nazario's 2006 non-fiction book *Enrique's Journey* (available in English and in Spanish). The first passage describes the dangers that Enrique, a boy from Honduras, faced as he attempted to immigrate to the United States to reunite with his mother (like the film character Carlitos). Students are challenged to complete a Venn diagram that compares Enrique's journey (factual) with that of Carlitos (fictional). Students also read two short passages from the book that describe the experiences of working immigrant mothers; they underline and then discuss the textual passages that reflect the experiences of the film character Rosario. By doing these activities, students gain an understanding of what parts of the movie are an authentic depiction of immigrant experiences.

Lastly, students explore a larger social issue related to immigration policy: racism. After a short introduction to the *corrido* genre of music, students read the lyrics to the song *Superman es ilegal* [Superman is illegal], which is a part of the film's soundtrack (Kinky, 2007). First, students are asked to focus on the meaning of one line in the song, *no es un americano, sino otro igual como yo, indocumentado* [he is not an American; just like me, he's undocumented]; this one line captures the very essence of the song and helps students to contextualize the other lyrics. While students are not expected to translate the rest of the song verbatim, they are asked to perform a series of tasks that will help them to understand the gist of it, specifically, the explicit comparison the songwriter is making between two undocumented immigrants, the narrator (a Hispanic who is branded as "illegal") and Superman (a White man who is embraced as a wholesome hero). For example, students complete a chart comparing the narrator's physical characteristics with those of Superman. Students are also tasked with finding examples in the song of Superman's illegal actions and of the official documents that, like the narrator, Superman does not possess. Students are also asked to describe the tone of the song. Novice students cannot independently produce the necessary language to do this,

but they can recognize and select adjectives such as *crítico* [critical], *cómico* [funny], *frustrado* [frustrated], and *político* [political] if they are presented in a word bank. To ensure that students understand the underlying social criticism in the song, students complete a chart in which they decide if certain interpretive statements in Spanish are "true" or "false." Again, while Novice High students do not have the cultural or linguistic sophistication to articulate these ideas, they are able to evaluate them for accuracy. Lastly, students answer the question *La canción habla de 'don Racismo.' ¿Piensas que el racismo afecta nuestras actitudes hacia la inmigración? ¿Por qué sí o por qué no?* [The song talks about 'Mr. Racism.' Do you think racism affects our attitudes toward immigration? Why yes or no?] With the support of a word bank with cognates such as *igual* [equal], *desigual* [unequal], *prejuicios* [prejudice], *racista* [racist], *racismo* [racism], students are able to provide thoughtful insights into U.S. immigration policy and how it negatively impacts certain populations.

Adú

Like *La misma luna*, the film *Adú* addresses the topic of immigration, however in this case, African immigration to Spain. This film is better suited to more emotionally mature and linguistically advanced learners for a variety of reasons. Firstly, *Adú*'s structure is somewhat complex. It features three intersecting storylines, and while *La misma luna* portrays the perils of illegal border crossing, the injustice of social privilege, and lightly references sex trafficking and drug usage, in *Adú*, these topics are more explicitly represented. Additionally, *Adú* contains brief scenes of violence, adult language, and some sexuality (*Adú* is rated TV-MA). Lastly, *Adú* is linguistically a more challenging film; two of the three storylines are primarily in Spanish, a third is primarily in French. Since the film frequently moves from one story to another, it is most practical to watch this film in its entirely with Spanish subtitles, which are, of course, for most students necessary during the French portions, but also very helpful to Intermediate Spanish learners, whose listening comprehension skills are often not sufficiently advanced to watch an authentic film without this support in place.

As a forecasting activity, students are shown a short trailer for *Adú* (Paramount Pictures Spain, 2019), after which they engage in a conversation about what themes they expect to see in the film, what relationships might exist between the characters, and what questions they have about the film. As students likely have little knowledge of the geography of Africa or of immigration issues outside of the United States, students complete a series of activities to provide this foundation. A map activity, in which they read a brief summary of the film's three stories and locate where on the map these stories take place, prepares students for the multiple narratives and familiarizes them with the geography of the continent. To help learners understand the physical challenges involved in immigration to Ceuta and Melilla (Spain's African possessions), students discuss a graphic of Spain's border fortifications (Aguirre, 2017) and view a short YouTube video (*Revista Semana*, 2021). Then, students are asked to imagine that they themselves are immigrants; they must explain which of the two routes–land or sea–they would attempt and

why. To further understand the dangers of attempting an unsanctioned border crossing, students read a curated selection of eight to ten recent headlines, such as *Marruecos/España: horrorosas muertes de migrantes en la frontera de Melilla* [Morocco/Spain: horrific migrant deaths at the border of Melilla] (Human Rights Watch, 2022) and *18 migrantes muertos y 63 heridos en una avalanche al intentar entrar en Melilla* [18 migrants dead and 63 injured in an avalanche upon trying to enter Melilla] (Varo & Peregil, 2022). They are asked to make a list of the ten words or expressions in those headlines that are the most impactful.

As students view *Adú*, they complete a chart in which they categorize the characters into two groups. First, they identify the characters with social privilege and explain what privileges those characters enjoy. Second, they identify the characters without social privilege and explain why they are vulnerable (for example: age, race, national origin, family status, poverty). This activity moves students beyond a basic recognition of characters' names to a consciousness of how characters' unique social conditions affect their actions and opportunities.

Students are then asked specific questions that require them to interrogate and explain characters' beliefs and motivations and to relate the film to larger global issues. For example:

- *Gonzalo intenta imponerles sus valores a los guardabosques africanos. ¿Por qué piensa que tiene el derecho de hacerlo? ¿Estás de acuerdo? ¿Por qué sí o por qué no?* [Gonzalo tries to impose his values on the African park rangers. Why does he think he has a right to do so? Do you agree? Why yes or no?]
- *Las acciones de la Guardia Civil resultan en la muerte de Tatou. ¿Esto es un ejemplo de la brutalidad policial o un accidente trágico? ¿Es Mateo una mala persona por no confesar sus dudas?* [The actions of the Guardia Civil result in the death of Tatou. Is this an example of police brutality or a tragic accident? Is Mateo a bad person for not confessing his doubts?]
- *El compañero de Mateo les dice a los africanos 'arreglad vuestros problemas.' ¿Deben los países en desarrollo arreglar sus problemas independientemente? ¿Por qué? ¿Cómo puede el mundo ayudar a países menos desarrollados respetuosa y eficazmente?* [Mateo's coworker says to the Africans 'solve your own problems.' Should developing countries solve their problems independently? Why? How can the world help less developed countries respectfully and efficiently?]

The end of the film, which depicts three characters' efforts to enter Melilla, is somewhat ambiguous, so students are asked to predict the outcomes for each one; this requires students to consider the specific circumstances of each character. Learners are also directed to evaluate the tagline of the film which appears on the movie's promotional poster, "*Donde hay un sueño hay un camino*" ("Where there is a dream, there is a way"), and to explain whether the tagline is an accurate representation of the film. To conclude, students engage in cultural comparisons exploring what immigrants to the United States may or may not have in common with immigrants to Spain and how the policies of Spain and the United States may

or may not be similar. Lastly, students are asked to give their opinion on the immigration policies of these countries and to suggest changes to them.

Conclusion

Feature films have the potential to support the development of students' language skills and cultural awareness simultaneously. "Film, with its ability to pack a two-hour period with plot, emotion, drama, events, images, and ideas draws attention uniquely to ethical boundaries, conceptual frameworks, national memory and identity and, significantly, the use of language and idioms" (Stephens, 2001, p. 22). Through the strategic implementation of tasks that are customized to the film and to the learners, the teacher can support students' comprehension. Most importantly, the right tasks can also foster the kinds of reflective and comparative thought that leads to the development of meaningful cultural insights and greater empathy for the challenges faced by people in L2 cultures and our own.

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Guidelines for the Preparation of Manuscripts — NECTFL *Review*

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