

NECTFL ***REVIEW***

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



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

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NECTFL is a not-for-profit proactive regional association of world language educators dedicated to the belief that all Americans should have the opportunity to learn and use English and at least one other language. The NECTFL mission is to anticipate, explore, respond to, and advocate for constituent needs; offer both established and innovative professional development; and facilitate collegial exchange on issues of importance to the field.



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From the 2016 Conference Chair



Dear Colleagues and Friends,

Happy New Year 2016 wishes to all our NECTFL colleagues across the region and beyond. In our 62nd year, the NECTFL Board remains in full swing and has been working hard to put the finishing touches on what we know will be a dynamic conference next month at the Hilton Mid-Town, New York City, 11 -13 February. In fact, at this writing, the preliminary conference program is already posted on the web site (www.nectfl.org), and a rich and exciting program it is!

Being able to connect so many dedicated world language educators with one another through workshops, research and technology sessions, and engaged dialogue is a particularly exciting way to infuse our teaching with the energy present in this multilingual city. We think it's a great place to bring to life our 2016 NECTFL theme, Developing Intercultural Competence through World Languages.

We will have a representation of over 150 sessions that bring together all those involved in the teaching and promotion of world languages, including researchers and educators at every level of world language education across the northeast region and beyond, for a dynamic exchange of expertise and knowledge. The conference program will provide multiple opportunities for collegial interchange focused on developing intercultural competence, a topic critical to educators of world languages, as well as other disciplines, and to the development of twenty-first century skills. The program includes peer-reviewed sessions, pre-conference workshops, and special presentations by distinguished speakers, including a wonderful panel of students from New York City who will share their ideas and insights on international mindedness and cultural competence. Be sure to hear them at our Opening Session on Friday morning!

This year, in addition to being able to attend traditional sessions, we have a new opportunity for attendees to engage in any of the six strands that will cluster presentations around a theme. The presenters, interactive discussions, and “padlet” posts will engage everyone around a range of strand topics to help WL educators focus on our deepening knowledge of intercultural competence and intercultural understanding for classroom practice and curriculum development: (A) Exploring the Nature and Scope of Intercultural Competence; (B) Developing Global Citizenship through WLS; (C) Professional Development of Teachers for Developing Intercultural Competence; (D) Schools and their Broader Communities: Intercultural Competence; (E) Intercultural Competence in Teaching and Learning, and Curriculum Development; and (F) The Role of Technology in Developing Intercultural Competence. Board members, joined by educators from across our region, will serve as strand leaders. A synthesis of our collected knowledge will be shared at our closing session, along with some surprise messages from near and far, will highlight our Closing Plenary.

The Awards and Recognition ceremony on Friday evening will include the announcement of the NECTFL Teacher of the Year, as well as the recipients of the Stephen A. Freeman Award for best published article, the Brooks Award for Distinguished Service and Leadership in the Profession, and James W. Dodge Foreign Language Advocate Award. We are also planning to honor our recent NECTFL Executive Director, Dr. Rebecca Kline who retired in June

after 20 years of service to NECTFL. As we take this important moment to thank Becky Kline for her dedication and many years of service to the organization and profession, we are so fortunate to have found another talented world language educator to help NECTFL continue our important work. In December, John Carlino, who has been serving as interim executive director since July 1, was named the NECTFL Executive Director. John brings a wealth of knowledge and expertise with him from many years as a classroom teacher of German and administrative leadership experience in his school division and NYSAFLT, most recently as the organization's executive director. He brings enthusiasm and genuine commitment to this position, as well as a deep understanding of and dedication to our profession and our region. We are thrilled to have him on board.

As we come together in New York City, we would like to take a moment to thank our 14 wonderful state associations that have continued to work actively with us this year. The Northeast is a diverse region where over a hundred languages and cultures are represented in the homes of the families and students we serve, a region of strong academics at all levels. The states have helped us connect as world language professionals across this diverse, multilingual region that extends northward from the mid-Atlantic, up the northeast "corridor" and touches the Canadian border across the north. The states have, once again, selected outstanding candidates for NECTFL Teacher of the Year and teacher leaders for our Mead Fellows program. Come to meet them all! NECTFL thanks all our state associations for the critical role they play in our outreach to all areas of the region. We are grateful for all you do and look forward to seeing you again in February, as well as at Spring conferences that will take place across the region.

As we also express our thanks to Bob Terry, Editor of our NECTFL Review, for his ongoing expertise, we highlight the excellent articles in this issue which represent the benefits of his keen eye. Our journal remains highly recognized as a research publication venue and is listed in university data bases for ready research access. As you read this issue, we invite you to not only share these articles with colleagues, but also submit your own research for publication. We are calling for articles this spring for a special issue of The Review that will address aspects of intercultural competence highlighting new thinking and research anchored in our 2016 NECTFL theme.

On behalf of the NECTFL Board of Directors, I extend deepest thanks to you all for your dedication to NECTFL and your support of our profession. As we continue to work together to ensure world language study and increase global competencies for all students, our advocacy for world language sustainability is more important than ever. We invite you to connect actively with your profession and NECTFL this year. We look forward to seeing you in NYC for a most special professional gathering, one that will engage and inspire you in multiple ways as we dialogue together! Please visit our web site for program details – see you at NECTFL 2016 in NYC!!

Sincere regards and deepest thanks to all my WL colleagues,

Becky Fox
2016 NECTFL Chair

A Message from the Executive Director of NECTFL ---



Greetings and welcome to 2016! It is my distinct pleasure to write this message as Executive Director, having been formally appointed to the position in December 2015. I am very thankful to the Board of Directors for their support and am humbled at the trust and confidence they have expressed in my ability to lead this great organization into the future.

Conference Chair Rebecca Fox, the NECTFL Board of Directors, and I are looking very much forward to reconnecting with everyone at this year's conference, Developing Intercultural Competence through World Languages, February 11-13, in New York City. Our conference is a unique opportunity for professionals from all quarters of the field to come together, network, learn from one another, and grow in our craft. We have an outstanding program planned that you won't want to miss!

It's also time now to save the date for 2017: February 9 - 11, 2017 at the New York Hilton Midtown. Workshop and session proposals will be accepted beginning at our conference this year.

With all my best wishes for a happy, healthy and professionally successful 2016,

John Carlino
Executive Director
NECTFL

**NEW NECTFL MAILING
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Guidelines for the Preparation of Manuscripts

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

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

1. We use the most recent **APA [American Psychological Association] Guidelines**, and not those of the Modern Language Association (MLA) or the *Chicago Manual of Style*. Please use the latest edition (6th ed., 2010) of the *Publication Manual of the American Psychological Association* or the *Concise Rules of APA Style* as your guide. For models of articles and references, examine *The NECTFL Review*, recent issues of the *Modern Language Journal* or *Foreign Language Annals*. These journals follow the APA style with minor deviations (and those being primarily changes in level headings within articles). Citations within articles, bibliographical entries, punctuation, and style follow the APA format very closely. You can visit the following web sites, which give you abbreviated versions of the APA guidelines:
 - a. APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/> — this excellent site offers guidelines for using the 6th edition of the APA guidelines.
 - b. APA 6th Edition, Wake Forest University: <http://zsr.wfu.edu/research/guides/apa.html>
 - c. APA — <http://www.apastyle.org/>. This is the very source...the APA, with all sorts of help and assistance.
 - d. Writer Resources: APA: <http://www.cws.illinois.edu/workshop/writers/citation/apa/> — this is yet another great site from the University of Illinois at Urbana-Champaign to guide you through the APA style.
 - e. APA Style Essentials: <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/> — this handy reference guide based on the APA sixth edition comes from the Vanguard University of Southern California.
 - f. APA Reference Style Guide: http://library.nmu.edu/guides/userguides/style_apa.htm — this site from Northern Michigan University offers a quick overview of styles from the APA sixth edition.
2. Submit your article electronically to rtery@richmond.edu. Please follow these guidelines carefully to expedite the review and publishing process. Note: In order for an article to be processed and sent to outside reviewers, authors must complete the online **Author/Article Information form**.
 - a. Use a PC- or Mac-compatible word-processing program —Microsoft Word 2007 or 2010 for PC; 2008 or 2011 for Mac. You can save your file as either .doc or .docx.
 - b. Do not use the rich text format.
 - c. Use Times New Roman 12-point or Minion Pro 12-point and only that one font throughout.
 - d. Use italics and boldface type when necessary, but do not use underlining.

3. Please think carefully about the title of your article. Although “catchy” titles are permissible, even desirable in some cases for conference presentations, the title of your article should be more academic in nature, allowing the reader to determine at once what subject the author(s) will be addressing. It should be brief, preferably without subtitles, and ***no longer than 12 words***.
4. **We require an abstract of your article.** See pp. 25-25 [Section 2.04] in *Publication Manual of the American Psychological Association* (2010) for clear guidelines for writing an abstract.
5. Articles will not be accepted if they appear to endorse or sell software, hardware, books, or any other products.
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 - b. The first page of the manuscript itself should have the title only, followed by the abstract, then the text.
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7. Include a short biographical paragraph (this will appear at the bottom of the first page of the article, should it be published). Please include this paragraph on a separate page at the *end* of the article. This paragraph should include the following information (***no longer than 4-5 lines***):
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Example:

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

8. Please note that the typical length of manuscripts averages approximately 20-25 double-spaced pages, including notes, charts, and references. This does not mean that a slightly longer article is out of the question.
9. Authors should read the manuscript very carefully before submitting it, verifying the accuracy of the citations (including the spelling of names, page numbers, and publication dates); the accuracy of the format of the references; punctuation, according to the APA Guidelines; spelling throughout the article.
10. Please consult the **Checklist for Manuscript Publication**. Promising articles have been rejected because authors did not spend enough time proofreading the manuscript. Proofreading includes not only reading for accuracy but for readability, flow, clarity. Using the Checklist will help ensure accuracy. Authors are encouraged to have several colleagues read the article before it is submitted. Whether you are a native speaker of English or not, please ask a colleague whose native language is English to proofread your article to be sure that the text sounds idiomatic and that punctuation and spelling are standard.
11. In order for an article to be processed and sent to outside reviewers, authors must complete the online **Author/Article Information form**. This form is used to match the author's description of the article with the appropriate reviewers according to (1) instructional level; (2) areas of interest; (3) the type of content; (4) relevant language(s); (5) keywords that best describe the article content [no more than four should be indicated].

Checklist for Manuscript Preparation

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

- Please remember to use the spell check and grammar check on your computer before you submit your manuscript. Whether you are a native speaker of English or not, please ask a colleague whose native language is English to proofread your article to be sure that the text sounds idiomatic and that punctuation and spelling are standard. Otherwise good articles have been rejected because the writing style has very obvious non-native features and elements that detract from the message.
- Any portions of text in a foreign language must be followed immediately by an English translation in square brackets.
- Do not submit an article that includes tracking. If tracking has been used in the writing of the article, verify that every change indicated in tracking has been accepted or rejected and that the tracking box and any marks in the margin have been deleted.
- Remember that in the APA guidelines, notes (footnotes or endnotes) are discouraged — such information is considered to be either important enough to be included in the article itself or not significant enough to be placed anywhere. If notes are necessary, however, they should be endnotes.

- Do not use automatic footnoting or endnoting available with your word processor. Use raised superscripts in the body of the text and regular Arabic numerals in the notes at the end. Automatic endnotes/footnotes present major problems as an article is prepared for publication.
- Do not use automatic page numbering, since such numbering is often difficult to remove from a manuscript and has to be removed before the article is prepared for eventual publication.
- Please double-space everything in your manuscript.
- Use left justification only; do not use full justification anywhere in the article.
- The required font throughout is either Times New Roman 12 pt. or Minion Pro 12 pt.
- There should be only one space after each period.
- Punctuation marks appear inside quotation marks. Quotation marks, question marks, and exclamation points appear inside the quotation marks only when they are part of the actual quoted material. Otherwise, they should appear outside of the quoted material (as, for instance, when the author of the article is asking a question or reacting strongly to something).
- In listing items or in a series of words connected by *and*, *but*, *or*, use a comma before these conjunctions.
- When providing a list of items, use double parentheses surrounding the numbers or letters: (1), (2), or (3) or (a), (b), and (c).
- All numbers above nine must appear as Arabic numerals ["nine school districts" vs. "10 textbooks"]; numbers below 10 must be written out.
- Please remember that page number references in parentheses are not part of the actual quotation and must be placed outside of the quotation marks following quoted material.
- Use standard postal abbreviations for states in all reference items [e.g., NC, IL, NY, MS], but not in the text itself.
- Please do not set up automatic tabs at the beginning of the article (i.e., as part of a style); rather you should use the tab key (and not the space bar) on your computer each time you begin a new paragraph. The standard indent is only $\frac{1}{4}$ [0.25"] inch.
- Please note the differences between the use and appearance of hyphens and dashes. Dashes (which should be used sparingly) should appear as the correct typographic symbol (—) or as two hyphens (--). If your computer automatically converts two hyphens to a dash, that is fine. APA guidelines, as well as those for other style manuals, suggest that commas, parentheses, and other marks of punctuation are generally more effective than dashes.
- Please observe APA guidelines with respect to the use of initials instead of the first and middle names of authors cited in your list of references. Also note the use of the ampersand (&) instead of "and" to cover joint ownership in both parenthetical and bibliographical references. Use "and," however, to refer to joint authorship in the body of your article.
- Please reflect on the title of the article. Quite often titles do not give readers the most precise idea of what they will be reading.
- Please remember that according to APA guidelines, the References section does not

consist of a list of works consulted, but rather of the list of works you actually use in your article. Before you submit your manuscript, verify that each reference in the article has a matching citation in the References section. Then be sure that all items in the References section have been cited within the article itself. In unusual circumstances, authors may include as an appendix a separate selected bibliography of items useful to readers, but not among the sources cited in an article. Please double check all Internet addresses before you submit the manuscript.

- Be judicious in using text or graphic boxes or tables in your text. Remember that your manuscript will have to be reformatted to fit the size of the published volume. Therefore, a table with lines and boxes that you set up so carefully in your 8 ½" × 11" manuscript page will not usually fit on our journal pages.
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 - First page of the manuscript — containing the title of the article and the abstract
 - The text of the article
 - Notes; References, Appendices — in this order
 - The short, biographical paragraph (no more than 4-5 lines).
- Authors must complete the online **Author/Article Information form**. This form is used to match the author's description of the article with the appropriate reviewers according to (1) instructional level; (2) areas of interest; (3) the type of content; (4) relevant language(s); (5) keywords that best describe the article content [no more than four should be indicated].

Call for Articles

The NECTFL *Review* encourages articles of interest to instructors, researchers, and administrators at all educational levels on theory, research, and classroom practice in language teaching. Articles dealing with pedagogical strategies, materials and curriculum development, language teaching technology, the teaching of literature, assessment, community awareness projects, and international studies would be equally welcome; the foregoing list illustrates the range of concerns that might be addressed in submissions. We welcome manuscripts from teachers at all levels, pre-K through university, and from teacher educators.

The NECTFL Editorial Review Board

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

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Using Pinterest to Facilitate the Learning of Culture

Stephanie M. Knouse, *Furman University*

Laurel Abreu, *The University of Southern Mississippi*

Abstract

In an effort to make the learning of the target culture a meaningful and motivating experience for foreign language (FL) learners, the researchers designed and implemented a semester-long project in which intermediate Spanish students used Pinterest to pin and comment on cultural artifacts and websites in the target language (TL) that were of personal interest to them. Students completed a variety of assignments related to their newly acquired knowledge, such as compositions, test sections, and in-class discussions. The results of a post-project survey revealed that students' pre-project familiarity and gender had an impact on their evaluation of the project, with females and previous users of the website rating the project more favorably than males and those students without much experience with Pinterest. While there were differences of opinion about various aspects of the project, students' responses were positive overall. To conclude the article, we offer the reader recommendations of how to implement social media projects in FL classrooms.

Laurel Abreu (PhD, University of Florida) is an Assistant Professor of Spanish at the University of Southern Mississippi, where she teaches intermediate and advanced undergraduate Spanish and graduate courses in Spanish and linguistics. She has published articles on variation in Spanish and the pedagogy of language and linguistics in journals such as *Hispania*, *Journal of Effective Teaching*, and *Dimension*.

Stephanie M. Knouse (PhD, University of Florida) is Assistant Professor of Spanish and University Supervisor of Foreign Language Education at Furman University. She currently teaches undergraduate Spanish language courses, Hispanic Linguistics, and Methods in Foreign Languages. Dr. Knouse's research focuses on foreign language pedagogy, issues in second language acquisition, and language variation, and she has published in journals such as *Foreign Language Annals*, *Hispania*, and the *Journal of Language Learning and Teaching*.

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Introduction

This article investigates how the popular online tool, Pinterest, can assist foreign language (FL) learners in exploring and acquiring personalized cultural information.

This article investigates how the popular online tool, Pinterest, can assist foreign language (FL) learners in exploring and acquiring personalized cultural information. Many FL educators agree that the target culture should be integrated in the language classroom at some level, because “there is no doubt that language and culture are inextricably interrelated” (Schulz, 2007, p. 9). When FL instructors inform students about the various products, practices, and perspectives used by the native speakers (NSs) of FLs, student attitudes toward NSs and their cultures are more favorable (Robinson-Stuart & Nocon, 1996). Likewise, learners find this cultural information a source of motivation to better study and acquire the target language (TL) (Ho, 1998). For these reasons, the acquisition of target culture is the area of focus of several of the World-Readiness Standards for Language Learning (W-RSLL) (The National Standards Collaborative Board, 2015) and formed an integral part of earlier versions of the Standards (National Standards in Foreign Language Education Project [NSFLEP]), 2006). For FL instructors in the United States, the teaching of target cultures in a language classroom should be of particular benefit, as many students enroll in FL courses not out of a sincere desire to learn to speak another language or about the customs of the NSs of a particular language (Robinson-Stuart & Nocon, 1996, p. 431), but because it is required of them. Many scholars have contended that a learner’s level of motivation is one of the most important factor in his ability to acquire another language (Dörneyi & Ushioda, 2013; Gardner, 1985); thus, it would be advantageous for FL educators to capitalize on and emphasize culture in their teaching—especially because culture can enhance motivation, as explained above—in order to create a fully integrated FL classroom and engage FL students. Furthermore, personalizing the cultural content that language students learn in FLs could likewise assist instructors and enhance student motivation. When students have a say in the academic material about which they will learn, empirical evidence has shown that they become more invested in the subject matter, make greater gains in learning, and have a more enjoyable educational experience when compared to those students who learned predetermined information (Powell & Kusuma-Powell, 2011).

Equally as important as the content woven in the FL curriculum are the techniques through which this information is delivered. Specifically related to the present article, computer-assisted language learning (CALL) has been identified by many researchers as an invaluable tool to facilitate instruction aimed at technology-savvy language learners (Grgurovic, Chapelle, & Shelley, 2013; Hoopingarner, 2009). As with the inclusion of cultural information, CALL is integrated into the teaching of FLs to “enhance students’ motivation to learn a second language” (Ushida, 2005, pp. 49-50) and, if implemented judiciously, CALL has the potential to positively affect learners’ acquisition of the FL being studied (Chappell, 2009). Some scholars argue that because students use various forms of technology at home, similar programs—instant messaging, social media,

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video chat, and e-mail—in which they are engaged outside of the classroom might serve them well when integrated in an academic context, including a FL class.

For these compelling reasons, a semester-long cultural project using a popular social networking site (SNS), Pinterest, was designed for intermediate-level learners of Spanish who were NSs of English. In the following sections, we review recent literature on the learning and teaching of culture in the FL classroom, CALL, and personalization in education. Subsequently, we explain the methodology of the project in which Pinterest was integrated into the intermediate Spanish course, including the assigning of the project and the assessment of its components. Finally, we provide recommendations based on the results of the present investigation for those who plan to use Pinterest in their FL classes.

The Learning and Teaching of FL Culture

With regard to teaching culture, FL educators have a unique opportunity, as “only second language study empowers learners to engage successfully in meaningful, direct interaction, both orally and in writing, with members of other cultures” (NSFLEP, 2006, p. 49). In today’s globalized world, there is an urgent need to develop more global citizens. The teaching of FL cultures works toward that goal by helping students understand diversity and teaching them how to exercise empathy for others (Thanasoulas, 2001). Nonetheless, while many FL instructors believe that the teaching of culture is a critical element of the language classroom, some teachers and students still continue to view culture as a peripheral and optional component (Warford & White, 2012). One possible barrier to the teaching of culture is that FL teachers sometimes feel that they themselves are not well informed about the culture they are presenting to students (Moeller & Faltin Osborn, 2014). Whether FL instructors are native or non-native members of the culture that is being presented to students, these teachers do not feel that they possess the skills or knowledge to teach culture “in the same principled way they teach grammar and vocabulary” (Kramsch, Cain, & Murphy-Lejeune, 1996, p. 99).

In today’s globalized world, there is an urgent need to develop more global citizens. The teaching of FL cultures works toward that goal by helping students understand diversity and teaching them how to exercise empathy for others.

One perspective that might ease the minds of some FL instructors as they plan to incorporate cultural material in their classrooms comes from the work of Moeller and Faltin Osborn (2014): the teacher must facilitate the acquisition of cultural knowledge, as opposed to being an expert on the information. Along the same vein, empirical studies have shown that language students are much more receptive to learning about other cultures through guided exploration and by constructing meaning themselves, as opposed to learning about preselected information by the instructor or in textbooks (Abrams, 2002; Wright, 2000). Through a constructivist approach, students “construct their understanding of a culture by examining the relationships between products, practices, and perspectives, and by focusing initially on their own values and sense of self that evolve out of their respective native cultural perspectives (Wright, 2000)” (Shrum & Glisan, 2010, p. 156). This technique contrasts with the information acquisition

... it appears that FL students reap more benefits from activities involving the target culture when they are engaged participants in learning about and reflecting on others' products, practices, and perspectives.

approach in which students “learn about information and facts about the target culture as provided by the teacher” (Shrum and Glisan, 2010, p. 156). Hence, it appears that FL students reap more benefits from activities involving the target culture when they are engaged participants in learning about and reflecting on others' products, practices, and perspectives.

As explained above, teaching culture in FL classrooms can be complex and not without its challenges, but there are many ways to resolve the issues that arise. Troubles with teaching about the target culture may be alleviated through the use of freely available materials and tools on the Internet. Therefore,

the next sections review the use of technology in language and culture learning.

CALL, Culture, and Pinterest

SNSs in the Teaching of Target Language Cultures

As advances in the digital age have become more available and integrated in daily life in the past few decades, many language teachers are capitalizing on the wealth and breadth of cultural resources available in various forms of technology to strengthen FL instruction. CALL has established itself as a permanent fixture in numerous FL classrooms, which has brought many benefits as well as some challenges to FL educators. Because educators are working with many “digital natives” (Prensky, 2001), or those individuals who were born during a time when technology is normalized and ubiquitous, it is believed that, if implemented judiciously, technology in the FL classroom can not only enhance instruction, but also take advantage of skills that many students are constantly applying in their personal lives. Moving beyond simply showing DVDs and overhead transparencies to present cultural information, FL instructors currently are availing themselves of the various forms of CALL—the Web, computer-mediated communication (CMC) tools, and Web 2.0 technologies—to expand their teaching of cultural material with the goal of creating more relatable and dynamic lessons and activities. Many researchers have determined that these technologies can greatly assist instructors as they facilitate the acquisition of TL cultural knowledge in their classrooms (e.g., Blake, 2008; Ducate & Lomicka, 2013; Ducate, Lomicka Anderson, & Moreno, 2011; Evans, n.d.; Furstenberg, Levet, English, & Maillet, 2001). For instance, the founders of the Cultura Project—an endeavor that brought FL students together from two different cultures through CMC—concluded that the initiative made students more sensitive toward FL cultural values and attitudes, which helped learners “develop an insider’s understanding of another culture” (Furstenberg et al., 2001, p. 95).

Moreover, SNSs—those websites that facilitate conversational interaction between users, and feature one’s profile, a list of friends, and synchronic and asynchronous messaging—are making their way into FL education (e.g., Blattner & Lomicka, 2012; Lomicka & Lord, 2009; McDermott, 2013; Zourou, 2012), especially as a mechanism through which to explore FL cultures. As Kessler (2013) stated, “[s]ocial media offers each of us seemingly limitless opportunities

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to participate in the culture around us and to help redefine that culture” (p. 307). Although SNSs have great potential in an academic setting, a recent survey revealed that most K-12 educators are reticent to incorporate social media sites into their classroom due to problems with the monitoring of student use of the SNSs and a lack of training or confidence in technology for educational purposes (Bolkan, 2015). Similarly, post-secondary faculty have been reluctant to use social media for pedagogical purposes, citing a fear of increased student plagiarism and privacy concerns as the main reasons for why they have not integrated SNSs in instruction (Martínez-Alemán, 2014). Nonetheless, McBride (2009) affirmed that, if structured and monitored carefully, SNSs could be great resources in project-based learning exercises centered on an FL cultural theme. Due to SNSs’ popularity and their relative ease of use, the present investigation examined how FL teachers could implement one commonly-used SNS, Pinterest, to foster the learning of FL cultural information.

Pinterest as an Educational Tool

Launched in March 2010, Pinterest is an SNS in which users can collect, bookmark, and organize different websites in a visual manner. Pinterest members share these organized images, along with their comments, for their “followers” to view, which contributes to the interactive nature of the website. Pinterest users create thematically organized content as “pinboards” (or simply “boards”), which is where “pins,” or related websites with an associated image and description, are housed. Members can also share the pins of other Pinterest users; this reposted pin is known as a “repin.”

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Pinterest is available in 26 languages and, as of July 2015, there were at least 72.8 million registered members worldwide, with 47% of registrants using the program on a weekly basis (Smith, 2015). Pinterest had been reportedly the fastest growing SNS since its inception (Smith, 2013), and it is now the fourth largest social media site behind Facebook, Twitter, and LinkedIn in terms of valuation (Bercovici, 2014). In terms of user demographics, 85% of registered members of Pinterest are female, most users are between the ages of 18 and 29 (Duggan, Ellison, Lampe, Lenhart, & Madden, 2015), and 60% are from the United States (Smith, 2015).

While the reported advantages of using Pinterest as a professional resource are usually geared to business, the visual and organizational nature of Pinterest has been used strategically in educational settings as well. Teachers are utilizing Pinterest to develop lesson plans, organize useful websites for their classes, find inspirational quotes and classroom resources, and collaborate with other like-minded instructors (Rao, 2012; Teach Thought Staff, 2012a). Educators have also designed opportunities for students to create boards for different topics related to their class or to collaborate with their peers on group projects (Morrison, 2011; Rao, 2012). In the realm of higher education, users at many post-secondary institutions have capitalized on Pinterest’s increasing popularity not only as a

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classroom tool in a variety of academic disciplines, but also as a way to publicize events and highlight student and faculty achievements (McDaniel, 2012; Teach Thought Staff, 2012b).

Pinterest in Foreign Languages

In terms of Pinterest's presence in FL education, there are only a limited number of published resources that detail how the program has been or can be implemented in FL instruction (Abbott, 2012, 2014; Klimas, 2013). Klimas (2013) claimed that the program can "offer unique advantages for the language education profession" and has become an "indispensable resource" for her and other FL teachers (p. 56). To illustrate how the visual and bookmarking features of Pinterest might be utilized in FL education, Klimas explained that Pinterest could assist teachers in locating and organizing pedagogical resources, such as cultural artifacts, realia, videos in the TL, and helpful articles detailing pedagogical strategies. In addition, Klimas advocated that FL teachers could discover and archive innovative lesson plans via Pinterest, as well as connect with language teacher blogs online that might enhance their instruction of the TL.

In addition to these benefits, Klimas (2013) contended that Pinterest is an invaluable resource for the teaching and exploring of FL cultures. She explained that "the visual aspect [of Pinterest] presents cultural products and practices in a visual way that helps bring our students to other worlds" (p. 57). As such, Klimas proposed an activity in which students utilized Pinterest to research FL cultural topics. She suggested that students could choose a cultural topic to explore, create various boards according to the subtopics of the cultural issue, read about the topic in the TL, and write in the FL in the comment box located under each individual pin. This task could then be extended into an in-class conversational activity in the TL, as students could share in groups what they found throughout their exploration of the FL cultural topic. While the information presented in Klimas' article is an extremely helpful resource regarding how FL teachers might incorporate Pinterest in their classrooms, and it is similar to the project that will be described in subsequent sections, no empirical evidence was provided to measure or corroborate its effectiveness. Thus, one of the main goals of the present investigation was to systematically analyze if Pinterest proved to be an effective tool through which students could learn about FL cultures.

Personalization in Education

Due to Pinterest's exponential growth in popularity, the purported benefits associated with the tool, and the lack of empirical evidence of the effectiveness of the technology in educational settings, we wanted to further explore the use of Pinterest in FL instruction. As FL educators had claimed that Pinterest could promote the learning of cultural material (Bronkie, Toste, Shepherd, & Earl, 2014; Klimas, 2013), we designed a project to empirically explore how Pinterest could enhance the learning of FL cultural topics. In addition, because advances in technology have provided language learners with more opportunities for autonomy and agency (Godwin-Jones, 2011), and because FL culture is best acquired when the

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student actively explores the material (Abrams, 2002; Wright, 2000), we designed a semester-long FL cultural learning initiative using Pinterest that incorporated the tenets of personalized learning.

Personalization in education gives students “a voice and choice of what they learn” (Bray & McClaskey, 2014, p. 9), is learner-centered, and builds learners’ confidence by taking students’ strengths into account (Bray & McClaskey, 2014). Studies on personalized educational models in various disciplines have found that by tailoring activities to students’ backgrounds, learning styles, and personal and scholastic interests, they will better understand, apply, and retain academic concepts (cf. Anand & Ross, 1987). Using Watkins’ (2010) analysis on learning environments, Bray and McClaskey summarized that in traditional classroom contexts the focus is on the teacher, tests and grades are emphasized, and the goal is the correct answer. However, in a personalized learning environment, the focus is on the learner, performance is linked to effort and progress, and the goal is to facilitate the acquisition of deeper understanding. Course material can be personalized in both content and process, and technological advances have greatly facilitated the personalization of both of these aspects (Hummel, Manderveld, Tattersall, & Koper, 2004). Given that personalization in education and the use of CALL often go hand-in-hand, we felt that it was appropriate to investigate how personalization of FL cultural material could be facilitated by the widely-used SNS, Pinterest. It is evident that personalization can hold different meanings for different educators (Cavanagh, 2014). In the present investigation, personalized learning was defined as a pedagogical approach that enhances learner agency and autonomy by allowing students to choose the direction, focus, and content of study in an academic setting.

Personalization in education gives students “a voice and choice of what they learn,” is learner-centered, and builds learners’ confidence by taking students’ strengths into account

Research Questions

The present investigation took the form of action research, as it represented research undertaken by instructors in order to critically analyze and change current practice (Ducate, Lomicka Anderson, & Moreno, 2011, p. 501). Specifically, our goal was to examine the effectiveness of using Pinterest to facilitate the acquisition of cultural knowledge and its viability in FL education. To that end, the following research questions (RQs) were posited:

- RQ1. What are students’ attitudes toward learning personalized cultural information through Pinterest?
- RQ2. What are students’ attitudes toward the technology available through Pinterest?
- RQ3. What benefits and drawbacks do students report following the implementation of the semester-long Pinterest project?

Methodology

Participants

There were 44 participants in the present study: 23 males and 21 females, all between 18 and 22 years of age. All participants were enrolled in one of two

sections of Spanish 201: “Intermediate Spanish I” at a small liberal arts university in the southeastern United States. In terms of previous experience with formal training in the language, students had taken an average of 2.95 years of Spanish in high school (range: 0-4 years) and 0.95 years of college-level Spanish (range: 0-2 semesters); the vast majority of these students (n = 33) had taken Advanced Beginning Spanish just prior to the course. The classes consisted mostly of underclassmen; there were 29 freshmen, 9 sophomores, 3 juniors, and 3 seniors. At the time of the survey, none of the participants had declared Spanish as their major course of study.¹

It is important to note that Intermediate Spanish I is the terminal course in the general education requirement for FLs at this particular institution, and most students indicated that they were taking the class to fulfill this requirement. Figure 1 displays students’ responses as to why they enrolled in this class on the pre-project survey (Appendix A), which was distributed at the beginning of the term.

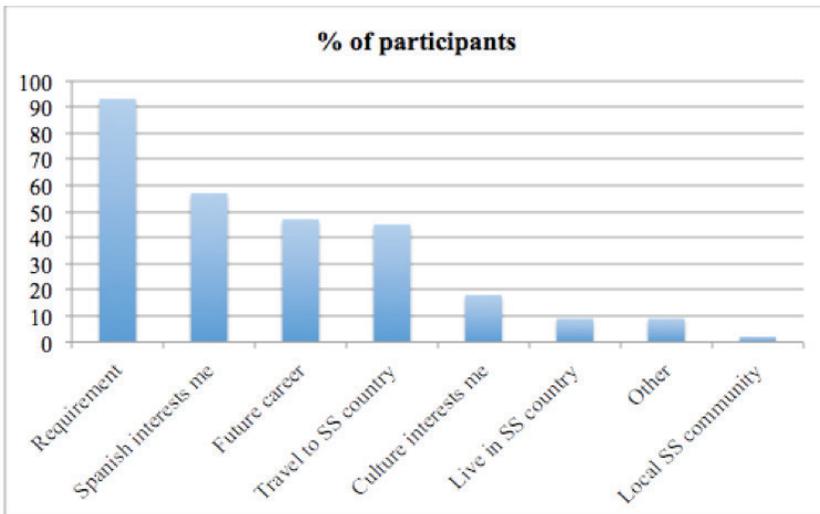


Figure 1. Distribution of participants’ reasons for enrolling in Intermediate Spanish I²

Students could choose all of the possible options they believed applied to them, as well as write in other rationales under the choice “Other.” A large percentage of the students expressed that they were in the class because of the requirement (40/44, 90.9%), as opposed to selecting the other possibilities that related to genuine interest, such as linguistic benefits for future career and travel opportunities or the ability to connect with native Spanish speakers. Regarding students’ interest level in Hispanic cultures, few (8/44, 18.1%) reported that this was one of the motivating factors for enrolling in Intermediate Spanish I. In fact, the majority of these 44 learners did not indicate that they felt confident on the pre-project questionnaire about their knowledge of Hispanic cultures (29/44, 66%), even though most had taken a few years of formal Spanish in the past. Furthermore, almost half had traveled abroad to a Spanish-speaking country. Yet, even with this

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experience in the target culture, most of the participants did not believe that they had an appropriate level of mastery of TL cultural knowledge.

Description of the Semester-Long Pinterest Project

All participants in the present study completed various tasks as part of graded classroom activities for Intermediate Spanish I (see Appendices B – F for sample instructions and assignments). Along with material preselected by the teacher or textbook, students explored FL cultural aspects that interested them and organized this newly acquired information on Pinterest. To do so, once students received an invitation from the instructor at the beginning of the course, they created a Pinterest account, added a profile picture, and changed the settings to “Spanish,” so that all language on the site was in the TL (see Appendix B for project instructions). Students then created six “boards” that were based on the six major units of the course, which were based on the chapters in the textbook *Sueña: Español sin barreras* (Blanco & Tocaimaza-Hatch, 2011).³ All class members used identical titles for these boards so that fellow students and the instructor could easily identify them. For each of the six units, students had to find three original online artifacts— “pins”— that related to one of the many topics of the particular unit. Subsequently, they were responsible for “pinning” the website and writing one sentence in the TL to describe the pin’s relevance. Students also stated if the pin’s content consisted of a FL cultural practice, product, and/or perspective. Once the units’ pins were completed, each student then had to locate another classmate’s pin to “repin” to his or her board and write a brief commentary about the peer’s selection. Figure 2 displays one student’s completed board for the unit on “City Living,” including er original pins and one repin.



Figure 2. Example of one student’s board with three pins and one repin

This project was incorporated into many other dimensions of the intermediate Spanish class. First, immediately after each unit, students shared the cultural information they had learned with their peers as part of an in-class communicative pair exercise

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in the TL (Appendix C). Secondly, students employed the newly acquired cultural knowledge gleaned from their research in six brief compositions that corresponded to each of the six units (Appendix D). These “mini-compositions,” which were 100- to 150-word essays written as homework, based on prompts provided by the teacher, recycled vocabulary and grammatical teachings of each unit, as well as incorporated relevant FL cultural information that students researched individually. The assessment of students’ pins was included as one of the elements of the rubric for evaluating the mini-compositions; the instructor distributed this rubric (see Appendix E) to students at the beginning of the semester so they could be familiar with the grading criteria before the project began. Finally, students had to demonstrate their new cultural knowledge on exams by describing in detail what they had researched and learned, whether it related to a product, practice, and/or perspective, and any comparisons they could make between their native culture and FL cultures (Appendix F).

Analysis of Survey Data

Along with the aforementioned activities, all participants completed a pre-project survey (Appendix A) at the beginning of semester in order to assess their prior experience with Spanish as an FL and to ascertain their familiarity level with Pinterest. Regarding the latter question, students used a 7-point Likert scale to report their level of familiarity with the technology, with 1 corresponding to “not familiar [with Pinterest] at all” and 7 to “extremely familiar [with Pinterest].” After the Pinterest project had concluded, the 44 students answered questions on a post-project survey (Appendix G) that evaluated their attitudes about the Pinterest project, the Pinterest technology itself, and the learning of personalized material relating to Hispanic cultures. This survey instrument contained 11 Likert scale questions—ranging from 1 (“completely disagree”) to 5 (“completely agree”)—and 1 Likert scale question with a range of 1 (“not familiar [with Pinterest] at all”) to 7 (“extremely familiar [with Pinterest]”), that enabled comparisons to answers on the pre-project survey. The post-project survey also asked students to respond to 6 open-ended questions related to the semester-long Pinterest project, so they could provide more in-depth information regarding their opinions of the technology.

Both pre- and post-project survey data were analyzed quantitatively with SPSS; the means from identical pre- and post-project survey questions pertaining to students’ familiarity level with Pinterest were compared via paired t-tests, which tested for statistically significant differences. Pearson correlations were utilized to ascertain if students’ familiarity with the Pinterest program corresponded to their ratings on the post-project survey of specific aspects of the endeavor. In addition to these analyses, independent t-tests were performed to compare female versus male data from the post-project survey, as we observed noteworthy differences of opinions between female and male students upon reviewing the data. Therefore, independent t-tests served to uncover if there were statistically significant differences between these groups’ responses, as well as their overall perceptions of Pinterest and personalized investigation of FL cultures in a formal Spanish course.

The data obtained from the open-ended responses on both the pre- and post-project surveys that complemented the quantitative data were analyzed via thematic

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analysis (Boyatzis, 1998). Thematic analysis allows researchers to “encod[e] qualitative information” (Boyatzis, 1998, p. vii) and it is a method “for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 6). To do so, we examined the open-ended responses according to the 6 phases of thematic analysis per Braun and Clarke (2006): (1) becoming familiar with the data, (2) creating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) incorporating these themes in the report. The students’ open-ended answers regarding the benefits and drawbacks of the Pinterest project provided considerable insights for the posited RQs. Quantification of this type of data is not typically carried out in thematic analysis; however, we chose to do so, in order to offer a clearer picture of how many times students voluntarily expressed different opinions.

Results

Table 1 below reports students’ average ratings of the 11 statements on the post-project survey. These data have been divided into three categories of mean scores: overall (i.e., all students together), females, and males. In the following subsections, the three research questions will be addressed in relation to the findings reported in Table 1 along with students’ responses to the open-ended survey questions and emergent themes and subthemes in Table 2.

Table 1. Mean Scores for Post-Project Survey Results: Overall, Females, and Males

	Question	Overall	Females	Males
1	Using Pinterest this semester allowed me to explore cultural topics that interested me.	3.88	4.38*	3.43
2	Using Pinterest to learn about Hispanic cultures was motivating to me.	3.39	3.90*	2.91
3	Looking at classmates’ pins and boards on Pinterest helped me learn.	3.27	3.52	3.04
4	I enjoyed looking at classmates’ pins and boards on Pinterest.	3.27	3.47	3.09
5	I preferred learning cultural material presented in the book rather than looking on Pinterest for cultural information that interested me.	3.07	3.00	3.14
6	I remember the cultural information that I researched and pinned on Pinterest better in comparison to the cultural information presented in the textbook.	3.60	4.05*	3.18
7	I enjoyed using Pinterest this semester to learn about cultural topics.	3.57	4.00*	3.17
8	As a result of this project, I now spend more time on the Internet using or reading Spanish.	2.95	3.19	2.74

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9	I know more about Hispanic cultures now than I did at the start of the semester.	4.59	4.81	4.39
10	I would recommend using Pinterest in future Spanish classes to learn about Hispanic cultures.	3.66	4.00	3.34
11	I will continue to use Pinterest after the semester ends.	2.66	4.08*	1.39

* Indicates a statistically significant difference between male and female averages at the $p < .05$ level.

Table 2. Comprehensive List of Emergent Themes and Sub-Themes of Students' Open-Ended Responses regarding the Benefits and Drawbacks of Using Pinterest to Explore FL Cultures, Post-Project Survey

Benefits of the Pinterest Project	Drawbacks of the Pinterest Project
<p>1. Exploring FL cultural information (n = 32). Students indicated that</p> <ul style="list-style-type: none"> • Pinterest was an effective way to explore FL cultural information in general. (13) • using Pinterest made exploring FL cultures more interesting and fun. (11) • they investigated FL cultural information that was of personal interest to them. (8) 	<p>1. The Pinterest project (n = 16). Students felt that</p> <ul style="list-style-type: none"> • the project was tedious and time consuming. (8) • they were lost and did not know what FL cultural topics to search for. (5) • the directions were confusing at times. (2) • the Pinterest project did not contribute to learning more about Spanish. (1)
<p>2. Technology (n = 13). Students</p> <ul style="list-style-type: none"> • enjoyed using social media for personal use and in class. (7) • found the technology easy to use. (3) • liked the organizational feature of Pinterest to keep track of their information. (2) • enjoyed using technology in class in general. (1) 	<p>2. Technology (n = 11). Students</p> <ul style="list-style-type: none"> • did not know how to create a pin for a website that did not have images. (4) • did not like the Pinterest technology or site. (3) • did not use Pinterest outside of class and were unfamiliar with the program. (2) • did not like to use technology in general. (1) • indicated that males do not use Pinterest, only females. (1)
<p>3. Connecting with other aspects of Intermediate Spanish I (n = 6). Students</p> <ul style="list-style-type: none"> • were able to practice FL language skills (i.e., reading and writing). (3) • learned from the FL cultural information shared by their peers. (3) 	

Note. Numbers in parentheses indicate how many times themes and subthemes appeared in the data.

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Research Question 1: Students' Attitudes toward Personalized Cultural Information

To respond to RQ1—What are students' attitudes toward learning personalized cultural information through Pinterest?—the results of Questions 5 and 6 of the post-project survey were considered (Table 1). Question 5 directly related to students' preference for learning FL cultural information provided in the textbook (i.e., preselected FL cultural material not based on their individual interests) or through the Pinterest activity (i.e., FL cultural content that they personally found more interesting). This survey question was negatively worded, meaning that the lower the rating on the 5-point Likert scale, the higher students valued personalized FL cultural information. The researchers hypothesized that students would be inclined to give higher evaluations to personalized FL cultural content, as opposed to prescribed cultural lessons, as previous research has shown that the more students can relate to and are interested in the material, the more invested they are in the particular topic (e.g., Anand & Ross, 1987). An initial reading of the results for Question 5 of the post-project survey indicated that, overall, students felt ambivalent about the researching of personalized FL cultural information ($M = 3.07, SD = 1.44$). The difference between female and male averages for Question 5 was not significant. However, upon examining the distribution of the ratings given for Question 5, we did not find student ambivalence toward researching personalized FL cultural material. Rather, as seen in Figure 3, students took a stance on this topic: 19/43 (44.1%)⁴ students rated this question as “completely disagree” or “disagree,” which indicates that they preferred researching their own interests, while 20/43 (46.5%) students gave a rating of “completely agree” or “agree,” which suggests they preferred learning the material that was presented in their textbook. Only 4/43 (9.3%) participants gave a “neutral” rating for this statement.

Students' open-ended responses provide more insight into the numeric findings for Question 5 (Figure 3). Without prompting, eight students voluntarily indicated that they enjoyed using Pinterest as a way of investigating FL cultural

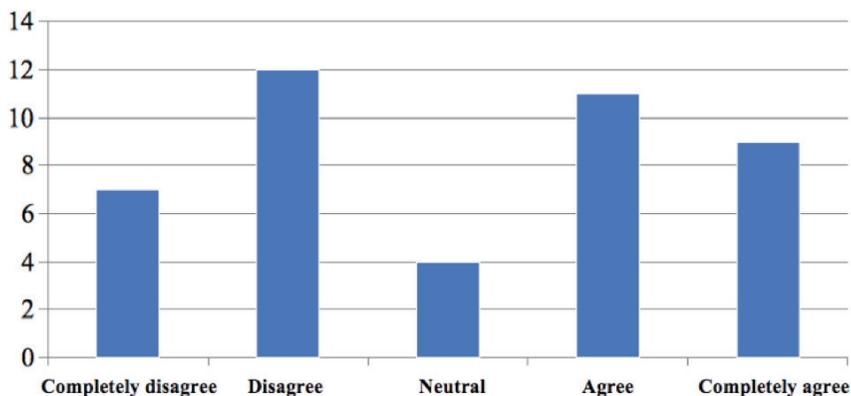


Figure 3. Students' responses to Question 5: “I preferred learning cultural material presented in the book rather than looking on Pinterest for cultural information that interested me.”

topics that were of particular interest to them. These affirmations support the researchers' hypothesis and previous scholarship on personalization. However, five students conveyed frustration in researching personalized information, as they could not "think of something specific to search for" or had trouble finding a topic that was "understandable and relatable" to the course's content.

Question 6 likewise corresponds to the first research question, as it reflects students' assessment of their ability to retain the FL cultural knowledge they researched themselves, compared to the knowledge presented in their textbook or by the teacher. We expected students to report that they could better remember the FL cultural information they had researched themselves. Overall, it appears that students perceived they were slightly more successful in retaining the FL cultural material that was of interest to them ($M = 3.60$, $SD = 1.07$). We expected this average to be higher, which would be more in line with the previous research on personalization in education. It should be noted that females and males perceived this retention differently: there was a statistically significant difference between female ($M = 4.05$, $SD = 0.97$) and male averages ($M = 3.18$, $SD = 1.01$), $t(41) = -2.87$, $p = .007$, and this difference represented a large-sized effect, $d = 0.88$.

The open-ended responses also show that students believed they successfully retained FL cultural information gained through Pinterest (Table 2). Thirteen students responded, with no prompting, that by participating in the Pinterest project they now knew more about Hispanic cultures than previously. Only one student out of the 44 commented that the Pinterest project did not contribute to his learning or retention of knowledge about the target culture.

Research Question 2: Students' Attitudes toward the Pinterest Technology

To assess RQ2—What are students' attitudes toward the technology available through Pinterest?—results from Questions 1, 2, 3, 4, 7, 10, and 11 in Table 1, a comparison of pre- and post-project familiarity with the technological tool in Tables 3 and 4, and students' open-ended responses shown in Table 2 were taken into consideration. Overall, the results suggest that students enjoyed the Pinterest technology; yet, students' gender and their familiarity with the technology prior to the project had a large impact on their opinions of the SNS and the related assignments.

Survey questions 1, 2, 3, 4, 7, 10, and 11, presented in Table 1, all targeted some aspect of the Pinterest platform. Question 1 required students to rate whether Pinterest gave them the ability to explore cultural topics of interest to them. Most agreed ($M = 3.88$, $SD = 1.02$); however, a statistically significant difference was found between female ($M = 4.38$, $SD = 0.86$) and male mean scores ($M = 3.43$, $SD = 0.95$), $t(42) = -3.45$, $p = .001$, and this difference represented a large-sized effect, $d = 1.05$. Question 2 evaluated students' opinions on whether or not using Pinterest increased their motivation to explore FL cultural information, and most students seemed to agree with this statement ($M = 3.39$, $SD = 1.06$). Again, there was a statistically significant difference between females ($M = 3.90$, $SD = 1.00$) and males ($M = 2.91$, $SD = 0.90$), $t(42) = -3.47$, $p = .001$, with a large-sized effect, $d = 1.04$.

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Questions 3 and 4 addressed the social nature of the Pinterest technology. On these items students rated if they felt they had learned from their peers' research on FL culture and if they enjoyed reading the content that their peers selected and posted online. The mean scores for Questions 3 and 4—($M = 3.27, SD = 1.21$) and ($M = 3.27, SD = 1.13$), respectively)—indicate that students felt fairly neutral about both of these areas, and there was not a statistically significant difference between female and male scores on either question. Question 7 evaluated students' enjoyment of using the Pinterest technology itself. Overall, students reported that they slightly agreed with this statement ($M = 3.57, SD = 1.26$); yet, female ($M = 4.00, SD = 1.14$) and male ($M = 3.17, SD = 1.27$) mean scores differed significantly, $t(42) = -2.27, p = .029$, with a medium-sized effect, $d = 0.73$.

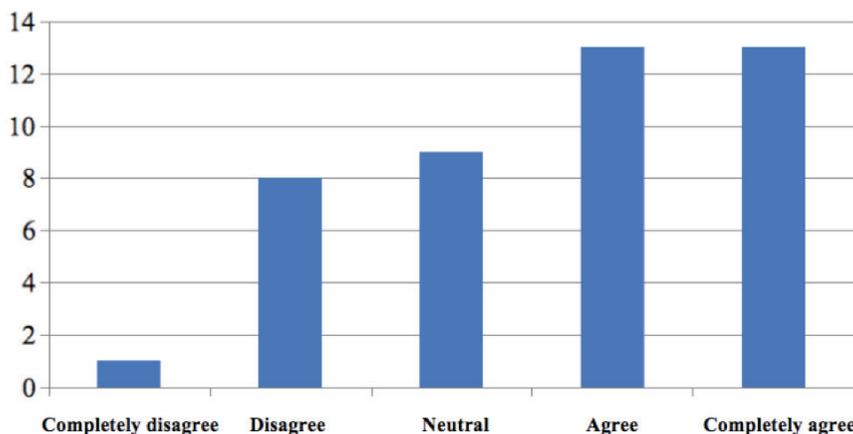


Figure 4. Students' responses to Question 10: "I would recommend using Pinterest in future Spanish classes to learn about Hispanic cultures."

Question 10 targeted students' recommendations of the role of Pinterest in future iterations of Intermediate Spanish I. The results suggest that students mostly supported the inclusion of the Pinterest project in subsequent Spanish classes of this level ($M = 3.66, SD = 1.16$). Looking at the distribution of the responses to Question 10 (Figure 4), over half of the participants (26/44, 59.1%) gave a rating of "agree" or "completely agree," 9/44 (20.5%) rated the statement as "neutral," and 9/44 (20.5%) disagreed or completely disagreed with Question 10. Yet, even though these participants appeared supportive to some degree of utilizing Pinterest in other Spanish classes, the results of Question 11 revealed that students would not continue to access and utilize the SNS of their own volition once the semester had concluded ($M = 2.65, SD = 1.57$). Probing further into the data, females and males displayed a strong difference of opinion for Question 11. A statistically significant difference was found between female ($M = 4.04, SD = 0.97$) and male ($M = 1.39, SD = 0.66$) mean scores, $t(42) = -10.70, p = .000$, with a notably large-sized effect, $d = 3.20$.

Students identified both positive and negative aspects of the Pinterest technology in the open-ended response portion of the post-project survey (Table 2). In terms of the benefits of the platform, 11 participants voluntarily expressed that the technology as an interesting and fun way to explore FL culture, and seven participants indicated that they enjoyed interacting on social media for class. Three participants also commented that Pinterest itself was easy to use. Still, some students emphasized the challenges of the online tool. Participants expressed that Pinterest became a distraction at times, it was difficult to understand the program's features, and some did not like the SNS, even if they understood how to use it. One male student commented that men did not use Pinterest as a social media outlet, and that it was a program strictly for females. Another participant stated that he did not like using technology in general.

Regarding students' familiarity level with Pinterest, Table 3 displays the students' overall averages, as well as those for females and males. On a 7-point Likert scale, students rated how well they could use the Pinterest website before the project began and upon its conclusion. One can see that the students' overall familiarity average increased from the beginning to the end of the project; this difference was significant at the $p = .001$ level, and had a medium effect size of $d = 0.48$. This finding confirmed the researchers' observation that students were able to quickly adapt to the SNS's platform and could handle the available tools with a fair amount of ease, despite the fact that a few participants cited some difficulty using the program. As with the other analyses presented thus far, it is also crucial to highlight the difference in the mean scores of female and male familiarity levels. Females reported higher ratings of being familiar with Pinterest in both pre- and post-project surveys (Table 3). Even though females' post-project familiarity increased from the beginning of the term, the difference in means was not found to be significant. However, the difference between male students' levels of familiarity was found to be significant, and had a medium-sized effect, $d = 0.54$.

Table 3. Results of Paired t-test and Descriptive Statistics for Students' Familiarity with Pinterest, Pre- and Post-Project Averages

	Pre-project		Post-project		95% CI for Mean Difference				
	M	SD	M	SD	n		d	t	df
Familiarity with Pinterest									
Overall	3.30	2.01	4.20	1.69	44	-1.42, -0.41	0.48	-3.62*	43
Males	2.04	1.26	3.13	1.25	23	-1.83, -0.34	0.54	-3.02**	22
Females	4.67	1.77	5.38	1.28	21	-1.45, 0.02	0.56	-2.02***	20

* $p = 0.001$

** $p = 0.006$

*** $p = 0.056$

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To further understand students' attitudes toward the Pinterest technology, addressed in RQ2, correlation analyses between students' pre-project familiarity with Pinterest and their survey ratings were conducted. It was found that the students who had rated themselves as being more familiar with the SNS prior to the project gave higher scores on survey Questions 1, 2, 6, and 11 (Table 4). It seems that student with higher ratings of familiarity with Pinterest found the semester-long project more worthwhile and beneficial. In addition, these results indicate that those participants who were already using Pinterest before the project begun were those who would continue to use the SNS after the semester concluded (Question 11, Table 4). In other words, even though it appears that students became competent users of the SNS for the purposes of the class project, the sustained exposure to Pinterest in this educational setting did not make students more willing to continue their use of the SNS after their obligation to do so had concluded.

Table 4. Pearson Correlations between Survey Questions and Pre-Project Familiarity Scores, Statistically Significant Results

	Survey Question	R	R ²
1	Using Pinterest this semester allowed me to explore cultural topics that interested me.	.31*	.10
2	Using Pinterest to learn about Hispanic cultures was motivating to me.	.34*	.11
6	I remember the cultural information that I researched and pinned on Pinterest better in comparison to the cultural information presented in the textbook.	.34*	.12
11	I will continue to use Pinterest after the semester ends.	.74**	.55

*Correlation significant at $p < .05$ level

**Correlation significant at $p < .001$ level

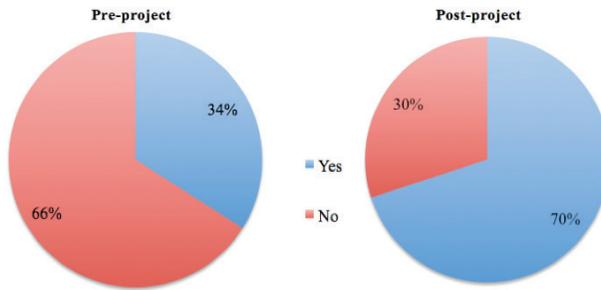
Research Question 3: Benefits and Drawbacks of the Pinterest Project

The third RQ—What benefits and drawbacks do students report following the implementation of the semester-long Pinterest project?—was answered by comparing students' pre- and post-project confidence levels of FL cultural knowledge (Figure 5), analyzing the results of Question 9 (Table 1) and using the open-ended survey responses and the themes that emerged from them (Table 2). Many of these themes and subthemes as reported in Table 2 have been incorporated in the results of RQ1 and RQ2, as the analyses of each of the RQs are not mutually exclusive. However, in this section these findings and trends will be discussed at length in order to fully respond to RQ3.

When comparing students' pre- and post-project confidence levels of their knowledge of Hispanic cultures, there is a drastic shift in this perceived confidence as displayed in Figure 5. Prior to the Pinterest cultural project, the majority of students did not feel secure in the FL cultural knowledge they possessed (29/44, 66%) even though they had studied Spanish for an average of almost 3 years

beforehand, and many of these students had traveled to a Spanish-speaking country. However, after the project concluded, 70% of students (31/40) affirmed that they left the class confident that they now knew more about Hispanic cultures. This increase in confidence in one semester regarding their knowledge about target cultures is a noteworthy positive outcome for both teachers and students alike. Furthermore, the results of Question 9 of the post-project survey (Table 1) corroborate this increased confidence in FL cultural knowledge, as seen in Figure 5. The question required students to rate the statement “I know more about Hispanic cultures now than I did at the start of the semester.” The mean score of Question 9 was the highest of all of the 11 survey questions and had the lowest standard deviation of all combined averages ($M = 4.59$, $SD = 0.82$). Thus, students strongly believed that the project had a great impact on their acquisition of FL cultural knowledge.

Figure 5. Students’ pre- and post-project responses to the statement: “I feel confident in my knowledge of Hispanic cultures.”



In terms of the benefits of the semester-long activity that students mentioned in the open-ended questions on the post-project survey (Questions 2 and 7 under “Technology”), three overall themes became apparent in the data: the Pinterest project was an effective means to explore and learn about FL cultural material, the Pinterest technological interface brought some advantages, and the tasks involved in the Pinterest project effectively corresponded to other skills required in the Spanish course (see Table 2). Regarding the first and most prominent theme, numerous students highlighted different advantages of using Pinterest to explore FL cultural content. Most comments were general in nature, as in “[Pinterest] helped expose me to cultural information,” and only made reference to using Pinterest to develop their understanding of FL cultures as a positive experience. Other students, however, specifically cited that the Pinterest project gave them the means to explore beyond what the textbook presented and that they were able to “research [FL culture material] on their own” that was of “personal interest” to them. Furthermore, several participants utilized the adjectives “fun,” “interesting,” and “innovative” to describe the project.

Secondly, even though students expressed a variety of opinions, most students found the Pinterest technology to be enjoyable and easy to operate. It also appears that most participants welcomed the use of technology in general. Many students

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commented that the social and collaborative nature of Pinterest made them more invested in the project itself, as they were able to “see what others found interesting in [Hispanic] culture[s].” One student even commented that the technology “[h]elped to bring together what students like[d] most. Who would have known social networks could help [us] better understand certain things I [could not learn] in a classroom?” Some participants stated that the Pinterest project allowed them to “connect with others outside of class” and that they were interested in and learned from the FL cultural content their peers were posting online. Furthermore, the structured feature of the thematic boards was “a good way to organize interesting [cultural pins]” and allowed students to “keep track [of the] many facts about Hispanic countries.”

Finally, students believed that the Pinterest project was helpful in that many skills and tasks corresponded to other dimensions of the Intermediate Spanish I class. First, because students were required to read cultural content on the Internet, write about this information, and discuss it in class, many participants highlighted in the open-ended survey responses that one advantage of the project was the ability to practice both the receptive and productive skills that they developed throughout the course.

Although there were compelling benefits in support of the Pinterest project, a number of drawbacks were likewise pointed out by participants (Table 2). The two themes that emerged focused on (1) the structure of the Pinterest project itself and (2) the use of technology in the FL classroom. Regarding the former theme, a few students stated that the assignments involving Pinterest were time-consuming, tedious, and confusing at times. Some participants also indicated that they did not feel that these tasks connected with other aspects of the Intermediate Spanish I class. Conversely, as mentioned above, other students affirmed that the Pinterest activity allowed them to practice other skills related to the course. In terms of the technological obstacles that students cited, some participants claimed that Pinterest was not pleasant to use in Spanish class. One respondent underscored that Pinterest was “just for females” and others indicated that they felt uncomfortable using the SNS, due to their unfamiliarity with the technology. Finally, four commenters noted that it was difficult to pin websites that did not have an image, which caused them frustration at times. Even though participants specified drawbacks of the Pinterest project and the SNS itself, these types of comments were much fewer in number and depth than the benefits highlighted above.

Discussion

Students' Impressions of the Pinterest Project

The results, as a whole, suggest that the Pinterest project to explore FL culture in Intermediate Spanish I was an engaging and mostly enjoyable way to explore FL culture for learners. Students' confidence levels in their knowledge of FL culture increased substantially from the beginning of the course, and many participants supported the inclusion of the project in future classes of Intermediate Spanish I. Several students appreciated the flexibility the personalized aspect of the project

granted them. With that said, however, some participants cited that they did not know how to go about finding appropriate cultural material in the TL on the Internet, and this caused them frustration. This dissatisfaction might explain why the scores for Question 5 on the post-project survey were not as high as expected. Perhaps this frustration was due to the fact that intermediate-level learners of Spanish were not accustomed to this type of autonomy as they studied FL culture. In addition, as “the increasing amount of information [available on the Web] generally makes learners confused while they try to reach specific information” (Aydin, 2000, p. 2), the use of the Internet can be counterproductive if students are not guided along the way. Thus, in order to assist students in finding appropriate sites or topics on FL culture, one modification of the project could include a brainstorming session at the beginning of the course on how to search for websites in the TL that have appropriate cultural content. Moreover, FL teachers could take this opportunity to train students on how to assume more responsibility of their learning of the FL in general. Perhaps with this type of direction, students’ opinions on the personalized aspect of the project would be more positive. Despite the fact that some participants of this study did not know how to fully embrace the personalized nature of the project designed for them to explore their individual interests, the authors still contend that learner agency and autonomy in a personalized academic environment can bolster creative thinking and motivation in the learning of languages and target cultures and should be incorporated in to FL classes at all levels.

In terms of students’ attitudes toward Pinterest, our results indicate that even though a few participants were not necessarily motivated by what the SNS offered, most students found Pinterest useful to investigate and especially to organize web pages pertaining to FL cultural topics. The bookmarking site not only served as a type of portfolio that housed a semester’s worth of research on FL cultures, but also it allowed students to communicate in the TL and to connect with one another outside of class. With participants’ comments ranging from “[Pinterest] gave us an opportunity to utilize technology to practice the language” to “I’m not a huge fan of computers,” one notices that, while we live in a society where a strong dependence on technology is pervasive, it is still possible to encounter some resistance to its use, and we should not assume that all students are “digital natives” by default. Likewise, it is possible that many of our students do not have easy access to technological tools. Nonetheless, the participants of this study offered more positive comments than negative ones about Pinterest and technology in general, and it does appear that this SNS provided them an effective platform to study FL culture.

Another factor that greatly influenced students’ opinions of the Pinterest project was gender, with females rating the use of Pinterest much more favorably than males. This finding should not be a complete surprise in light of the demographic data of Pinterest members presented previously in this article. Nevertheless, because other instructors are currently utilizing Pinterest in different areas of post-secondary education, and because the participants included in this study were of the same age group that most commonly utilizes the SNS, we did not anticipate that males and females would offer significantly different evaluations of the project; we were

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also unaware prior to the study that, in general, SNS use is often differentiated by gender (BI Intelligence, 2015). Therefore, it is vital to consider the balance of males and females in a class when selecting a particular SNS.

Considerations for Educators

In looking at the benefits from an FL educator's perspective, the Pinterest endeavor integrated many of the necessary skills that teachers should incorporate in their classrooms. Most importantly, the project enables learners to build their own understanding of TL cultures, which has been shown to increase student motivation. Likewise, this approach lessens the pressure on teachers to be experts on TL cultures as students are responsible for finding and learning about the topics they find most intriguing. Through self-directed exploration and collection of cultural digital artifacts, as well as the formulation of responses to them, the Pinterest endeavor allowed students to address three cultural "knowings": knowing about, knowing why, and knowing oneself (Moran, 2001). Furthermore, students explored culture in the TL, a key stipulation emphasized by Warford and White (2012), who affirmed that "if language instructors want students to really interpret the target culture from the inside, then the LI has no place in instructor discourse" (p. 411).

Additionally, the Pinterest assignments naturally incorporated many abilities as listed on the 21st Century World Language Map Skills (American Council on the Teaching of Foreign Languages, 2011), such as communication, collaboration, critical thinking and problem solving, technology literacy, initiative and self-direction, and productivity and accountability. With adjustments to the project to incorporate the purpose, audience, and evaluation of sources, the skills of information and media literacy could also be addressed. Due to its diverse nature, the project involved several of the W-RSLL (The National Standards Collaborative Board, 2015) and all of the five goal areas to some degree. Two participant quotes are particularly helpful in illustrating that the Pinterest endeavor was effective in addressing the W-RSLL. One student affirmed that "[t]hrough my Pinterest activities, I learned there seem to be a lot more similarities between American [sic] and Hispanic countries than I had initially thought" (W-RSLL 2.1, 2.2, 4.2). Another participant remarked that "[a]s a whole, I think the Hispanic culture is much more alive than any I am used to and I'm dying to visit and immerse myself someday" (W-RSLL 5.1, 5.2). While the initial purpose of the Pinterest project was for learners to "use the language to investigate, explain, and reflect on the relationship between the [products, practices,] and perspectives of the cultures studied" (The National Standards Collaborative Board, 2015), students made noteworthy strides in the other goal areas that are so crucial in promoting the use of the FL beyond the confines of a formal academic context. Finally, the Pinterest project incorporated best practices in FL education through the use of authentic materials; Shrum and Glisan (2010) affirmed that "[b]ecause these texts are prepared for native speakers, they reflect the details of everyday life in a culture as well as its societal values" (p. 85).

With respect to the use of technology, it is not only important to consider students' attitudes, but also FL teachers' comfort levels with incorporating SNSs into their classrooms. As discussed previously, K-16 teachers reported that they do not utilize social media as an educational tool because of the various problems that could arise due to their use, such as privacy and plagiarism. These concerns are legitimate, and these issues must be factored in when adopting an SNS for pedagogical purposes. Yet, because previous research and the present investigation support the inclusion of SNSs in FL education, we recommend that FL teachers at all levels consider implementing the use of social media in their classes. A few strategies could help offset some of the potential difficulties that these sites present. First, FL educators should proactively seek out training and professional development opportunities on how to incorporate social media tools at local and national conferences, during in-service training days, and via webinars. Familiarity with the technology will enable teachers to design engaging activities and avoid possible pitfalls. It is also advisable to incorporate SNSs very gradually into class activities and, once both the teacher and students are comfortable with the sites' features, SNSs can be integrated more robustly in subsequent tasks in and outside the classroom. Finally, FL instructors should poll students on which SNSs they prefer and with which they are most familiar and, subsequently, dedicate class time to train students on how to use the chosen SNS for class assignments. This could result in increased student investment in the tasks and a manageable learning curve with regard to the navigation of the sites, as the findings of the present study clearly show that students' familiarity with and perceptions of the technology before beginning the assignments were decisive factors in shaping their overall attitudes toward the project.

Recommendations and Limitations

Following the authors' reflection on the implementation of the Pinterest project, it seems important to highlight a few more recommendations for instructors who wish to implement a similar endeavor in their classrooms and for future research. With regard to the former, both modeling and monitoring are crucial steps in adapting this project to an individual class. Students need to know exactly what is expected of them and "[when using SNSs] learning outcomes for each activity need to be clearly defined" (McDermott, 2013, para. 49); the teacher can demonstrate appropriate interactions with his or her own Pinterest account, which the students follow. Sufficient feedback should be given, especially at the beginning of the term or the project, in order to let students know whether they are in fact meeting the teacher's expectations. This can be done particularly well with a detailed rubric for pins, a tool that the project described here did not incorporate (but see Appendix H for an example), and which future research could evaluate. In this manner, the pins could be assessed separately from other related assignments. These other related class components (e.g., Appendices B - F) are highly recommended, as they provide ways for students to integrate what they have learned and, ideally, to hold them accountable for describing in detail their newly acquired knowledge. These tasks should be both student-centered and communicative in nature. Finally, in

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the spirit of personalized learning, we would like to restate the recommendation to allow the class to choose their own social media tool—from a list of vetted SNSs—because, again, prior familiarity with SNSs can greatly influence students' level of motivation and enthusiasm for the project. Possible SNSs that could be utilized in lieu of or in conjunction with Pinterest are Edmodo, Facebook, Ning, Classroom 2.0, and Twiducate, among others (see Teach Thought Staff, 2014, for more suggestions). Clearly, after taking in account student input, the teacher must ultimately determine the best SNSs for his or her students; here we have shown that Pinterest is a viable option among the many SNSs that can be used in a FL course.

It is important to note the limitations of the present study. One dimension that was not included in the scope of the present investigation—but one that would shed a great deal of light on the effectiveness of implementing a project that requires students to explore personalized FL cultural information—is an analysis of the quality, depth, and accuracy of what students took away about the target culture after the project has concluded. Here, the evaluation of the effectiveness of the Pinterest project is based primarily on student ratings and their opinions of the activities and tools. However, in order to be able to fully endorse this type of endeavor as a “best practice” in the FL classroom to facilitate the acquisition of cultural knowledge, an assessment of the quality of learning is warranted.⁵ While it is important that learners leave the class “more confident” in their knowledge of FL cultures, as we found in the present analysis, if this knowledge reinforces preconceived stereotypes or is superficial at best, the strategy must be adjusted to ensure that students are progressing in an appropriate fashion.

Conclusion

To conclude, we uphold our recommendation of the implementation of social media tools to explore target cultures, and Pinterest is one possible SNS that FL educators could incorporate to facilitate the acquisition of this knowledge. With that said, FL instructors should be aware that males might not respond as well as females to the Pinterest technology, and those who are current users of Pinterest might feel more favorably about the project than those who are not. Thus, it is critical that instructors poll students about their familiarity of and opinions about different SNSs before including them in class assignments. In general, we agree that CALL and social media tools are especially useful to FL educators, especially because culture is a dynamic construct (e.g., Witte & Harden, 2011). Textbook culture sections—whether dedicated sections or simple sidebars on the page—do not adequately address this aspect of FL learning; thus, we contend that the use of the Internet, including SNSs, is particularly appropriate for teaching content that is ever-changing. Furthermore, the proposed Pinterest project featured students themselves exploring and curating the cultural information and artifacts they found relevant and engaging. Therefore, students assume greater agency in their own learning in carrying out projects such as this one. We encourage

... we uphold our recommendation of the implementation of social media tools to explore target cultures, and Pinterest is one possible SNS that FL educators could incorporate to facilitate the acquisition of this knowledge.

FL instructors to implement other social media tools in order to facilitate the acquisition of cultural knowledge, and future action research will be particularly beneficial in investigating the effectiveness, popularity, and assessment of such efforts.

Notes

1. This particular institution does not offer minors in FLs.
2. “SS” is the abbreviation for “Spanish-speaking.”
3. The chapter titles in *Sueña* are as follows: *Sentir y vivir* (Feeling and Living), *Vivir en la ciudad* (Living in the City), *La influencia de los medios* (The Influence of the Media), *Generaciones en movimiento* (Generations in Movement), *Las riquezas naturales* (Natural Riches), and *El valor de las ideas* (The Value of Ideas).
4. There were only 43 responses, as one participant omitted her rating for this question.
5. The researchers have conducted a preliminary analysis of the cultural information reported by students during this project. Although beyond the scope of the present article, it appears that there was a range of quality, depth, and accuracy displayed in participants’ responses on exams and on the mini-compositions, from superficial to deeper understandings. It is imperative that instructors inform students about the expectations of the cultural information and intervene when they are falling short of these guidelines.

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Appendix A: Pre-Project Survey

General information

Current age: _____

Major(s): _____

Interdisciplinary Minor: _____

Years at Institution:

_____ Freshman (0-1 year)

_____ Senior (4 years)

_____ Sophomore (2 years)

_____ 5th year +

_____ Junior (3 years)

Formal education in Spanish

1. Why did you start taking Spanish? Check all that apply.

_____ To fulfill a curriculum requirement.

_____ The Spanish language interests me.

_____ The cultures of Spanish-speaking countries interest me.

_____ Knowing how to speak Spanish will help me in my future career.

_____ I want to get to know the Hispanic community where I live.

_____ I want to travel to a Spanish-speaking country and be able to speak the language.

_____ I want to live in a Spanish-speaking country one day.

_____ Other: _____

2. Have you traveled to a Spanish-speaking country? List each country, for how long you were there, when you were there, and the reason for your visit (i.e., vacation, mission trip, study abroad, etc.).

3. Did you take Spanish in Elementary School? Circle: Yes No
For how many years? _____

4. Did you take Spanish in Middle School? Circle: Yes No
For how many years? _____

5. Did you take Spanish in High School? Circle: Yes No
For how many years? _____

Please list the title of classes and the grades you earned.

1. Title: _____ Grade: _____

2. Title: _____ Grade: _____

3. Title: _____ Grade: _____

4. Title: _____ Grade: _____

6. Years of Spanish in college:

For how many semesters? _____

Please list the title of classes and the grades you earned.

1. Title: _____ Grade: _____

2. Title: _____ Grade: _____

3. Title: _____ Grade: _____

“Products (Both tangible and intangible): Items required or justified by the underlying beliefs and values of that cultures. Examples: books, arts and crafts, tools, food, dress, music, dances, sports, and games.

Practices (What to do when and where): Patterns of social interactions or behaviors accepted by a society, such as rites of passage (i.e., *quinceañera*, *bodas*, *bautizos*, *comuni6n*, etc.), conversation forms (i.e., origins of colloquial forms like *che* and *tío*, Internet lingo in Spanish), social ‘pecking order,’ and use of space.

Perspectives: Representing that culture’s view of the world including meaning, attitudes, values, and ideas.” (p. 33, <http://tinyurl.com/a7kalvg>)

GETTING SET UP

If you are unfamiliar with Pinterest, please watch the following tutorial found at: <http://pinterest4education.wikispaces.com/Tutorials>. You could also read “Pinning 101” at <http://pinterest.com/about/help/>. This page explains everything you need to know about how to use the service, including how to install the “Pin It” button in your browser that will allow you to grab images. Please read about Pin Etiquette: <http://pinterest.com/about/etiquette/>

Please create your account on Pinterest after receiving my invitation (open a new account if you don’t want to use your personal one). Once you have accepted my invitation, go to settings using the drop-down menu under your name in the upper right-hand corner and edit your profile (include a photo). Reconfigure to your account **Spanish (America or Spain)** under **language**.

Make sure to request to follow me (*buscar amigos*, then *seguir todo*). This way everyone in our classes will be connected via my account.

CREATING A BOARD (CREAR UN TABLERO)

Go to **añadir +** in the upper right-hand corner and choose **crear un tablero** from the options. Add the title of the board under *nombre de tablero* and select **educaci6n** as the category from the drop-down menu. Press **crear tablero** and your board will be created!

Create 6 boards to organize pins according to each *Lecci6n* (see example on my site):

- Lecci6n 1: Sentir y vivir*
- Lecci6n 2: Vivir en la ciudad*
- Lecci6n 3: La influencia de los medios*
- Lecci6n 4: Generaciones en movimiento*
- Lecci6n 5: Las riquezas naturales*
- Lecci6n 6: El valor de las ideas*

ADDING ‘PINS’ (AÑADIR PINES)

For each *Lecci6n*, you must ‘pin’ at least **3 NEW pins and 1 repin** related to cultural content, but of interest to **YOU**. You can find this material via Google searches, my website of Helpful Links, or other recommendations. The websites you use can be in English or Spanish, but must contain information on Hispanic cultures.

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To add a new pin:

1. Find a website containing cultural information of interest relating to the *Lección* and press **control + C** to copy the website address.
2. On your Pinterest page, find and choose **añadir +** in the upper right corner.
3. Choose the option on the left **añadir un pin**
4. Press **control + V** to paste the website address and press **buscar imágenes**.
5. Choose the image you want to use, the board to which you want to ‘pin’ the website, and write one sentence in Spanish about the **product** or **practice** (define it as such), and give brief information on the culture’s **perspective**.
6. Push **pinear** once you have finished writing your brief post.

REPINING ‘PINS’ (REPINEAR PINES)

You must repin another classmate’s pin (at least 1) and comment on it in Spanish each *Lección*

To repin:

1. Go to a classmate’s account and read their pins on the corresponding board of the *Lección*.
2. Choose a pin that you want to repin onto your same board and press **repinear**.
3. Label it as a **REPIN** and write a brief comment in Spanish on why this pin interests you.

Appendix C: Sample In-Class Discussion Prompts

1. SPANISH: *En grupos, hablen de lo que aprendieron a través de investigar los pines en Pinterest en esta lección. ¿Cómo se conecta con el material del libro?*

ENGLISH: In groups, discuss what you have learned through your own personal investigation on Pinterest. How does this connect with the material we’ve learned in the book?

2. SPANISH: *En parejas, comparen y contrasten algún aspecto de la cultura hispana que aprendieron este capítulo a través de la actividad de Pinterest. ¿Es un producto, práctica, o perspectiva, o una combinación? ¿Cómo es igual a su cultura nativa? ¿Cómo es diferente?*

ENGLISH: In pairs, compare and contrast an aspect of Hispanic culture that you all learned this chapter via the Pinterest activity. Is it a product, practice, or perspective, or a combination? How is it the same to your native culture? How is it different?

3. SPANISH: *¿Aprendieron algo esta lección a través de Pinterest que no esperaban aprender? ¿Algún producto, práctica, o perspectiva interesante para Uds.? ¿Cuál(es)?*

ENGLISH: Did you all learn something this unit through Pinterest that you were not expecting to learn? An interesting product, practice, and/or perspective? What ones?

Appendix D: Description of the Mini-Composition Assignment

We will write mini-compositions based on some of the information you find on Pinterest as connected to the chapter's topics. You will need to incorporate information on your pins (or someone else's) in your answer. Each mini-composition should be between 100-150 words in length (~6-8 sentences) in Spanish. You will cite the website from one of your pins in the composition, but this is not a part of the 100-150 word-length. Once I grade the first version and turn it back to you, you make the corrections (see correction code) and turn in a final version (along with the original) on the specified due date given in class.

Sample mini-composition prompts:

Lección 1: Sentir y vivir

SPANISH: *Usando el vocabulario y las estructuras de este capítulo, y con la información cultural que encontraste en los pines en Pinterest, escribe 100-150 palabras del siguiente tema: ¿Cómo te describes? ¿Qué haces en tu tiempo libre? Compárate y contrástate con una personalidad latina famosa que vive en los EE.UU. o con las actividades populares que se hacen en países hispanohablantes. No te olvides de incluir el sitio web de tu pin en la composición.*

ENGLISH: Using the vocabulary and structures from this chapter, and with the cultural information that you have found on Pinterest, write 100-150 words about the following topics: How do you describe yourself? What do you do in your free time? Compare and contrast yourself with a famous Latino celebrity that lives in the US or with certain popular activities that are done in Spanish-speaking countries. Don't forget to include the website you used in your composition.

Lección 2: Vivir en la ciudad

SPANISH: *Usando el vocabulario y las estructuras de este capítulo, y con la información que encontraste en los pines en Pinterest, escribe 100-150 palabras del siguiente tema: Describe el pueblo/la ciudad donde vivías cuando eras niño/a. ¿Qué hacías allí y por qué (no) te gustaba vivir allí? Después de investigar en Internet, compara y contrasta esta ciudad con un pueblo o una ciudad en Latinoamérica. ¿Te gustaría vivir allí? ¿Por qué (no)? No te olvides de incluir el sitio web de tu pin en la composición.*

ENGLISH: Using the vocabulary and structures from this chapter, and with the cultural information that you have found on Pinterest, write 100-150 words about the following topics: Describe the town or city where you used to live when you were a child. What did you used to do? Why did you like to live there? After researching on the Internet, compare and contrast this town with one in Latin America. Would you like to live there? Why or why not? Don't forget to include the website you used in your composition.

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Appendix E: Rubric for Mini-Compositions

	Criterion	Excellent	Very Good	Satisfactory	Unsatisfactory
First version = 80% of grade	Content and organization	The mini-composition was 100-150 words. The content was highly relevant to the chapter's topics as well as original. The composition was logically organized. The writer cited a website from a pin in the composition.	The mini-composition was 100-150 words. The content was relevant to the chapter's topics and somewhat original. The composition was fairly organized. The writer cited a website from a pin in the composition.	The mini-composition was 100-150 words. The content was relevant to the chapter's topics; however, there was a lack of originality with the content. At times the composition was hard to follow. The writer cited a website from a pin in the composition.	The mini-composition was less than 100-150 words. The content was not relevant to the chapter's topics and unoriginal. There was no original investigation incorporated. The writer did not cite a website from a pin in the composition.
	Structures	The grammatical structures included were appropriate and the composition was free of errors.	The grammatical structures included were appropriate and the composition was mostly free of errors.	The grammatical structures included were appropriate and the composition had occasional errors.	The grammatical structures included were inappropriate and the composition was latent with grammatical errors.
	Vocabulary	The writer included several vocabulary words of the chapter in an appropriate and innovative manner.	The writer included some vocabulary words from the chapter in an appropriate manner.	The writer included only a few vocabulary words from the chapter in an appropriate manner.	The writer did not include any words from the chapter and/or did not use them in an appropriate manner.
	Pins and repins	Three pins and one repin were completed and pinned to the appropriate board on time.	NA	NA	The three pins and one repin were not appropriate and/or were not completed on time.
Final version = 20% of grade	Revisions	Carefully and thoroughly made corrections for content, structures, vocabulary, and organization.	Completed all editing steps, shows considerable improvement.	Some editing completed, but overall quality of composition is similar to first draft.	No revisions or only minor changes were made.

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<p style="text-align: center;">Repin</p>	<p>The student included a classmate's pin (i.e., a repin) on his/her board for the unit and provided a reflective comment in the target language about this repin.</p>	<p>The student included a classmate's pin (i.e., a repin) on his/her board for the unit and provided a comment in the target language about this repin.</p>	<p>The student did not include a classmate's pin (i.e., a repin) on his/her board for the unit or did not provide a comment.</p>
<p style="text-align: center;">Timeliness</p>	<p>All pins and repins were posted on time.</p>	<p>All pins and repins were posted on time.</p>	<p>None or some of the pins or repins were not posted on time.</p>

Twenty Years of Culture Learning and Teaching Research: A Survey with Highlights and Directions

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Abstract

While the role of culture in second and/or foreign language (L2/FL) learning and teaching has often been unquestioned, empirical research on culture learning and teaching in L2/FL education has been less common than opinion-oriented writings in relevant journals. This article offers a summary and synthesis of 52 empirical studies on L2/FL culture learning and teaching published during the 20-year period 1996-2015. In doing so, it first provides some background, then discusses the methods used for choosing, summarizing, and briefly analyzing these studies, and finally outlines a range of quantitative and qualitative findings. Culture learning and teaching research in L2/FL education during this period involved five main languages (English, French, German, Japanese, and Spanish) in 19 different countries; adopted mainly qualitative research approaches; and addressed a diverse range of age and educational levels, although postsecondary research studies were most common. The survey here highlights a shift from a focus on 'culture' to the 'intercultural,' and reveals that culture learning and teaching research has moved beyond reporting teachers' and students' attitudes to a range of topics impacting L2/FL learning and teaching, including instructional approaches, teaching materials, assessment, and technology. It also points to connections between the studies outlined and offers possibilities and directions for future research in this important area.

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Introduction

Although occasionally considered problematic (Jones, 2013, Koike & Lacorte, 2014), the role of culture in second and/or foreign language (L2/FL) learning and teaching is well established (Atkinson, 1999; Byram & Feng, 2004; Byrnes, 2010; Liddicoat & Scarino, 2013), but much of the literature on this topic, over the years, has been largely anecdotal or pedagogically oriented. In the *NECTFL Review*, for example, Hoyt (2012) described using interviews in a French module to develop intercultural competence and Nugent and Catalano (2015) discussed cultural awareness in foreign language classes, and each article helpfully included example interview questions or sample activities. In other publications, scholars have focused essays on various aspects of the role of culture in L2/FL education (e.g., Baker, 2015; Byram, 2012; Byrnes, 2008).

... the focus of the present article is a survey of empirical research on L2/FL culture learning and teaching.

While educators' views are certainly valued, the focus of the present article is a survey of empirical research on L2/FL culture learning and teaching. Following some background, the article notes the methods for, and results from, this research survey, introduces 52 empirical studies, and highlights common themes and numerous example studies from the period 1996-2015. Finally, it concludes with potential directions for future research on this topic, and indicates some recent, related writings. In short, this article reports on relevant empirical research from the last two decades, as well as what these studies might suggest for future research on culture learning and teaching in L2/FL education.

Background: Some Context from the Literature

The role of culture in L2/FL learning and teaching has long been recognized. Valdes (1990), for example, noted “the inevitability of teaching and learning culture in a foreign language course” (p. 20). Atkinson (1999) went further to declare: “Except for language, learning, and teaching, there is no more important concept in the field of [teaching English] than culture” (p. 625, original emphasis). The same is true for other languages, and many writers have contributed theoretical or pedagogical pieces (e.g., Kramersch, 2011) noting that culture is a central concern in L2 education (Fantini, 2000), and thus something for language teachers to teach (Kramersch, Cain, & Murphy-Lejeune, 1996).

Over the last fifteen years, many important books have addressed culture and pedagogy in L2/FL education. Lange and Paige (2003), for example, brought together essays on culture in second language learning, Risager (2006, 2007) published theoretical and pedagogical perspectives on language and culture teaching, and proceedings from conferences on the development and assessment of intercultural competence were made available by Dupuy and Waugh (2010, 2012, 2015). While contributors to Witte and Harden's (2011, 2015) collections survey a range of concepts and challenges in intercultural competence, Arabski and Wojtaszek's (2011) writers discuss aspects of culture in second language acquisition; Paradowski's (2015) productive skills for intercultural communication; Chan, Bhatt, Nagami, and Walker's (2015) culture and foreign language education;

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and those in Sharifian's (2015) handbook explore all types of connections between language and culture, especially for education. For practicing teachers, Hall (2012) addresses the teaching and researching of language and culture, while Wintergerst and McVeigh (2011) offer numerous approaches to culture in language classes. We might thus conclude with Hinkel (2014): "In language teaching, focusing on the inextricable connections between a culture and its language uses should be a key characteristic of effective instruction in all language skills" (p. 395).

It is important to consider briefly what we mean by culture in this survey. As this background summary reveals, many books and articles have been written, and a detailed definition is beyond the scope of this article. Yet all the writing on it reveals that this topic is important for language learners and teachers, and therefore, Adaskou, Britten, and Fahsi's (1990) "four separate sorts of 'culture' that language teaching may involve" are quite useful (p. 3). They write about aesthetic culture (Culture with a capital 'C' – cinema, music, literature; also known as high culture), sociological culture (culture with a small 'c' – the organization and nature of family, home life, customs, institutions, work, and leisure; also known as everyday culture), semantic culture (the conceptual system reflected in language, which affects thought processes, such as in the names and times of meals), and pragmatic culture (the background information, social norms, and paralinguistic skills necessary for successful communication) (pp. 3-4). While there is overlap in these four aspects, they each provide some specific suggestions for what is meant by culture that is dealt with in, and related to, L2/FL learning and teaching.

In contrast to that four-fold approach, Muirhead's (2009) survey "rethinking culture" defines it more critically. According to Muirhead (2009), "Culture is a fluctuating embodiment of a group's products, practices, and perspectives" (p. 244). Muirhead's (2009) 'three Ps' (as well as power, a fourth one) are also worth keeping in mind as we consider culture learning and teaching research. Those three Ps were incorporated into the *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 2006) which have influenced L2/FL curriculum in the United States and other contexts for the last two-plus decades, offering a practical take on culture. In the standards, cultural products include cultural achievements (similar to aesthetic culture); cultural practices comprise various patterns, such as for social interaction (similar to sociological culture); and cultural perspectives incorporate ideas, meanings, and values that influence communication and relationships (similar to semantic and pragmatic culture). As with Adaskou, Britten, and Fahsi's (1990) framework, the three Ps are interrelated, and the standards are meant to help educators work with L2/FL students in understanding and demonstrating relationships that exist between and among cultural practices, perspectives, and products.

Since their original publication the Standards have gone through several revisions, the most recent being the *World-Readiness Standards for Learning Languages* (or *W-RSLL*, NSFLEP, 2015). As with previous versions, the *W-RSLL* revolve around five interconnected Cs: communication, cultures, connections, comparisons, and communities. There is a direct connection with cultures, in which students relate cultural practices to perspectives (2.1) and cultural products

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and perspectives of the cultures under study (2.2). Yet since culture for L2/FL education is situated within and reflects our world view, culture is also involved in each of the remaining Cs, including interpersonal communication (1.1, negotiating meaning in order to share information, feelings, opinions, and reactions); making connections by evaluating information and diverse perspectives “available through the language and its cultures” (3.2); developing cultural comparisons by reflecting on the culture studied and one’s own (4.2); and in interacting “with cultural competence” in one’s communities and our global world (5.1) (NSFLEP, 2015).

If teachers and researchers wish to integrate the standards’ five Cs in their work, it seems helpful to consider what research has been carried out on culture in L2/FL education since the original development and implementation of those guidelines. Also, if academics and researchers wish to expand their research base on culture learning and teaching in L2/FL education, then a research survey could be useful to note areas (e.g., contexts, languages, and levels) or topics needing replication in additional situations, or where still further additional research appears warranted. For practical purposes, and to delimit the task, I surveyed what empirical research has been published since 1996, reflecting a 20-year period through autumn 2015. One reason for this survey’s time period is because in looking at publications during this period, few easily accessible empirical studies apparently appeared specifically on L2/FL culture learning and teaching prior to 1996. A second reason for this survey is that various authors have called for research on the role, place, and value of culture in L2/FL education. The present article thus aims to answer two questions: (1) “What research has been done in this area to date?” and (2) “What might the findings suggest for future research?”

Methods: Research Survey and Synthesis

Agreeing with Ortega (2015) on the value of research synthesis for language learning and teaching, particularly for busy educators, I set out to provide a principled survey of published culture learning and teaching research since 1996. In examining articles from that time, there were seemingly very few studies published before then dealing specifically with culture learning and teaching within L2/FL education. In a literature review twenty years ago, for example, I summarized two previous studies and then concluded that this revealed “a need for empirical research on L2/FL culture learning and teaching in specific contexts in order to answer many remaining questions” related to culture and its role in the learning and teaching of second or foreign languages (Lessard-Clouston, 1996, p. 200). I thus continued to search applied linguistics, education, and foreign and modern language periodicals, in print and online, as well as databases, and discovered many publications on culture learning and teaching. Most, however, were not empirical studies, but instead policy, reflection, opinion, and/or pedagogical writings.

In completing an admittedly focused yet broad search through journals since 1996, I discovered three other survey articles. First was Young, Sachdev, and Seedhouse’s (2009) somewhat similar overview of English as a second or

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foreign language (ESL/EFL) studies in six journals from 1993 to 2007. However, they limited themselves to six ESL/EFL periodicals, and though they focused on “culture as content and aim’ on English language programmes” (p. 150), after reviewing their work, I found that their particularly broad concepts of culture and English teaching and learning were in essence beyond the focus of my research, so that none of the 16 studies they reported on met all my criteria, outlined in the next paragraph. Also, I felt that their English focus was too limiting, since I believe that L2/FL educators can benefit from the experience and research of those teaching various languages, not only English. Second, Risager (2011) published a research timeline mostly consisting of books and book chapters, many in French and German, but which again dealt much more broadly with the topic, including applied linguistics textbooks and issues of linguistic imperialism and politics. Few sources included seemed to be data-based. Third, most recently I located Valencia’s (2014) review of publications concerning intercultural perspectives on L2/FL teaching in Colombia. Its focus was on refereed articles on “culture in foreign language teaching” (p. 226), but within just six publications, only 15 out of 34 articles mentioned were data-based, and the limited information Valencia provided was not sufficient to judge their relevance to my survey. Also, a significant number were in Spanish. I thus continued my search in order to supplement those three previous, broader surveys and stayed with articles because of their concise reports. In the end, I located some 60 empirical studies published in academic journals in English. However, quite a number were large scale studies that did not provide sufficient information on the particular contexts and realities for L2/FL classrooms. I therefore settled on the 52 empirical research articles discussed below and outlined in Table 1 in the Appendix.

The criteria for including a study here are as follows. Each of the 52 studies summarized briefly in Table 1 in the Appendix is:

1. specifically related to L2/FL culture learning and/or teaching;
2. published in a refereed, relatively easily accessible journal in English;
3. empirical research, meaning it reflects a principled, data-based study; and
4. educationally focused, with potential implications for L2/FL classrooms.

In finalizing what research to include in this survey, it was not enough for an article to meet some of these criteria; instead, a study had to meet all four criteria to be included here. This also meant, however, that unlike Risager (2011), I did not include relevant books or edited book chapters, such as any from Sercu’s (2005) collection. Also, as noted I did not read any articles in French, German, or Spanish, and excluded very large scale data-based studies, since in analyzing them, I found they were only tangentially related to L2/FL education and most often did not connect directly to L2/FL classroom culture learning and teaching.

In short, I obtained copies of the 52 articles I located which met all four criteria above. I then read each study carefully, and summarized this information, first, to get an overall picture of the research since 1996 and, second, to begin to provide a summary with a brief synopsis of each study. I also took note of the common major themes for the research in each article, using my impressions or key words,

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if they were provided. While there is thus some quantitative data to report, the main findings of this research survey concern the dominant themes and the key results of the particular empirical studies outlined below and particularly in Table 1. My hope is that readers will be able to locate specific research related to the language(s) they teach and levels or contexts in which they work, and thus determine the usefulness of such studies for themselves.

Findings

Overview: What's Been Published and Where?

Let me begin with a macro perspective by commenting on the 52 studies as a whole. These articles appeared in 23 different education journals, eight of which only appear online. Over three quarters (40, or 77%) of the articles selected were published in nine key print journals and one main online journal, as multiple studies appeared in *Foreign Language Annals* (nine), *Language, Culture and Curriculum* (eight), *Modern Language Journal* (six), *Language and Intercultural Communication* (five), and *Language and Education*, *Language Teaching Research*, *RELC Journal*, *System* and *Teacher Development* (two each). The only online journal with two articles included here is *Language Learning and Technology*. The remaining articles appeared in 12 other periodicals (one each), with seven published uniquely online but from Australia, Korea, New Zealand, and Singapore (one each) or the U.S. (three, including one in Puerto Rico). As mentioned, all 52 studies were published in English, and although English as a foreign (or second) language was most represented, just four (*English Teaching*, *TESL-EJ*, *TESOL Journal*, and *TESOL Quarterly*) of the 23 periodicals were focused on ESL/EFL, and three of those are open access and online. All other articles appeared in journals with a broader L2/FL education focus.

As Table 1 in the Appendix shows, the studies outlined were conducted in 19 different countries, but eight locations were represented multiple times: the United States (23), Taiwan (eight), Turkey (four), Hungary and Spain (three each), and China, Hong Kong, and Japan (two each). Eleven countries were represented with only one study here. In seven cases, as with Berwick and Whalley's (2000) study abroad research, more than one country was involved (e.g., Canada and Japan).

The culture learning and teaching research introduced below focused on five specific main languages, but English (EFL/ESL) was easily the most common (in 34 studies), followed by Spanish (11), German (six), French (four), and Japanese (two). It should be noted that Byrd, Hlas, Watzke, and Valencia's (2011) large-scale study reported on teachers and teacher educators dealing with 13 different languages, but mainly for English, French, German, and Spanish as second or foreign languages.¹ Interestingly, other than the Byrd et al. (2011) research, all but two studies focused on culture in learning/teaching one particular language; Sercu's (2002) research on English, French, and German in Belgium, and Kormos and Csizér's (2007) study on English and German in Hungary were the exceptions, dealing with two or three languages. One study, Byrd's (2014) survey of L2 methods courses, did not specify the particular languages taught.²

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The educational levels involved in the research were also diverse. Most studies (35) were at the postsecondary level, with 34 related to L2/FL education at universities and in three cases also (or uniquely) a community college (in Australia, China, Chile, Colombia, England, Japan, Hungary, Hong Kong, Italy, Mexico, Spain, Taiwan, Turkey, the U.S., and Vietnam; and two studies involved graduate students). High schools (11) were represented next (in Canada, Belgium, Hong Kong, Hungary, Japan, Korea, Spain, Turkey, Russia, and the U.S.), followed by four studies in middle schools (in China, Hungary, and Taiwan) and one in a primary school (in Taiwan). One study (Shin, Eslami, & Chen, 2011) did not specify a particular context, but the resources examined are for adults. Since most researchers who publish in journals work in universities, it is not surprising that that is also the most frequent context for the studies chosen. It is helpful, though, that a few colleges and some other levels of schooling are also included.

I did not seek out particular research methods, so I was interested to find that 26 studies were primarily *qualitative* in nature, nine used mainly *quantitative* research methods, and 17 were mixed method studies drawing on both quantitative and qualitative data and research approaches. Given that many of the aspects of culture outlined by Adaskou, Britten, and Fahsi (1990) address issues that easily lend themselves to experiences, observations, and opinions, it is not surprising that half of the studies used primarily qualitative approaches, and that most (43, or 83%) collected at least some qualitative data on culture issues, even in large scale studies.

Common Themes Highlighted in the Research

As may be noted from the far right column of Table 1, in the Appendix, the eight most common themes addressed by more than several studies (actual number in brackets) here were as follows.

Teaching (38) deals with pedagogy and instructional issues for content, and the use of resources in L2/FL education, and is the main focus of Stapleton's (2000) research on teachers' attitudes to culture in class. Similarly, Ghanem's (2015) research examined how being a native or non-native German teacher influenced various aspects of her participants' culture teaching. Understandably, 'teaching' is a broad theme, but deals mainly with the content and means teachers use to teach culture or to incorporate it into their L2/FL classes.

Methods (36) is used here to describe specific ways to learn, teach, or use particular materials or resources for learning or teaching culture in L2/FL education. Methods were a main focus, for example, of Wright's (2000) study comparing culture as factual information (through culture capsules) in his university German 'control' class, compared with culture as process and skills (through a portfolio) in the 'treatment' class in his research. King de Ramirez' (2015) study on her Culture in the Professions course also had methods as a key focus, as the creative use of workshops and community service learning were central to the course and to her research.

Learning (35) addresses topics related to the acquisition of concepts, attitudes, and knowledge, related to culture, by students and/or teachers. Robinson-Stuart

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and Nocon (1996), on ethnography in the FL classroom, is an example study in which learning is the main theme addressed. In a similar way, Chao's (2013) research used films and diaries to document EFL students' intercultural learning. Like other thematic categories, however, 'learning' is a broad one, including not only what is learned, but also how participants went about learning it, and the nature of and issues with such culture learning.

Student Attitudes (29) include various views of students (or teacher's thoughts on students' views) concerning numerous aspects of culture in L2/FL education. Student attitudes are a central theme of Ho's (1998) research using a questionnaire on middle school students' interest in culture studies and their motivation to learn English in EFL classes in Taiwan. Students' attitudes are also the main focus of Liu's (2010) study on the current situation of culture education at the postsecondary level in China.

Assessment (19) includes measures or tests that are used to track the learning of culture in L2/FL education, as well as their impact in the classroom or elsewhere. This is the major theme of Allen's (2004) culture portfolio research project examining stereotypes in an intermediate French course at a Midwestern university, as well as of Acheson, Nelson, and Luna's (2015) study of the impact of instruction in intercultural communication theories on high school Spanish learners' attitudes and motivation.

Materials (19) categorize textbooks, literature, films, and other instructional resources and forms of content for L2/FL education. This is the main focus of Lee's (2009) study, for example, which examines how 11 EFL conversation textbooks treat culture in South Korea. Similarly, Gómez Rodríguez's (2014) research emphasizes materials by considering how multicultural literature helped teach critical intercultural communicative competence.

Teacher Attitudes (16) refer to various perspectives of instructors on any issues regarding culture in L2/FL education. These attitudes are the main focus of Bayyurt's (2006) research in Turkey, where she interviewed non-native teachers on their perceptions of culture in EFL. Teacher attitudes are also a central part of He's (2013) study of U.S. teacher candidates' learning of cultural competence, as reported in their blogs, reports, and reflections on culture learning.

Technology (12) references the use of e-mail, video, concordances, weblogs, and forums, in helping address culture learning and teaching. It is crucial to Helm's (2009) study on electronic diaries as a way to track EFL university students' intercultural learning in Italy, and at the center of Chen and Yang's (2014) "technology-enhanced intercultural language instruction" at a middle school in Taiwan (p. 60), which included an E-pal project.

These eight themes were most prevalent in the 52 studies introduced here, and thus reflect some topics highlighted in the research examined. Four less frequent themes included *motivation* (four), for example in Ho (1998) and Byrd, Hlas, Watzke, and Valencia (2011); *study abroad* (three) with Jackson (2004) and Lee (2012); *teacher education* (two) for Byrd (2014) and Byrd, Hlas, Watzke, and Valencia (2011); and *native speaker/non-native speaker identity* (two) in Devrim

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and Bayyurt (2010) and Ghanem (2015). I have listed only the dominant themes evident from this survey in at least several studies of culture learning/teaching.

Theory Informed Research?

As noted earlier, over the last 15 years, many books have appeared addressing both practical and methodological issues in culture learning and teaching, making clear that language and culture are intrinsically linked in L2/FL education, as with the three Ps and five Cs in the W-RSLL (NSFLEP, 2015). At the same time, a number of theoretical approaches in applied linguistics research and writings have also reflected that perspective. As a result, while reading and summarizing the articles, I was interested to see if any particular theory or theories informed the empirical research they described.

Table 1 records whether any particular theories were described as providing theoretical background and support for the individual studies in the articles evaluated here, but it also clearly reveals that in 34 cases (65%), no theory was specified as the basis for or foundation of the research. Next, in order of frequency, five studies (just under 10%) reported that they drew upon intercultural theory or intercultural or multicultural competence to support their research (as with, e.g., Atay, 2005; Helm, 2009; He, 2013), and four articles (just under 8%) stated that their studies were informed by constructivism (e.g., Allen, 2004; Sercu, Méndez García, & Prieto, 2005). Three articles (just under 6%) indicated that the research was carried out using sociocultural theory (Savignon & Sysoyev, 2002; Castro, Sercu, & Méndez García, 2004; Shin, Eslami, & Chen, 2011). Eight other research articles listed theories mentioned just once, including perspective transformation, critical pedagogy, experiential learning, and semiotic theory. In two cases the articles mentioned two theories that formed the foundation of the research: Su (2011) referred to constructivist and intercultural theory, while Gómez Rodríguez (2014) specified both relational teaching and critical intercultural communicative competence.

In all cases, the articles in Table 1 included literature reviews, which usually offered helpful frameworks or perspectives (early on often Byram, 1989, 1997; Kramsch, 1993, 1998) and noted related previous research, which very often mentioned relevant theory, even if the research article did not specify that it took a particular theoretical approach. Also, many studies (e.g., Wright, 2000; Bloom, 2008; Altstaedter & Jones, 2009; Byrd, 2014) throughout the 20-year period referred explicitly to the Standards in their background or in discussing their results. So the studies here were not completed in a vacuum. Rather, perhaps in order to address methodological issues or other topics deemed more important or practical to their readers, almost two thirds of the research studies here simply did not specify a particular theoretical basis.

From Culture to Intercultural

An interesting observation in sifting through all 52 studies in Table 1 was that while the emphasis is still on 'culture' and 'cultural' issues in L2/FL education research (as in the title of the current article), there seems to have definitely

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been something of a shift over the years to more frequent use in article titles of ‘cross-cultural’ (Liaw & Johnson, 2001; Su, 2008) and especially ‘intercultural’ (Sercu, 2002; Kormos & Csizér, 2007; Furcsa, 2009; Lee, 2012; Truong & Tran, 2014), discussing essentially the same topics yet as ‘intercultural’ issues. One example of this shift is that up until 2010, only six (out of 36) articles used one of those newer options, while since 2011 another six (out of 16) have adopted the ‘intercultural’ focus in their titles. To me, this reality perhaps indicates something of a recognition of the complexity and interconnectedness of the various aspects of culture addressed in language teaching, as Adaskou, Britten, and Fahsi (1990), Muirhead (2009), and others have commented.

The observed shift may, however, simply reflect an earlier one from other important writings. For example, Byram’s (1989) book dealt with *Cultural Studies in Foreign Language Education*, yet his later work, such as (1997)’s *Teaching and Assessing Intercultural Communicative Competence*, was titled as addressing the ‘intercultural’, as is his most recent article (Porto & Byram, 2015). Yet there seems to be room and need for both terms and approaches as of this writing (e.g., Acheson, et al., 2015; Byram, 2012; Ghanem, 2015; King de Ramírez, 2015), and the language of the W-RSLL is definitely that of ‘culture.’

Quality Research

From my perspective as a reader, there was understandably varied quality in the 52 studies introduced in Table 1. Using Perry’s (2011) framework for evaluating empirical research, 24 excellent studies (46% or just under half of those here) are marked with a checkmark (✓) in Table 1, primarily because they were very detailed in their description of research methods and data examples, and thus could easily be replicated by other researchers. However, some studies were not described in as much detail, and thus would be impossible for another researcher to replicate in a separate context. This is simply the reality of published articles in various academic forums, but I am pleased there is a good amount of quality qualitative and quantitative research in this area. While admittedly very subjective, I should state that not highlighting a study as ‘excellent’ in that way here does not mean it is weak. Rather, I simply want to bring especially noteworthy and quality studies to the reader’s attention through the ✓s in Table 1.

The Studies ‘At a Glance’

Table 1 in the Appendix presents a chronological research synopsis, with, left to right: (1) the author(s), year, and publication in which the study appeared (see the 52 full citations in the References, marked *); a checkmark (✓) indicates an especially quality study in my view, which could easily be replicated; followed by (2) the country or countries where the research was conducted, the language(s) involved/being taught, and (3) any particular theory reported to frame the research. Next is (4) a short annotation, which outlines the level, number, and type of participants, data, main research methods (whether the study is largely quantitative or qualitative, or a mix of these), plus a sentence or two on key results.

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Finally, (5) three to five key themes or topics from each study are listed roughly in order of importance to the study, from this reader's perspective.

Discussion

The findings introduced above, and outlined in more depth in Table 1, reveal that much empirical research has begun to address culture in L2/FL education since my call for more studies in this area in Lessard-Clouston (1996). Although most of the research has taken place at universities, there is also some indication that L2/FL learning and teaching at middle and high schools has also started to receive some attention from teachers and educational researchers.

Since the studies reviewed here all appear in L2/FL education journals, it is perhaps expected that the dominant themes in these research articles address issues related to teaching, teaching methods, learning, student attitudes, materials, and assessment. Each of these is central to L2/FL education, and it is encouraging to see that culture is being considered in each of these areas. Teacher attitudes toward culture in L2/FL learning and teaching and technology were also important themes in a dozen or more studies. It is understandable that during this 20-year period understandings of teaching, learning, and teaching methods seem to have expanded. For example, culture is not only simply important in L2/FL education, but is perhaps even more central now than before, given the way that the Standards have been integrated into an increasing number of programs and L2/FL educational contexts.

It is also helpful that assessment issues and materials are increasingly being addressed in culture learning and teaching research, especially in North America where accountability issues are not uncommon and common standards are becoming the norm. Given that most of the studies focusing on technology were published in the latter part of this time frame, one might anticipate that even more research will be undertaken on using technology for culture teaching and learning, especially now that cell phone apps, online teaching, Skype™, Twitter™, and other technologies have become more popular in L2/FL education in various contexts, as reflected to some extent in later studies (e.g., Chen & Yang, 2014) here. It is also worth stating that technology is now more often central to educators' teaching and students' learning in L2/FL classes, where materials and methods frequently reflect the use of technology.

In discussing dominant themes, I noted that beyond the eight most frequent ones, four others were evident. The topic of culture and study abroad was reflected in other research I considered, such as Shiri (2015) and Watson and Wolfel (2015), but in the end, those large scale studies were not included for reasons noted earlier. Similarly, motivation was the focus of a large scale study by Mirzaei and Forouzandeh (2013) that I chose not to include. Also, native/non-native speaker issues are discussed in Atkinson and Sohn's (2013) reflective case study, which I excluded because it deals with the two authors' lives but does not address the L2/FL classroom.

I noted earlier the fact that most studies did not explicitly draw upon or relate their findings to a particular theory. Given that L2/FL authors such as Byram,

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Kramsch, and others have discussed theory and practice for integrating language and culture in the classroom, it is disappointing that so many researchers have not made explicit connections from their studies to broader theoretical topics. As noted above, though, “no specific theory” here does not mean authors are unaware of such possibilities. In Lessard-Clouston (1996), for example, I framed the study in relation to Stern’s (1992) multidimensional curriculum and Byram’s (1989) cultural studies framework, and then connected my participants’ views to them; but that work was not grounded in a particular theory, *per se*. Hall (2012) works within a sociocultural perspective on language and culture, and beyond teaching issues offers introductions to, and examples of, various theoretical approaches to relevant culture learning and teaching research methods, including conversation and discourse analysis, systemic functional linguistics, and linguistic ethnography. Perhaps more authors could work with teacher-researchers to help them both frame and ground their research in relevant theory, as well as to analyze their results in relation to it.

In a survey toward a synthesis like this, space prohibits me from discussing each study in detail, so readers should definitely review Table 1 in the Appendix, with its annotation for each of the 52 studies. I would, however, like to highlight four articles that exemplify a number of the common and dominant themes outlined earlier.

Herron, Corrie, Dubreil, and Cole’s (2002) quantitative study, for example, offers great descriptions of the teaching, learning, methods (including advanced organizers), materials (textbooks, video), and assessments used in their research with university-level intermediate French students. In terms of their results, making cultural inferences appeared to help provide significantly higher scores over time when learners mentioned cultural practices.

Similarly, Tsou’s (2005) article exemplifies how to carry out and write up culture learning and teaching research with both quantitative and qualitative data. In this study of grade five EFL students in Taiwan, themes included teaching, learning, student attitudes, methods, and assessment. Using tests, questionnaires, and interviews, and results with significant increases in proficiency scores, Tsou (2005) was able to conclude from this mixed methods study that “culture instruction is beneficial to foreign language learning” (p. 51).

Altstaedter and Jones’ (2009) mixed methods research addressed elementary Spanish university students’ learning and attitudes, using a series of WebQuest tasks related to Argentina, as well as several questionnaires, and a reflective essay. They concluded that this task approach was “a viable means to foster the adoption of a process-oriented constructivist approach to teaching cultures in a university foreign language course” (p. 652), and their article included appendices outlining the WebQuest task introduction, steps, evaluation, and resources. Perhaps this type of study is a reflection of more to come using such teaching methods and technology.

Hammer and Swaffar’s (2012) quantitative study combines assessment of student learning with particular methods and materials, using German television program episodes to develop strategic competences for negotiating

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cultural differences. Useful to researchers for its rubric-based competency model assessment and quantitative analyses, this study will appeal to teachers because of the descriptive instructions for both teachers and students and the helpful pre- and post-viewing activities. Also of special interest to teachers are the participating instructors' four lessons plans (pp. 222-230).

Limitations of this Survey

To conclude this brief discussion, I recognize that there are obvious limitations to this survey and synthesis of published research articles on culture learning and teaching. First, all of the studies included were published in English, and it is very likely that there is other empirical research that I missed, published in journals printed in other languages, such as Chinese, French, German, Japanese, and other world languages. For example, I know from the Valencia (2014) survey that some of the empirical work mentioned was written in Spanish. Second, as noted earlier, by limiting this synthesis to journal articles, we simply do not have the breadth here that research published in longer books or even edited book chapters often allows. Third, this survey is admittedly a very personal view of the research discussed, both in terms of what I have found and been able to report on briefly here. I have specifically chosen articles that are data-based and that in many cases might be able to be replicated in other contexts. This article therefore does not claim to represent all related research from this 20-year period completely objectively; rather, it has aimed to provide a thoughtful introduction to a large number of relevant studies that might be of interest to L2/FL educators and researchers. Accordingly, hopefully these limitations will not diminish the usefulness of this research survey for busy L2/FL teachers and researchers.

Future Research Directions and Possibilities

In this section I would like to turn to my second question, on what the above findings (and those outlined in the Appendix) may suggest for future research. Considering the studies discussed here, it is clear that a growing body of research on culture in L2/FL education is emerging, with a number of studies drawing and building on previous studies. Su's (2008) research with English in Taiwan draws upon and builds on earlier work by Bateman (2004) and Robinson-Stuart and Nocon (1996), both with Spanish in the U.S. For example, Su (2011), also with EFL, reported on a group culture portfolio project that was modeled after Allen's (2004) study involving French university students in the U.S. In a similar way, Chen and Yang (2014) used Liaw (2006) and Su (2008) in designing and discussing their technology-focused use of intercultural projects with middle school EFL students in Taiwan. These connections confirm that culture-related pedagogical practices, methods, and research completed in different contexts with separate languages can inform teaching and research into related topics and practices in very different milieux.

Yet given the prominence and importance of culture in L2/FL learning and teaching, even more research expanding upon and perhaps replicating some of these 52 articles would be useful, dealing with a range of contexts, languages, and

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teaching levels. There is still a need for much more research, particularly with languages other than English (although ESL remains underrepresented, compared with EFL). Given its growing importance in contexts like the United States, I anticipate more studies on culture related to Spanish language education, and I believe many educators would value L2/FL research on African, Asian, Middle Eastern, and South American languages and cultures. Initial work here (e.g., Berwick & Whalley, 2000; Jackson 2004) indicates that more could be learned about study abroad and culture learning, especially to and from North America. Assessing culture learning also requires more attention, in additional settings (Scarino, 2009). To build on Devrim and Bayyurt (2010) and Ghanem (2015), it would be good to learn about views and roles of both native and non-native L2/FL teachers and culture learning and teaching for additional languages and cultures. Having completed the present survey of empirical research, several different topics I would hope to see addressed in future research on L2/FL culture learning and teaching include:

- more critical perspectives, following Muirhead (2009), especially given the ethical (Phipps, 2013) and identity (Wolf, 2012) issues inherent in L2/FL culture learning and teaching. A good recent summary on “critical cultural awareness” is found in Nugent and Catalano (2015).
- analyses and descriptions of more connections between pedagogical theory and teaching and learning practice, both in face to face L2/FL classes and those now offered online (Dervin, 2014). This could be helpful to connect with Muirhead’s (2009) critical approach and four ‘Ps.’ In particular it seems conspicuous that there is apparently little empirical research published in journals that examines the standards and their use for culture learning and teaching. This would be one area in which teachers and researchers could perhaps work together for common benefit.
- greater description of research on pedagogical practices that seem both to incorporate and encourage students’ L2/FL culture learning and reflect good culture teaching. One recent example of pedagogy in this area with Spanish is found in Koike and Lacorte (2014).
- helpful ways to incorporate new technologies (e.g., Skype™, apps, and handheld devices) in culture teaching/learning, to go beyond Helm (2009) and Chen and Yang (2014). Ideally research might not only consider such technologies, but also how to incorporate media and perhaps even assessment with the available technologies.

In order to address and counter some teachers’ ambivalence in integrating culture with their L2/FL teaching (Luk, 2012), hopefully more research will build on the studies introduced here and writings noted in this section. In doing so, perhaps future research on teachers’ culture knowledge (Byrd, Hlas, Watzke, & Valencia, 2011) can both inform teacher education and potentially even incorporate new research methods, as He (2013) did with appreciative inquiry.

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Conclusion

The 52 studies outlined in this article add to our knowledge base, provide empirical support for the value of culture learning and teaching, and offer promising examples and models for pedagogy, as well as further research methods and questions to consider.

The 52 studies outlined in this article add to our knowledge base, provide empirical support for the value of culture learning and teaching, and offer promising examples and models for pedagogy, as well as further research methods and questions to consider. This survey shows that we have definitely moved from largely asking about teacher and student views (Lessard-Clouston, 1996; Ryan, 1998) to starting to describe what is actually happening in L2/FL classrooms (Menard-Warwick, 2009; Truong & Tran, 2014). Yet there is always room for greater understanding of student and teacher perspectives and practices in L2/FL culture learning and teaching, particularly as we consider its diverse groups of teachers (Ghanem, 2015).

For practicing L2/FL educators in particular, it could be argued that classroom-based research on innovative culture learning and teaching, like that of Gómez Rodríguez (2014) and King de Ramírez (2015), could have potentially immediate and influential results in L2/FL classes. It must be recognized, however, that many thoughtful teacher-researchers are nonetheless limited in their teaching and research by curricula, their institution or district's choice of textbooks, materials, and assessments, or various other forces beyond their control. Even so, I hope many teachers and researchers will continue to add to our research knowledge in this important area, perhaps by replicating some of the studies here under separate conditions or by addressing some of the potential directions and topics suggested for future research.

Acknowledgments

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Notes

1. Byrd, Hlas, Watzke, and Valencia (2011) also list Arabic, Chinese, Italian, Japanese, Latin, Portuguese, Russian, and two separate "other" languages which are not specified (p. 13).
2. Yet Byrd (2014) does mention a video example of a German teacher (p. 82) and readings from various courses that addressed teaching Chinese, English, French, German, and Spanish (p. 83).

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[Note: * indicates a study included in Table 1's synopsis and analysis, n=52]

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Appendix A

Table 1. A synopsis of empirical research articles on L2/FL Culture Learning and Teaching, 1996-2015

Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Lessard-Clouston (1996)✓ <i>Language, Culture and Curriculum</i>	China English (EFL) No theory specified	16 Chinese EFL middle school teachers were interviewed near the end of a six-week summer intensive (in EFL and teaching methodology) about culture learning in the program and their teaching (qualitative/quantitative). Results indicated participants' support for culture in their EFL learning but also suggested a need to understand how to incorporate it into their own EFL teaching. Sociological culture learning was most frequented noted, and participants offered various suggestions for culture teaching in China.	-Teacher & Student Attitudes -Learning Teaching Materials
Robinson-Stuart & Nocon (1996)✓ <i>Modern Language Journal</i>	U.S.A. Spanish Culture as process	26 third-semester Spanish students at San Diego State University were trained in ethnographic interviewing techniques and completed pre-/post-surveys about their experiences (qualitative/quantitative). Results showed that the experience enhanced students' attitudes toward Spanish and culture learning, as well as increased their listening abilities. A replication with 39 students the following year provided further evidence of positive effects.	-Learning -Student Attitudes -Methods -Assessment
Ho (1998) <i>Language, Culture and Curriculum</i>	Taiwan English (EFL) No theory specified	480 first- and second-year junior high school students in Taipei completed a written questionnaire with a Likert scale about their interest in English language culture and their orientation, attitude, and motivation for learning English (quantitative). Results indicate strong positive interest (well over 60%) in Culture Studies, and that students' instrumental motivation for learning EFL may be enhanced through Culture Studies in their English classes.	-Student Attitudes -Methods -Teaching -Motivation
Ryan (1998) <i>Language, Culture and Curriculum</i>	Mexico English (EFL) No theory specified	One native-speaker (NS, American) and one non-native English-speaking (NNS, Mexican) EFL teacher at a university were interviewed and observed in their classrooms to show how their beliefs about culture were reflected in their teaching (qualitative). The NS teacher had a pattern of expanding students' cultural knowledge, while the NNS teacher seemed to limit what she shared about culture. Findings suggest teachers are in a process of culture learning along with students and should explore this process to develop intercultural skills.	-Teacher Attitudes -Teaching -Methods -Learning

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Berwick & Whalley (2000)✓ <i>International Journal of Intercultural Relations</i>	Canada/Japan Japanese Perspective transformation	21 Canadian high school Japanese language students spent three months in Japan, during which they kept split-page culture learning journals to reflect on key experiences twice--at the time and then later (qualitative). Results revealed such journals helped (1) learners reflect deeply, (2) locate key cultural domains to analyze, and (3) encouraged the culture learning process.	- Learning - Methods - Assessment - Study - Abroad
Stapleton (2000) <i>Language, Culture and Curriculum</i>	Japan English (EFL) No theory specified	28 foreign EFL teachers at universities in Sapporo completed a questionnaire (and brief follow up interviews) on their views of culture in the EFL classroom (qualitative/quantitative). While culture is important, they reported including it randomly in classes, teaching culturally oriented features of English, adjusting their teaching style to Japanese culture, and showing ambivalence about the cultural content of their various EFL textbooks.	- Teaching - Teacher - Attitudes - Materials - Methods
Wright (2000) ✓ <i>Foreign Language Annals</i>	U.S.A. German Constructivism	Two beginning University of Arizona German classes were compared using the same materials but different approaches to culture – one as information (control), the other as process (treatment) (quantitative). The process group experienced significantly positive results on the Cross-Cultural Adaptability Inventory score and two subscales assessing cultural sensibilities; in contrast, the information group showed a decrease in receptivity.	- Teaching - Learning - Methods - Assessment
Liaw & Johnson (2001) <i>System</i>	Taiwan U.S.A. English (EFL) No theory specified	For three semesters, EFL freshman students at Tunghai University in Taiwan were paired up as cross-cultural partners with pre-service ESL teacher trainees in classes at Texas A&M and Northern Arizona universities, and the University of Houston in the U.S. Data collected involved emails exchanged and written reports by participants (qualitative). Themes and communication barriers were studied, and participants learned about one another's cultures and subtleties in communication across cultures.	- Learning - Technology - Methods - Teaching

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Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Herron, Corrie, Dubreil, & Cole (2002)✓ <i>Modern Language Journal</i>	U.S.A. French No theory specified	51 intermediate-level (third semester) French students in four classes at a private university watched eight short videos to supplement their textbook lessons (quantitative). Two classes used advanced organizers (AO) before watching the videos. Pre-/post-tests revealed significant long-term gains in cultural knowledge (e.g., practices, products, information, and inferences), but AO did not appear to assist with recall of cultural information.	-Teaching -Learning -Methods -Assessment
Savignon & Sysoyev (2002) <i>Modern Language Journal</i>	Russia English (EFL) Sociocultural theory (dialogue of cultures)	For nine weeks, 30 grade 11 EFL students in Tambov, Russia were taught eight sociocultural strategies for establishing/maintaining intercultural contact and creating portraits of the target context for and participants in intercultural communication. A questionnaire was used (quantitative), with results tallied and submitted to a nonparametric analysis to determine the most difficult strategies. Problem solving assignments and sociocultural portraits were determined to be successful in various ways.	Teaching Learning Methods Assessment
Scott & Huntington (2002) <i>Foreign Language Annals</i>	U.S.A French No theory specified	50 students in four first-semester introductory French classes at Vanderbilt University learned about Côte d'Ivoire (CI) via a fact sheet or a poem, and completed pre- and post-questionnaires on their attitudes towards culture, France, and CI (qualitative). Literary texts were more effective for avoiding stereotypes and developing cultural awareness and competence.	-Teaching -Learning -Student Attitudes -Materials
Sercu (2002) <i>Language and Education</i>	Belgium(Flanders) English (EFL)/French/ German No theory specified	150 secondary English (78), French (45), and German (27) teachers completed a web-based questionnaire ranking their language and culture teaching views and practices (quantitative). Results showed that teachers of all three languages mainly taught culture similarly - as information, not skills and attitudes, and devoted just a small proportion of their classes to culture teaching. The author stated these findings indicated optimism.	-Teaching -Teacher Attitudes -Methods

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Diaz-Greenberg & Nevin (2003) <i>Language and Intercultural Communication</i>	U.S.A. Spanish Critical pedagogy	Three final-semester graduate students in a teacher training program were interviewed about the concept and their views of culture in their textbooks during their student teaching (qualitative). Three themes resulted: interviewees distinguished an information-based and integrated culture teaching orientation, textbooks largely dictated the activities that these teachers use, yet they saw these materials as a basis for critical analysis, theme-based instruction, and other enriching culture teaching.	-Teaching -Teacher Attitudes -Materials -Methods
Allen (2004) ✓ <i>Foreign Language Annals</i>	U.S.A. French Constructivism	31 intermediate French students at a Midwestern university completed a semester long culture portfolio project examining FL stereotypes, which culminated in a poster presentation in English (qualitative). Results indicated critical thinking and learning about one's own and the FL culture.	-Assessment -Learning -Methods -Teaching
Bateman (2004) ✓ <i>Foreign Language Annals</i>	U.S.A. Spanish No theory specified	61 students in three sections of second-semester Spanish at the University of Minnesota worked in pairs to conduct 3 ethnographic interviews. Through questionnaires, journal entries, and interviews with 6 students (qualitative), results revealed teachers' enhanced attitudes towards Spanish speakers and Hispanic cultures, greater competencies in communicating across cultures, and awareness of culture's influence.	-Learning -Student Attitudes -Teaching -Methods
Castro, Sercu, & Méndez García (2004) <i>Intercultural Education</i>	Spain English (EFL) Sociocultural theory	35 Spanish secondary English teachers used an electronic questionnaire to rank their interests in teaching culture and intercultural competence in their classes (quantitative). Results indicated their primary goal was to develop students' linguistic competence, culture teaching was largely knowledge-oriented, and although they were willing to teach intercultural competence most devoted little time (less than 20%) to it.	-Teaching -Teacher Attitudes -Learning

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Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Jackson (2004) ✓	Hong Kong/ England English (EFL) No theory specified	15 Chinese University of Hong Kong EFL students spent five weeks in Oxford, England studying English, and reflected on their experiences across cultures in a diary, as well as interviews (qualitative). Many positive results included enhanced communication across cultures, shifts in attitudes/ appreciating differences, and interest in English/travel.	- Learning - Student Attitudes - Study Abroad
<i>RELC Journal</i> Atay (2005) ✓ <i>Language and Intercultural Communication</i>	Turkey English (EFL) Intercultural theory	65 university seniors who were prospective EFL teachers in Istanbul completed a questionnaire on practical issues of teaching language and culture. 12 of them were later observed teaching and then completed interviews (qualitative/ quantitative). Results indicated a mismatch between culture teaching goals and the actual teaching, as reflected in curricular challenges.	- Teaching - Teacher Attitudes - Methods - Materials
Genc & Bada (2005) <i>The Reading Matrix</i>	Turkey English (EFL) No theory specified	38 juniors studying English language teaching took a one semester culture course and then completed a questionnaire of their assessment of it (qualitative/quantitative). All responded that the course helped improve their English skills, especially speaking, and most indicated it raised their awareness, contributing positive attitudes toward Britain and the U.S.	- Learning - Student Attitudes - Teaching
Johnson (2005) <i>TESL-EJ</i>	U.S.A. English (ESL) No theory specified	An ESL school for adults on the campus of a Midwestern research university was the site of a qualitative ethnographic study of culture teaching, drawing on 15 class observations and interviews with 10 teachers and students from three focus groups (Korean, Chinese, and Latin American). Teachers and students saw culture teaching as an unavoidable necessity, yet teachers did not seem to have a clear focus for it, and younger (<30) teachers were more hesitant to teach culture than older (>50) ones. Cultural discussion in class was viewed as providing opportunities for language use.	- Teacher & Student Attitudes - Teaching - Methods

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Lobo (2005) <i>Flinders University Languages Group Online Review</i>	Australia Spanish No theory specified	63 Spanish students and three teachers in four classes at an Australian university participated in a semester-long study using questionnaires, class observations, and interviews to examine participants' views of Hispanic culture and culture learning (qualitative). Students in particular described culture(s) very broadly but in specific ways, and the teacher at the lowest level noted little emphasis on culture in class, while the two at the higher levels did include it (one quite a bit). The most influential cultural input was reported to be outside of the classroom, yet in the class story-telling was observed to "develop and build cultural awareness" (p. 45).	-Student & Teacher Attitudes -Learning -Teaching
Sercu, Méndez García, & Prieto (2005) <i>Language and Education</i>	Spain English (EFL) Constructivism	35 Spanish secondary English teachers responded to a web-based questionnaire to rank their students' interests in culture and their own culture teaching approaches (qualitative). Results indicated teachers said their students' views of the U.S. were generally more positive than the U.K., both the countries, cultures, and peoples. Topics addressed in teaching are largely daily life and youth culture, mainly based on the teachers' experiences. Teachers' reported practices are thus not constructivist.	-Teacher & Student Attitudes -Learning -Teaching -Methods
Tsou (2005)✓ <i>RELC Journal</i>	Taiwan English (EFL) No theory specified	The same teacher in southern Taiwan taught 109 grade five EFL students. Two control classes received the usual instruction and two experimental ones had a culture teacher work in their regular class, in task-oriented and anthropology-process teaching. Pre-/post-English tests and culture knowledge questionnaires were analyzed with t-tests and ANCOVA (quantitative) and pre-/post-semester interviews were conducted (qualitative). Though both groups significantly increased their proficiency, the experimental group did so more than the control, and all experimental students also expressed positive feelings.	-Teaching & Learning -Student Attitudes -Methods -Assessment

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Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Zapata (2005) <i>Language Awareness</i>	U.S.A. Spanish No theory specified	17 third-semester Spanish students at a Midwestern state university were taught a short story through Focus-on-Cultural Understanding tasks, and pre-/post-instruction questionnaires revealed that this experience both enhanced their target culture understanding and promoted reflection on their home culture (quantitative/qualitative).	-Teaching -Methods -Materials -Student Attitudes
Bayyurt (2006)✓ <i>Teacher Development</i>	Turkey English (EFL) No theory specified	12 non-native English-speaking teachers (NNESTs, 10 female/two male) from Anatolia were interviewed (qualitative) about their perceptions of culture in ELT and their role as NNESTs. Findings, often supported through interview quotations, are reflected in participants' view of ELT and NNESTs' ideas that there is a connection between language and culture, and NNESTs have advantages to help support their students' language and culture learning.	-Teacher & Student Attitudes -Teaching -Methods
Liaw (2006)✓ <i>Language Learning and Technology</i>	Taiwan/ U.S.A. English (EFL) No theory specified	16 EFL students at a private university in Taiwan were paired with two peers each at Sam Houston University in Texas for intercultural communication (ICC) through e-mail reading and writing that incorporated other technologies (e.g., an online dictionary and a concordance program). Data included frequency of use information for the technology (quantitative) and end-of-project interviews (qualitative). Four ICC areas improved: interest in other cultures, students' ability to change perspectives, knowledge of one's own and the other culture for ICC, and knowledge of the ICC process.	-Learning -Technology -Student Attitudes -Methods
Kormos & Csizér (2007) <i>System</i>	Hungary English (EFL)/ German No theory specified	40 eighth-grade Hungarian EFL (21) and German (19) students in 20 schools were interviewed in Hungarian about language learning and their attitudes toward L2s and related communities (qualitative). Results showed contact with the L2 and its speakers took place in Hungary or abroad and positively influenced their views (e.g., more motivation and less anxiety).	-Learning -Student Attitudes -Motivation

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Bloom (2008) <i>Language, Culture and Curriculum</i>	U.S.A. Spanish Experiential learning	A professor and 16 of her first-semester introductory Spanish students completed “a semester-long evaluative case study” (p. 106) in a course where service-learning was incorporated into the second half of the class (qualitative). Results, drawn primarily from written reflections (in English) by students about their experiences, indicate that they made progress in intercultural competence, especially in relation to awareness of linguistic practices and sensitivity. Organizational and curricular difficulties are noted for the service-learning, too.	-Student Attitudes -Learning -Methods -Teaching
Su (2008)✓ <i>Educational Studies</i>	Taiwan English (EFL) No theory specified	29 international business undergraduates at a private university took a second year EFL listening course and carried out ethnographic interviews with native English speakers in English. They also completed oral and written reports, a questionnaire, and pre-/post-interviews with the researcher (qualitative). 90% of the students found the experience valuable, and extensive quotations indicate many and various types of culture learning took place. Difficulties related mostly to a lack of English proficiency.	-Student Attitudes -Learning -Methods -Teaching
Altstaedter & Jones (2009)✓ <i>Foreign Language Annals</i>	U.S.A. Spanish No theory specified	14 elementary level Spanish students at a mid-Atlantic university in the U.S. used WebQuest to learn Spanish and its cultures, and wrote a reflective essay. Data were analyzed (quantitative/qualitative), and results indicated that inquiry-based teaching is a viable means of incorporating culture in university classes and to increase student motivation and ability perception.	-Learning -Technology -Student Attitudes -Methods
Furcsa (2009) <i>Language and Intercultural Communication</i>	Hungary/U.S.A. English (EFL) No theory specified	13 Hungarian EFL teacher training students were paired with American undergraduates and spent eight to nine weeks exchanging e-mails, which were analyzed for themes (qualitative). Key findings include language skill improvement, a need for more academic discussion, dealing with differing viewpoints, attitude changes towards language learning, and the enhancement of students’ cultural awareness on both sides.	-Learning -Technology -Student Attitudes -Methods

Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Helm (2009) <i>Language and Intercultural Communication</i>	Italy English (EFL) Intercultural competence	A corpus of 25 Italian EFL university learners' electronic diaries (and one case study) was examined for evidence of intercultural learning over ten weeks (quantitative/qualitative). Keywords in context were noted for frequency and analyzed with a concordance program, and quotes within diaries were evaluated for learning gains and attitudes, indicating culture learning.	-Learning -Technology -Student Attitudes -Methods
Lee (2009)✓ <i>English Teaching: Practice and Critique</i>	Korea English (EFL) No theory specified	A content analysis of 11 high school EFL conversation textbooks used in Korea examined how they deal with culture (quantitative/qualitative). Two culture-general topics (respect for others and positive attitudes to culture learning) were evident. Culture-specific aspects focused mainly on 'big C culture' through dialogues, photos, short texts, and activities, while 'small c culture' was only minimally addressed, with few authentic materials.	-Materials -Methods -Teaching
Menard-Warwick (2009)✓ <i>Modern Language Journal</i>	U.S.A./Chile English (ESL & EFL) No theory specified	Three EFL classes at a northern Chilean university and three ESL community college classes in California were observed and audiotaped for eight hours each, the teachers interviewed, and all cultural themes coded (qualitative). Various approaches toward cultural change, adaptation, comparison, and values are described in both contexts, and representations were mainly of national cultures, based on personal experiences of teachers and students. While teaching culture was not a curricular goal, teachers enabled students to problematize cultural issues; yet, this did not automatically lead to dialogue.	-Teaching -Learning -Student & Teacher Attitudes
Devrim & Bayyurt (2010) <i>TESOL Journal</i>	Turkey English (EFL) No theory specified	385 high school students from three provinces in Turkey completed a questionnaire on reasons for studying English, the content of EFL lessons, and their teachers (quantitative/qualitative). Results indicate students want both local and target language culture to be included in lessons, and they appreciate both native and non-native English-speaking teachers. "Participants emphasize the necessity of 'target language culture'...in English language learning" (p. 17).	-Student Attitudes -Teaching -Materials -NS/NNS Identity

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Liu (2010)✓ <i>Glossa</i>	China English (EFL) No theory specified	367 Chinese undergraduates from different disciplines completed a sociocultural test and a written questionnaire; four participating teachers were also interviewed (quantitative/qualitative). Relatively few (7.6%) students scored well on the sociocultural test (re verbal and non-verbal behavior), and 52% scored 33% or less, suggesting “the present state of both culture teaching and culture learning is far from satisfactory” in EFL in China, although most students are interested in English-speaking people and their customs (p. 230). Teachers have a generally positive attitude toward culture, yet do not report making much effort to develop students’ cultural knowledge.	-Student & Teacher Attitudes -Learning -Methods -Materials
Byrd, Hlas, Watzke, & Valencia (2011)✓ <i>Foreign Language Annals</i>	U.S.A. 13 languages (mainly Spanish, English (ESL), French, & German) No theory specified	64 teacher educators (TEs) and 415 world language teachers who were ACTFL members completed an online survey concerning the role of culture products, practices, and perspectives in learning to teach an L2/FL, the motivators and resources for maintaining culture knowledge, and barriers to it (quantitative). Results indicated statistical differences in perceptions with TEs stressing products and practices, but teachers arguing perspectives required greater effort to maintain culture knowledge, which was not emphasized in their pre-service training. While the national standards were a motivator for TEs, personal experiences were more important to teachers. Both groups emphasized lack of funds and time as the main barriers to maintaining culture knowledge.	-Teaching -Teacher Attitudes -Teacher Education -Motivation -Assessment
Shin, Esлами, & Chen (2011) <i>Language, Culture and Curriculum</i>	U.S.A./Taiwan English (ESL & EFL) Sociocultural theory	Using sociocultural theory, English as an international language (EIL) demands textbooks that incorporate a diversity of contexts and examples. 25 commercial textbooks in seven series were examined to see whether the cultural perspective reflected EIL, and how comprehensively (quantitative/qualitative). Results indicate (1) inner circle cultural information dominates texts, though there is some attempt to localize and globalize them and (2) most cultural information is factual. “There is a need to provide opportunities for learners to discuss profound cultural issues such as beliefs and values at a deeper level” (p. 264).	-Materials -Methods -Teaching -Assessment

Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Su (2011)✓ <i>Language Teaching Research</i>	Taiwan English (EFL) Constructivist and interculturalist theory	38 international business undergraduates at a private university took a second-year, semester-long EFL course that required a group culture portfolio project modeled after Allen (2004). Questionnaires, reports, class observations, and interviews were used to document learning (qualitative). Results indicate students learned by developing more sophisticated target culture understanding, an awareness of their stereotypes, and changed perceptions of culture learning.	- Learning - Teaching - Assessment - Methods - Student Attitudes
Hammer & Swaffar (2012)✓ <i>Modern Language Journal</i>	U.S.A. German No theory specified	69 fourth-semester German university students in four classes watched a German TV program, Lindenstrasse. The instructors followed set pre- and post-viewing activities and students' response papers in their 4 th and 13 th weeks were analyzed using a rubric-based Model of Assessment of Cultural Competency (MACC) developed for this study (quantitative). Results suggested that overall most students expanded their cultural horizons, as reflected in their written perceptions of culture evident in their identification of cultural phenomena.	- Assessment - Learning - Student Attitudes - Methods - Technology
Lee (2012) <i>Foreign Language Annals</i>	Spain Spanish No theory specified	16 American undergraduate Spanish students participating in a study abroad program did three types of personal blog tasks during the semester, were interviewed, and completed ethnographic interviews, a questionnaire and a survey (quantitative/qualitative). Students' self-ratings and interview comments indicated blogs were effective for developing intercultural competence (ICC), as were ethnographic interviews with native speakers. The combination of web and face-to-face interaction developed both ICC "knowledge and skills" (p. 19).	- Learning - Teaching - Assessment - Technology - Study Abroad

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Luk (2012) <i>Language, Culture and Curriculum</i>	Hong Kong English (EFL) No theory specified	Interviews were conducted with 12 secondary teachers, eight local and four expatriate, and the transcripts were analyzed using latent thematic analysis to describe their views on integrating culture into their EFL teaching (qualitative). Findings indicated that despite “unanimously positive attitudes towards the integration of culture and language teaching,” there was “also real ambivalence about the means and ends of culture integration,” especially with pop culture (p. 262).	-Teaching -Methods -Assessment -Materials -Technology
Chao (2013)✓ <i>Language, Culture and Curriculum</i>	Taiwan English (EFL) No theory specified	52 English majors (46 women, six men) participated in a diary study (qualitative), where they wrote their reflections on 9 films viewed throughout a semester of their second year of university. Evaluating Chinese language diaries about their intercultural communication course and their intercultural learning, the findings were positive in terms of “intercultural motivations, attitude, knowledge, and awareness” (p. 261). However, “few data...explicitly elucidate the intercultural growth of participants in English language ability” (p. 261).	-Learning -Student Attitudes -Technology -Materials -Assessment
He (2013)✓ <i>Teacher Development</i>	U.S.A. English (ESL) Multicultural competence	In an appreciative inquiry, 21 graduate student English teacher candidates completed questionnaires and were interviewed concerning their reflections on cultural competence and their development of it (quantitative/qualitative). Pre- and post-questionnaire data revealed “teacher candidates’ cultural competence developed significantly” (p. 61), and their blogs, reports, and reflections were used to document their discovery of culture learning, dreams and visions for ESL teaching, designs for cross-cultural communication, and delivery of potential recommendations for other ESL teachers and teacher trainees.	-Teacher Attitudes -Learning -Teaching -Materials -Technology

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Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Weninger & Kiss (2013)	Hungary English (EFL)	After introducing semiotic approaches to studying culture, emphasizing process rather than product, this qualitative study uses a semiotic approach to describe culture in two EFL textbooks used at the secondary level in Hungary, one with a communicative approach and the other a grammar-translation one. Findings indicate that “the primary purpose of images in EFL textbooks is to reinforce denotational meaning” (p. 705, original emphasis), and using such materials suggests “the meaning-making process in classrooms is directed” (or guided semiosis), and such emphases are insufficient “to foster intercultural citizenship and a critical understanding of self and other in a global world” (p. 712).	<ul style="list-style-type: none"> - Materials - Methods - Learning - Teaching
<i>TESOL Quarterly</i>	Semiotic theory		
Byrd (2014)	U.S.A. No L2/FL specified	10 syllabi for L2 methods courses at colleges and universities in seven U.S. states and Washington, D.C. were analyzed for “how teacher candidates are prepared to teach culture” (p. 79) (qualitative). Great variance existed in the amount of class time allotted to how to teach culture, with the mean being less than 14% (p. 80). There is also a “need to provide more direct assignments/assessments” and “move toward intercultural communication goals” (p. 86).	<ul style="list-style-type: none"> - Learning - Teaching - Teacher Education - Methods - Assessment
<i>Electronic Journal of Foreign Language Teaching</i>	No theory specified		
Chen & Yang (2014)	Taiwan English (EFL)	A year-long action research study (quantitative/qualitative) was conducted with 15 grade seven students in a pull-out bilingual EFL program, using “technology-enhanced intercultural language instruction” (p. 60). Three projects using weblogs, online forums, e-mail, and Skype connected Taiwanese English students with those in Dubai, Pakistan, and the U.S.	<ul style="list-style-type: none"> - Technology - Teaching - Learning - Methods - Assessment
<i>Language Learning and Technology</i>	No theory specified	The process of interaction, especially an E-pal project, helped participants develop “cultural awareness of both their home culture and the cultures of their interlocutors” (p. 68).	

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Gómez Rodríguez (2014)	Colombia English (EFL) Relational teaching and critical intercultural communicative competence (ICC)	In a class of 23 advanced (seventh-semester) EFL university students, the professor instituted a pedagogical intervention using the cultural critique and self-reflection of relational teaching in discussing multicultural literature. Data included field notes, interviews, and student journals and response papers, analyzed for ICC knowledge, skills, and attitudes (qualitative). “Data revealed that learners reported in their comments the intercultural knowledge they acquired, the skills they developed (discovering, comparing, interpreting), and the attitudes they created when they read multicultural stories” (p. 149).	<ul style="list-style-type: none"> -Materials -Teaching -Learning -Student Attitudes -Assessment
Truong & Tran (2014)	Vietnam English (EFL)	The film Million Dollar Baby was used to teach 16 volunteer Vietnamese EFL college students in an innovative eight-week English and culture class, to help them understand American society and English use. The lessons were videotaped and analyzed along with students’ daily journal reflections (qualitative). Student intercultural learning was reported to be evident through the observed knowledge of cultural differences, cross-cultural comparisons, the break down of stereotypes, and embodied experience acting out the other culture (p. 221).	<ul style="list-style-type: none"> -Technology -Materials -Learning -Methods -Assessment
<i>Language and Intercultural Communication</i> Acheson, Nelson, & Luna (2015)✓	U.S.A. Spanish	In a repeated-measures ANOVA study (quantitative), a pre-/post-instruction revised Attitudes and Motivation Test Battery was given to 325 participants in 15 level II Spanish public secondary school classes. Also, despite the same textbook, the five experimental classes received focused instruction using special intercultural communication (ICC) lessons on cultural perspectives, practices, and products. “The implementation of the ICC curriculum had a statistically significant and positive impact on students’ attitudes and increased motivation” (p. 211). An intercultural approach appeared to encourage positive attitudes.	<ul style="list-style-type: none"> -Assessment -Teaching -Student Attitudes -Motivation -Materials
<i>Foreign Language Annals</i>	No theory specified		

Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Ghanem (2015) <i>Language Teaching Research</i>	U.S.A. German No theory specified	This case study (qualitative) used questionnaires, class observations, journal entries, a focus group, and follow-up interviews with eight German university instructors on their teaching of culture. Half were native speakers (NS) of German, the other half non-native speakers (NNS). Although all rated “culture either as most important or second most important of all ‘skills’ and topics” (pp. 177-178), in observations some discrepancies were noted in the amount of effort and time devoted to culture. NNS instructors seemed to lack confidence in their culture teaching, but NS did not always know about culture in teaching.	-Teaching -Teacher Attitudes -Methods -NS/NNS Identity
King de Ramirez (2015)✓ <i>Foreign Language Annals</i>	U.S.A. Spanish Cultural intelligence (CQ)	In a Spanish ‘Culture for the Professions’ course 15 undergraduates did service learning projects to offer Spanish-language workshops to community organizations for native and heritage language Spanish speakers. Data included surveys, workshop participants’ evaluations, and students’ reflections on their experience, which were analyzed/categorized around themes (qualitative). “The workshops allowed students to develop and display CQ skills through analyzing cultural landscapes within an organization, choosing cultural values and systems that influenced an organization’s Hispanic clientele, and developing strategies that would help professionals better serve those clients” (p. 64).	-Methods -Teaching -Learning -Student Attitudes

Reviews

Edited by Thomas S. Conner, St. Norbert College

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

We will accept reviews of

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

French

Bednar, Jill A. and Erica J. Mier. *Minds-A-Wander II: Quebec* (DVD and Activity Packet). Drexel Hill, PA: Las Dos Chicas; and, by the same authors, *Minds-A-Wander: Spain* (DVD and Activity Packet). Drexel Hill, PA: Las Dos Chicas. **Cost per *Minds-A-Wander II: Quebec* DVD and 15-page Activity Packet: \$35.75 (includes sales tax and S&H). Cost per *Minds-A-Wander: Spain* DVD: \$35.75 (includes sales tax and S&H). Cost per *Minds-A-Wander: Spain* 38-page Activity Packet: \$20.91 (includes sales tax & S&H). Cost per *Minds-A-Wander: Spain* Combo Package (One DVD plus accompanying 38-page Activity Packet): \$52.65 (includes sales tax and S&H). For further information on the film series and Las Dos Chicas study abroad scholarship application, visit www.lasdoschicas.org.**

To engage students in more meaningful ways and motivate them to study or travel abroad, Jill Bednar, a Penn Delco School District high school Spanish teacher, and Erica Mier, a Penn Delco School District middle school Spanish teacher, created *Minds-A-Wander: Spain* (DVD and Activity Packet). Bednar and Mier, “*las Dos Chicas*,” traveled to Madrid, Valladolid, Segovia, and Salamanca to film their travel documentary in order to provide a student-friendly perspective on what to expect in terms of Spanish food and customs as well as some of the spectacular tourist sites they saw, such as in Segovia, the Roman Aqueduct, where cars used to be able to drive under its arches, and the Alcázar (a word of Arabic origins meaning “castle”) that inspired Disney, the glorious *plaza mayor* in Salamanca, and the famed statue of Don Quixote and Sancho Panza in Madrid. Eight travel tips are interspersed throughout the film and give both practical advice and encouragement to being open to trying new things, especially in regards to food. The thirty-eight paged activity packet for *Minds-A-Wander: Spain* includes: Activities to be

Used During Video (Multiple Choice Questions Page and Travel Tip Summary Page); Post-Viewing Activities (Conversation/Discussion Starter Page, Essay Questions Page, and Word Find Page); Additional Lesson Plans (TPRS Information and Procedure Page, *Cuentito Uno*, *Cuentito Dos*, and *Cuentito Tres*); and a final story, “*La Rana Pequeña*.” Each of the *Cuentito* sections has a vocabulary list and story page, *Sí/No* Questions, the *Sí/No* Answer Key, the *Cuentito* story (which can be used to make an overhead), the Story Board (which also can be used to make an overhead), a Cloze Activity, and the Cloze Activity Answer Key.

Bolstered by the success of their first film, Bednar and Mier ventured to Quebec City to make a second film. Stressing that Quebec City is an easier and less expensive trip than flying to France, these two adventurous souls demonstrate the benefits of traveling abroad, which includes trying the trapeze and the unicycle at the *École de Cirque* and savoring both dinner and dessert crêpes. Also highlighted are the history and cultural importance of the Château Frontenac, the Citadelle, and Montmorency Falls, the fun to be had at a traditional sugar shack, and how to be respectful when visiting a church. The fifteen-page activity packet for *Minds-A-Wander II: Quebec* has a forty-question multiple-choice viewing questionnaire and answer key, a six-question mile to kilometer conversion exercise and answer key, five post-viewing short essay questions, and a word search puzzle.

The stimulus for the *Minds-A-Wander* title comes from how students’ minds wander in the classroom and how wandering in a new environment can be educational. However, perhaps the most impressive aspect of the *Minds-A-Wander* films is that Bednar and Mier have established a scholarship fund with the proceeds from the sales of the DVDs and activity packets. In partnership with Bank of America, Staples, Mercedes-Benz of West Chester/Fort Washington, Mesa Mexican Grill, and Gallo-Kern Enterprises, Inc., *Las Dos Chicas* has already awarded three scholarships in the amount of \$2,500.00 each to college students majoring in global studies and/or foreign languages who want to study abroad. How admirable is it that Bednar and Mier succeed in making studying or traveling abroad relevant to students in grades five through twelve and have established a scholarship fund to help college students to achieve their educational goals.

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Delfosse, Geneviève, Eliane Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista Higher Learning, 2016. Includes: Printed Student Edition, vText, Student Edition in an online, interactive, iPad-friendly format, Student Supersite, Downloadable eBook. For instructors: Teacher’s Resource DVD Set, Teacher Supersite. ISBN-13: 978-1-68004-027-2. Pp 473. \$103.75.

In 2012, the French AP Exam was revised in order to better reflect the changing methodology of foreign language teaching and more accurately evaluate students’

interpretive, interpersonal, and presentational communication skills. Language and literature, previously tested as two separate components, have been combined as one three-hour French language and culture exam, consisting of multiple choice responses to authentic print and audio texts and free responses to both print and audio text prompts. Students preparing for the AP exam are now required to develop and practice their communicative proficiency using questions related to six major themes: Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, Contemporary Life and Beauty, and Aesthetics. A thorough examination of these subjects helps develop an awareness and appreciation of tangible and intangible products, as well as practices, perspectives, values, attitudes and patterns of social interactions within the French and Francophone cultures.

This new textbook, aptly entitled *Thèmes*, has been specifically designed to address the required AP components and help students develop personal opinions on a variety of current and relevant topics. The three seasoned pedagogues who wrote it for many years have served as AP readers, table leaders, questions leaders, and AP Development Committee members. As a result, the personal experience and expertise they jointly brought to this ambitious project has greatly enhanced its scope and quality.

Following the College Board's AP French language framework, the textbook is divided into six chapters corresponding to the six AP themes. Each chapter is further divided into six sections, "*Contextes*." The first four sections include selections of reading passages accompanied by questions, vocabulary practice activities, a listening comprehension unit and a culture unit. The authentic texts cover a wide range of topics of interest to our students ranging from Facebook, smartphones, iPads, and gastronomy, to sustainability and humanitarian organizations such as Doctors Without Borders. The last two sections, "*En bref*," are shorter and structured around two components "*Développement du vocabulaire*" and "*Plus à fond*," which will prepare students to interpret and synthesize information and details from graphs, statistics, opinion polls, charts, tables and images. The ability to interpret and synthesize is one of the most important skills necessary to succeed on the AP exam.

In the introduction the authors point out that there is a logical and meaningful purpose to each of the textbook's sections, which is to help students understand and connect the skills of engaging, preparing, reading, responding, listening, connecting, exploring, synthesizing, presenting, and consulting. In order to fully develop and practice these skills, the authors have included a wealth of authentic printed documents, audio materials and web resources, announcements, and advertisements. Some of the literary selections introduce important texts by authors from around the Francophone world: Jules Verne, Victor Hugo, Edmond Rostand, Pierre Assouline, Roch Carrier, René Philombe, Tahar Ben Jelloun, and Maryse Condé, among others.

At the end of each chapter students can watch and discuss authentic videos. The "*Cinémathèque*" section includes *Le Petit Cyrano*, *Sois Mignonne*, *Entre les Murs*, *La Dame dans le Tram*, and several other films. All videos are accompanied by a variety of pre- and post-viewing activities, making it easier not only to understand the storyline better, but also to be able to interpret, discuss, and analyze it.

A rigorous study of various forms of writing is encouraged in the last section, "*Intégration du thème*," of each chapter. Students will have an opportunity to synthesize

the material in preparation for various types of written assignments focusing on one or more aspects of the essential questions. The written tasks include a comparative essay, a research report, a narration, an argumentative essay or a film critique and are conducted in three stages: pre-writing activities, rough draft, and a final version. Throughout the textbook students will also be encouraged to practice writing and responding to e-mails, another important component of the AP exam.

The accompanying online ancillary, the Supersite, is known to many of us who have previously used other Vista textbooks. This password-protected website features a wide variety of textbook activities, online-only practice, audio, video, interactive grammar tutorials, reference tools, teacher-student communication, and more. Students can easily complete and submit activities for practice and assessment purposes. A separate Supersite for teachers includes a gradebook to manage rosters, assignments, grades, quizzes and exams, answer keys for all program materials and tools for online communication. Both websites are user-friendly and easy to navigate. All textbook activities with the S icon will refer to additional online activities assignable on the Supersite. The instructors can monitor their students' progress quickly and efficiently through online formative and summative assessments using pre-made quizzes, tests, exams as well as other assessment tools they will be able to create by uploading open-ended activities. Last, but not least, a Teacher's Resource DVD Set is also included with the textbook.

At the end of *Thèmes* the authors added a number of useful appendices addressing both grammatical and lexical items. Rather than present all aspects of French grammar, the textbook highlights and pinpoints structures that present a particular difficulty to English-speaking students, such as the difference between the *passé composé* and the *imparfait*, the present and past conditional, various categories of pronouns, passive voice, and the often challenging concept of the present and past subjunctive. The explanations are written clearly and concisely without overwhelming students with unnecessary detail or obscure irregularities in grammatical paradigms. Learners will also find a list of most common communicative expressions used to compare, contrast or show hesitation or approval as well as a list of false cognates and the most common mistakes in grammatical gender, structure or pronunciation. Appendix H fully explains strategies students will need to understand and adopt in order to succeed on the exam. Finally, a complete practice exam is included in Appendix I.

The textbook is based on the most recent second language acquisition methods that recognize the complex interrelatedness of vocabulary usage, linguistic accuracy, and cultural awareness. Language structures and grammatical constructions are addressed inasmuch as they facilitate communication and not as an end goal in themselves. The main focus of *Thèmes* remains a meaningful exploration of culture in both contemporary and historical contexts. Special emphasis is placed on the use of authentic source materials and the integration of language skills. Thorough discussions of the six themes will allow students to communicate more effectively in French, draw cultural and linguistic comparisons between the francophone world and their own, and use the target language in real-life settings. By fully contextualizing the interactive classroom activities, *Thèmes* will ultimately motivate and encourage learners to synthesize material from a variety of authentic sources and form their own personal opinions and convictions, which is an expected and desired culmination of their learning experience.

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Publisher's Response

I am pleased to respond to Andrzej Dziedzic's complimentary review of *Thèmes*. It is clear from his observations that the reviewer examined the textbook program in depth and easily recognized the goals that our editorial development team strived to reach.

As Professor Dziedzic aptly noted, the program provides extensive resources both in print and online. Support materials include AP® Scoring Guidelines, Teaching Suggestions for all units, and assessment options, all of which allow for a seamless implementation of the program into a French language and culture curriculum. As the reviewer points out, there are many tools for instructors to monitor student progress. As a specialized foreign language publisher, we pride ourselves on developing digital tools that enhance the language learning process and contribute to the communicative competency of today's students.

I am grateful to Professor Dziedzic for pointing out the extensive use of authentic source materials and the integration of language skills in *Thèmes*. We strived to provide materials that allow students and instructors to meet the goals of the current AP® French Language and Culture Exam, including a key focus on authenticity. The short films are a hallmark of Vista Higher Learning instructional materials that allow teachers and students to explore the cultures of the Francophone world, allowing discussion to focus on cultural products, practices and, perspectives.

Finally, Professor Dziedzic generously suggests that *Thèmes* will motivate and encourage learners to synthesize material to form their own options, which is a key goal of our program. Indeed, the consistent focus on skill development balanced with the coverage of Francophone cultures can be ideal for schools seeking rigor and relevance.

Sharla Zwirek
Editorial Director, Secondary
Vista Higher Learning

Edmiston, William and Annie Duménil. *La France contemporaine*. 5th edition. Boston: Heinle Cengage Learning, 2016. ISBN: 978-1-305-25109-1 (Instructor's edition). Pp. 305.

Edmiston and Duménil's fifth edition is an excellent update of their tried and true *La France contemporaine*. This text, which is intended to serve as a cultural reader for third-year university civilization and culture courses, introduces students to the geography of France, its major political, social, economic, and cultural forces of contemporary France. The authors also suggest that it can serve as a supplementary text to conversation or business courses. As with the fourth edition, the textbook consists of sixteen thematically-organized chapters divided into five larger sections (*La France et l'Europe*, *La Vie politique*, *La Vie sociale*, *La Vie culturelle*, and *L'Informatique et La Technologie*). These units are preceded by *Repères chronologiques* (which range from important events selected from ancient history through various presidencies of the fifth Republic, culminating in the current presidency, *Les Années Hollande*). Each chapter concludes with *Contrôle des*

connaissances and exercises that direct students to the internet for further learning (answers are provided on the Cengage website). These exercises are excellent for in-class review and discussion (individual and small group), take home written exercises, and for further assessment of student learning. There is a short *Lexique* and *liste des sigles* to aid in the learning of the difficult cultural concepts, thus supporting the work's focus on language use and content. While both of these latter aids are excellent, the lexical list could be more complete.

Of note are the Cultural notes and Cross-cultural expansion suggestions provided for the instructor's use (IE-vii-xxvi). They provide supplementary details and clarifications for possible classroom use, as well as suggestions on drawing parallels and revealing differences with U.S. culture. Useful and timely notes abound here. For instance, while this edition was published before this summer's heat wave, the notes about the *Journée de solidarité envers les personnes âgées* enacted after the *canicule* of 2003 will be useful in discussing that of the summer of 2015. The text addresses the issues of *le troisième âge* (almost 25 % of the population, this important group represents a large reason for the huge deficit in the Social Security funds). Other notes are quite timely, for instance, the note that the TVA was increased to 20% in 2014.

This edition contains additional updates throughout. The authors' introduction mentions that in discussing geography, they add the *Région*, as American students are more likely to be familiar with the *Régions* than with the *départements*. Thus a city such as Rennes is followed by both: Ille-et-Vilaine, Bretagne (IE-iv). Other updates are more notable, however. For instance, The *repères chronologiques* extend through various Presidents, ending with the current president (*Les Années Hollande*) including the results of the 2014 municipal elections and the election of Anne Hidalgo as the first female mayor of Paris. Chapter 6 features photos of the Presidents but scant details about the most recent elections, however.

Some updated photos and charts (e.g., *Sommets de la Francophonie*, and a chart on additional countries to the EU), and results from social surveys (e.g., confidence in professions serving the public ranging from a low of 37% of confidence in journalists to a high of 86% in doctors).

Sections on terrorism now include the Boston bombing and the 2014 *plan Vigipirate*. The authors also updated the political reforms on decentralization to include those of Hollande as well as Chapter 8 contents on political parties and the elections and same sex marriage (chapter 9). Details on unemployment (Chapter 10) have been brought up to date, as well as many aspects of the chapter on *La protection sociale* (Chapter 11) and religions (including the disturbing increase in anti-semitic and anti-muslim sentiments in France).

While this book's rich and detailed content might potentially be a little dry for some students, the work lends itself to a plethora of active learning opportunities. When I use it for my France Today course, I have students do oral presentations on different regions (each using a similar format), political parties and candidates, and include current internet, magazine and Youtube resources to bring the content to life. To increase the students' written competency, I also have them write a short research paper to complement their oral presentations. These activities provide further assessment possibilities. The results are impressive: this book helps inform students who have many lacunae that this work fills.

In addition, Edmiston and Duménil's work helps increase their vocabulary, knowledge of French culture and the ability to reflect upon and articulate what they had learned.

E. Nicole Meyer
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Publisher's Response

The product team at Cengage Learning would like to thank Professor Meyer, as well as NECTFL, for the positive and thoughtful review of *La France contemporaine*, 5th edition. She has captured the essence of the text. We do agree with her that the vocabulary relating to technology and jobs/employment could be enriched. This would be especially helpful when the book is used for business courses. We will add terms at our next printing.

Cengage Learning welcomes French instructors to request a review copy of the text, at www.cengage.com/french.

Martine Edwards
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Cengage Learning

Mooney, Timothy. *The Big Book of Molière Monologues: Hilarious Performance Pieces From Our Greatest Comic Playwright.* Prospect Heights, IL: TMRT Press, 2012. ISBN: 978-0-9831812-1-7. Pp. 134. \$ 19.95.

Nimble translated from the original French, Mooney's *The Big Book of Molière Monologues* draws 163 pertinent monologues from 17 Molière plays. Before the monologues commence, however, Mooney shares sage advice on performing these comic classical pieces, explains who Molière was, in particular his importance to both classical and contemporary theatre and in comparison to Shakespeare. This "big" book provides non-French speakers the delightful experience of Molière's comedic genius in a much larger way than ever before. Mooney chooses the monologues carefully to represent the plays from which they are drawn, classical comedy's themes and style and for their comic wit.

After explaining the choice to put almost all of his translations into iambic pentameter (following the esteemed Richard Wilbur's advice, 3), Mooney offers a brief but very complete lesson on how to perform rhymed iambic pentameter. The importance of fully embracing the artifice that is verse, he argues, will help the actor successfully audition as well as appreciate the beauty and comedic nature of the text. Thus, the actor should articulate each word fully, sparsely use dramatic pauses, and stress the correct syllables. "Follow the punctuation, and drive through to the ends of sentences," writes Mooney whose advice proves useful to any student reading verse aloud. From this former theater professor, the guides to the performance of classical verse monologues and stopwatch timings of each piece for audition purposes prove particularly pertinent.

The introductions and annotations situate the short monologues, introduce the character(s) featured in the monologues, capture physical comedy such as Sgnarelle's breathless ascents and descents from a balcony and his continuous rapid costume changes

as he plays two roles designed to fool the heroine's father in *Le Médecin Volant*, and draws historical and dramatic links between plays (for instance exploring the various manifestations of the commonly named characters such as Sgnarelle). Mooney's selection of monologues derives from well-known plays to the lesser-read, providing a nice overview of the playwright's humor and irony. Educators could integrate *The Big Book* into a high school history and culture course or a drama course either at high school or university level. While it goes without saying that to best know Molière's plays, one should read the plays in their entirety, a large audience will appreciate this opportunity to become familiar with such a wide range of plays.

E. Nicole Meyer
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Publisher's Response

Perhaps the only thing I might add to this otherwise excellent review is that on both a micro-level and a macro-level, *The Big Book of Molière Monologues* endeavors to carry the reader through the works of Molière in a chronological format that reflects both the plots of his plays, as well as the evolution of his career.

In other terms, these seventeen plays are presented in the order in which they were originally written, which provides a "macro" vision of the life of Molière, as it reflects (and sometimes depicts) his life, his aesthetic vision and the targets of his acerbic and hilarious humor. It also presents the monologues themselves in the specific order in which they appear in each play. In doing so, my intent is to enable the reader--with the slightest bit of bridging narrative--to follow each play's individual story while at the same time revealing the broader story of the life of the man from whom they sprung.

Along the way, I have also attempted to do justice to Molière's brilliant French wit with parallel English wordplay, much of which may seem looser than most translations, but hopefully they still capture the fanciful spirit that an audience once might have recognized in the original.

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Weinreb, Ruth Plaut. *Premiers Poèmes*. Freeport, ME: Wayside Publishing. 2014. ISBN: 978-1-938026-58-4.

Premiers Poèmes is a collection of short poems and exercises aimed at any age group studying French. The poems come from France and other Francophone countries and deal with a variety of themes, such as love, nature, nostalgia, and humor. As the author states in the introduction, this text attempts not so much to teach grammar rules or provide sources of historical literature but rather to offer students and instructors alike the opportunity to become competent and confident readers of French without first

digesting standard textbook material. For the beginning student, diving into these poems may seem quite intimidating, since a basic knowledge of vocabulary and grammar is expected, but for the intermediate-level, motivated student, *Premiers Poèmes* is an excellent study tool to accompany additional study and transition with ease into comprehending more complex French prose.

The light-hearted, simple tone of the short poems appeals to an intermediate-beginner to intermediate-advanced student of French while also being beneficial in a classroom setting. There are thirty poems but only the first twenty-three have simple questions at the end to check basic comprehension and to provide the opportunity for students to express their thoughts in French either orally or in writing. Each poetry selection also includes a sentence or two about the author, a list of vocabulary, exercises related to the particular poem, and, finally, a section on pronunciation. The final seven poems after the Appendix are more difficult in nature, but are designed to give readers an opportunity to broaden their knowledge while being exposed to other well-known French authors, such as Jean de La Fontaine, Victor Hugo, and Charles Baudelaire.

This text is highly useful as a tool for a student or instructor of French; however, a solid foundation in French grammar and vocabulary would make the comprehension, clarity and use of this guide more practical. As a previous student of French myself, I find that the pronunciation section after each poem would be difficult to master without additional instruction. Part of the value of this book, however, is that the reader has the option of completing all of the exercises or just a select few. In a classroom setting, however, each poem could be its own separate lesson or homework assignment in order to push students outside of their comfort zone and make them more comfortable reading and interpreting well-known French poems, while at the same time learning useful expressions commonly used today.

The poems are short enough to be memorized to practice pronunciation, and they lead nicely to the discussion and activity sections. I particularly appreciate the “*faux amis*” section, since it is important to at least recognize the false cognates that keep cropping up everywhere. However, the activities do not necessarily correspond to the level of language of each poem. For example, the activity after the poem “Pour toi mon amour” involves putting verbs into the *passé composé*, which the student should already have a basic understanding before beginning this section.

The format of the poems themselves is clear and nicely presented with several words per poem highlighted for definition and a vocabulary section based on the theme of each poem. However, it must be noted that the poems do not necessarily progress in order of increasing difficulty. As such, I would suggest skipping around until you find the appropriate poem corresponding to the lesson of study.

This is the type of text that students of French should add to their personal library since it provides a nice change from the standard textbook. Instructors too would find this text highly useful insofar as it helps students to pick up vocabulary, grammar, and pronunciation and to become more confident speaking French. When studying a foreign language, utilizing a textbook becomes rather mundane; learning to comprehend poetry in the target language promotes cultural understanding and motivates students to want to learn more. *Premiers Poèmes* serves as a useful transition from grammar to contemporary

poetry and culture, and even though complex themes are not presented, it still serves as a valuable supplemental tool for the study of French language, poetry, and culture.

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Publisher's Response

Thank you to Ms. Moore for her thoughtful review of *Premiers Poèmes*. She's hit the nail on the head when it comes to describing this title as a "light-hearted collection that will appeal to the intermediate-beginner to intermediate-advanced student of French." Collecting humorous, lighthearted or exciting poems for *Premiers Poèmes* was deliberate. We continue to hear how this book engages and excites students not only in learning French, but also in learning about poetry. This unusual collection of short yet challenging pieces goes beyond just a simple anthology. As Meredith Moore notes, there are many aspects of this collection that are vital for students, allowing them to become "competent and confident readers of French." A vocabulary bank, glossed vocabulary, historical and biographical highlights on the authors, and poems arranged by theme are all aspects of *Premiers Poèmes* we've had teachers rave about. Ms. Moore rightly pointed out that *Premiers Poèmes* can be used in a variety of levels, from those with a focus on memorization, to reading confidently, to exploring francophone culture in places like Cameroon, Haiti, Senegal, and beyond. Wayside brings a creative, modern approach to teaching French through its other titles as well. *Apprenons* 2nd edition takes AP® learners into a world of high level French; and our advanced poetry anthology, *Négritude et Nouveaux Mondes*, and *En Parlant*, our conversation starter, add up to offer a full range of engaging and up-to-date offerings for the teaching of French.

Greg Greuel
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German

Sandberg, Karl C. and John. R. Wendell. *German for Reading—A programmed Approach*. 2nd edition. Indianapolis/Cambridge, UK: Hackett Publishing, 2015. ISBN: 978-1-58510-745-2.

German for Reading—A programmed Approach is designed primarily for arts and sciences students who need to acquire a reading knowledge of German in order to pass a graduate level language examination. It presupposes no previous knowledge of the German language. The authors state that the methodological approach is that of "programmed learning" and estimate that students will spend between 80-120 hours studying the twenty-four chapters of the text. During this time, the authors focus on teaching students function words and grammatical prompts or signals, such as verb endings, as opposed to specific content words, in the belief that this will best serve them when encountering unfamiliar texts on a reading exam.

The method begins with English explanations of the grammar point under consideration. Students are then asked to study the German to English sentences, complete grammar exercises and check for correct answers. Once this task has been verified, students translate the German sentence into English using the grammatical markers and new words they learned in the lesson. Students then apply this knowledge to an authentic text. Texts draw from the literature, culture and history of German speaking countries. These materials are selected and presented to provide students with the ability to guess meaning from context, using approximately 1200 content words in German as well as various grammatical markers that help in understanding a reading.

To this end, the chapters are outlined according to grammatical topic and each contains a grammar explanation, a list of sentences in both German and English containing the target forms, a progress test and a short literary reading with comprehension questions. The grammar forms covered include: cognates, nouns, verbs, present tense, personal pronouns, there is/there are, word order, future tense, adjectives, adverbs, noun case, past tense of weak verbs, past tense of helper verbs, prepositions of genitive, dative and accusative cases, two way prepositions, modal verbs, interrogatives, strong and weak verbs, coordinating and subordinating conjunctions and clauses, present perfect tense, past perfect tense, double infinitive constructions, reflexive verbs and pronouns, demonstratives, passive voice, subjunctives, indirect discourse, imperatives and other specialized or exceptional grammatical forms.

The reading content includes general texts about German geography, including other German-speaking countries, culture, and history. It also includes excerpts of specialized literary, philosophical, economic and social scientific work from Kafka, Bonhoeffer, Freud, Marx, Engels, Bismarck, Weber, Spengler, Hitler, Schweitzer, Kaestner, Remarque, Jaspers, von Braun, Jung, Heine, Kant, Goethe, Hoffmansthal, and Leonhardt. This ensures that students are not only exposed to grammar structures, but also to the type of academic texts they will likely encounter on a graduate level reading exam. These texts also help learners gain the type of background knowledge that serves to build schemata for encountering other academic texts.

All things considered, *German for reading—A programmed Approach* can be an effective tool to provide students with the necessary tools needed to pass a graduate reading exam; however, students are not necessarily any more fluent in the language of Goethe than they were when they began. Ideally, students would follow up with a proficiency-base language course so that they become better equipped to put into practice all the German they have learned.

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Zorach, Cecile, Charlotte Melin and Adam Oberlin. *English Grammar For Students of German. The Study Guide For Those Learning German.* 6th edition. Ann Arbor, MI: The Olivia and Hill Press, 2014. Pp. 170. ISBN: 13-978-0-934034-43-2.

English Grammar for Students of German (henceforth *EGSG*) is a superb introduction to the intricacies of German grammar, which students of German at any level will find extremely useful. As the authors state in their introduction: “*EGSG* explains the grammatical terms that are in your textbook and shows how they relate to English grammar. Once you understand how the terms and concepts apply to English, it will be easier for you to understand and learn German grammar” (1). This pedagogical concept may not be altogether kosher with strict followers of the immersion method but it is bound to facilitate learning German for most students, who struggle to make the leap to German and actually will serve to remind them of just how much the two languages have in common.

Commonsensual, abundant and very practical study tips on how to learn grammar and vocabulary will alert students to what they need to pay attention to as they move forward and underscore all the important points. After all, many students have never taken a foreign language before and often do not know how to study effectively and therefore waste valuable time and then become discouraged. The tips on learning vocabulary are especially valuable because they help students recognize the similarities between English and German. Flashcards work for many people and offer the distinct advantage of being able to keep pertinent information handy and readily available. Ideally, students will memorize the content and not have to fumble for their index cards every time they want to say something and then gradually do without them as they become more confident. With time students will realize what works for them and what doesn't. Not everyone thinks in clusters or categories of words, e.g., housing, food, studies, etc. And certainly they don't intuitively grasp the differences between cases. Grammar rules have to be reinforced early on or else many students will be discouraged when they are suddenly confronted by the nominative, accusative, dative, and genitive forms for masculine, feminine and neuter nouns. But the point the authors are trying to convey, I think, is that students need to be organized in their approach and work hard. It will pay off. Finally, the authors might also have stressed the importance of attending class religiously, studying regularly for an hour or so every day, and always saving ten to fifteen minutes at the end of the day for review, which greatly aids in the memorization of vocabulary and grammar structures; however, they do stress the importance of completing lessons “over several short periods of time rather than in one section” (5). Lastly, the teacher is there to help and students should be afraid to ask for assistance if they feel lost.

Each section consists of two parts, *In English* and *In German*, one focusing on English grammar, the other on its German equivalent, showing students exactly how the grammar point under consideration works in each language, providing numerous well-chosen examples that underline significant differences between English and German. Like so many other books in this series all standard first- and second-year German language texts are cross-referenced, making it possible for students to prepare ahead of time the pages assigned in their regular class. All exercises provided in these sections can be downloaded at www.oliviahill.com.

Although most first-year texts include grammar explanations, they generally assume that students already have a good enough grasp of basic grammar and seldom dwell on difficult concepts, such as direct and indirect object pronouns. I teach French but grew

up speaking German and Swedish and appreciate seeing clearly the differences between my various languages. French too has a huge debt to German.

EGSG covers virtually every grammar topic that beginning, intermediate, and advanced students of German are likely ever to encounter. The table of contents is three pages long, which underscores the comprehensive nature of this language primer. Topics are listed in roughly “chronological” order, beginning with those that students are likely to encounter in the first few weeks of class (e.g., nouns, number, gender, articles, verbs, case, pronouns, personal pronouns, verbs, objects, adjectives, prepositions, the possessive, adverbs), before moving on to more complex grammar, such as active and passive voice, direct and indirect discourse, and the subjunctive. Needless to say, German grammar is sufficiently different, making the first semester or two a rude awakening. German nouns are always capitalized. How about that for starters? Therefore, students will be thankful for the clear organization, which always emphasizes the active use of the topic at hand. Less complex concepts also receive in-depth coverage (e.g., conjunctions).

Explanations are always concise, examples admirably clear and written in such a way that they easily can generate pattern-practice style independent review. For example, in the section on case students will learn to use the correct form of a noun or adjective by analyzing the context of each inflection. And they learn more about their own native language--presumably English—in the process. As most foreign language professionals keep saying, one of the intangible benefits of studying a foreign language is that learners will come to better understand their own language and become better communicators.

One way to give readers a flavor of how *EGSG* is organized is to look at the section on the subjunctive, which always causes students of every nationality huge problems. English-speaking students are especially challenged because there is nothing quite like it in English and our students, in fact, would be hard pressed even to recognize the subjunctive in English. French speakers, on the other hand, are baffled because the subjunctive in French is something altogether different. In just five very dense but eminently clearly-written pages our authors manage to enlighten readers on the distinction between the two subjunctive forms in German, what they are and how they are used, providing numerous well-chosen examples along the way to show how the subjunctive is used in place of the indicative to express hypothetical or contrary-to-fact action. The German subjunctive is a tall order for our grammar-challenged millennials but dedicated students will figure it out if they adopt the same kind of organized approach and do pattern-practice-style drills modeled on the sample sentences provided. Everyone else will at least acquire a passive command of the subjunctive and be able to recognize it in context and understand what it does.

The Olivia and Hill Press publishes similar primers of all the commonly taught languages (French, Spanish, Italian, Japanese, Latin, Russian, Arabic, Chinese, and English for native speakers of Spanish), and I heartily recommend them to my colleagues in modern languages. Again, I am much indebted to the authors for this exemplary primer of German grammar. What I particularly appreciate is that examples in both languages are perfectly idiomatic. Unlike so many texts whose author has not mastered one or the other language and therefore causes great confusion in some instances, *English Grammar For Students of German* is virtually flawless. In fact, the explanations of English grammar are so good that they could be used in an English composition class. I also appreciate the

layout of the book: pages are not overly crowded, and model sentences and important terminology are either boldfaced or italicized. This a “must-buy, must-read” book for students of German at all levels.

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Publisher’s Response

Thank you Professor Conner for your extensive and thoughtful review of the 6th edition of *English Grammar for Students of German (EGSG)*.

First published in 1980, this supplemental text is used by high school and college students throughout the U.S. (England and Australia) who are either unfamiliar with basic grammatical terminology or who find it helpful to relate German grammar to their native tongue.

In this new edition of *EGSG*, we have adapted the contents to current editions of German college textbooks, simplified the definitions and examples, and developed the study tip sections. On our website (www.oliviahill.com) we offer correlations to some popular college German textbooks, thereby relieving teachers (and students) from having to establish which pages to read in *EGSG* in preparation for each lesson in the textbook.

As more and more class time is devoted to developing communicative skills, teachers have increasingly assigned this self-study handbook to take the teaching of grammar out of the classroom.

Professor Jacqueline Morton
 Creator and editor of the O&H Study Guide Series
 The Olivia and Hill Press
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Italian

Giovanelli, John and and Bruna Petrarca Boyle. *Chiarissimo Uno*. Soft cover (includes a subscription to a one-year learning site). Freeport, ME: Wayside Publishing, 2014. Pp. 316. Soft cover ISBN: 978-1-938026-74-4. Learning Site Subscription, ISBN: 978-1-938026-78-2. Teachers’ Edition. Soft cover ISBN: 978-1-938026-76-8. For more information, orders and pricing information visit <http://www.waysidepublishing.com/>

Pedagogical researchers John Giovanelli and Bruna Petrarca Boyle have made an important contribution to Italian language learning with *Chiarissimo Uno*, a beginning-level Italian program. Most appealing is the book’s geographical approach to learning about Italian culture, especially those aspects based on regional traditions. The book provides the necessary tools in the form of grammatical structures, vocabulary, communication strategies, and cultural background, making learning practical and the book navigable. In the process of discovering the language, students are also introduced to the Italian-speaking world, and the authors have carefully selected contexts in which students are expected to communicate using an original tool like Italian proverbs. Interestingly, this

textbook can be suitable for different educational levels. As Professor Giovanelli explains: “I was unhappy with the textbooks on the market. They were aimed at college students and not connected to high school students.”

Chiarissimo Uno is comprised of eleven *sito* or chapters, an initial introductory chapter, *sito preliminare*, and a concluding *ripasso finale*, intended at helping students get ready for the final examination. Each *sito* is divided into three color-coded parts: vocabulary and expression in blue, grammar and phonetic in orange, and, in green, *le cinque abilità*. This concluding section helps students to work on their listening, reading, writing, speaking, and cultural knowledge (*Cinque Abilità: Ascolto, Lettura, Scrittura, Comunicazione Orale e Cultura*). Additionally, in *Chiarissimo Uno*'s end-of-chapter review section, there are practical vocabulary lists to assist students in a final review of the material. Students can therefore study grammar and vocabulary at their own pace, freeing up class time. *Chiarissimo Uno* allows the instructor to either follow a traditional approach or to “flip the classroom.” The second approach consists of the instructor, who teaches intensive programs or classes meeting only a few times a week, to assign the grammar elucidations and exercises in advance.

Also included in every *sito* is a comprehensive grammar exercise that requires a knowledge of numerous grammatical structures in order to complete it correctly. One of the hallmarks of *Chiarissimo Uno* is its geographical arrangement. The chapter regions, which help learners connect vocabulary, grammar structures and cultural pointers for important interactions, are as follows:

1. *Il Veneto.*
2. *La Lombardia.*
3. *Il Lazio.*
4. *La Sicilia.*
5. *Il Piemonte.*
6. *La Toscana.*
7. *La Liguria.*
8. *La Calabria.*
9. *L'Umbria.*
10. *La Campania.*
11. *L'Emilia Romagna.*

A very important component of the book are the chapter summaries to reinforce students' knowledge with simple and efficient exercises. The oral conversation and assignments are accessible in *MyLearningSite* (<http://learningsite.waysidepublishing.com/site/login>) and are referenced in each chapter's *Ascolto/ Listening* section. These pronunciation activities enhance the online activities, helping to increase students' awareness of intonation, differences in pronunciation with the double forms, stressing accents, and different pitches regarding questions and affirmation.

In conclusion, *Chiarissimo Uno* is an original and well-organized beginning-level Italian textbook. *Chiarissimo Uno* provides teachers with a good platform to teach Italian grammar and promote a good general understanding of the rich and varied culture of Italy.

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Publisher's Response

Thank you to Professor Ottaviani-Jones for her review of Wayside Publishing's novice Italian program, *Chiarissimo Uno*. Engaging beginner Italian language learners in culture through a geographically organized program has proved to be a fresh approach teachers enjoy. Bruna and John have created a modern, vibrant, colorful title for middle school and high school students that gets them communicating through written and spoken activities that are student-centered. Backwards-designed to ensure AP® readiness in the future, *Chiarissimo Uno* introduces authentic resources, activities that identify the mode of communication, and AP®-style tasks. Continuing our fresh approach to Italian is our forthcoming title, *Chiarissimo Due*, for continuing novice learners, Novice-Mid/Novice-High to Intermediate-Low. This next level continues the regional and communicative journey with a student-centered approach using culturally and linguistically authentic activities. Ordering *Uno* or preordering *Due* is “semplice” by visiting www.waysidepublishing.com.

Greg Greuel
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Russian

Titus, Julia, ed. *Poetry Reader for Russian Learners* (Сборник поэзии для студентов русского языка). **New Haven and London: Yale University Press, 2015. ISBN: 978-0-300-18463-1. Pp. 248. \$35.00.**

Following the excellent model of her annotated edition of Dostoevsky's *The Meek One*, Julia Titus has once again provided an accessible tool for students of Russian. This attractive volume contains selections from major nineteenth and twentieth century Russian poets. Each poem has glosses, notes, and exercises. A biography of each poet precedes the selections, along with the author's portrait done by artists Wayde McIntosh and Mario Moore. The book is compact and user-friendly.

Titus has chosen important poets that are familiar to Russians and will be attractive to English-speaking students of Russian. They begin, naturally, with Pushkin, and also feature Lermontov, Tyetchev, Fet, Blok, Tsvetaeva, Akhmatova, Mayakovsky, and Esenin. The poems are short, but representative of the author. To facilitate use by the teacher, Titus has marked them in terms of difficulty according to three levels. She recommends memorization, a tool long utilized by Russians. The brevity and rhythm of these poems certainly invite the student to learn them by heart!

The poems feature nature, love and personal emotion. Some include political themes as well, given the involvement of many of these poets in Russia's turbulent history. Where feasible, Titus introduces the poem with a brief description indicating its context and theme. She also invites students to determine the theme themselves through leading questions, and elicits comparisons between authors who have treated the same subject.

The question of vocabulary can often hinder students' appreciation of literature. Titus addresses this issue with copious glosses, which she uses not only to translate unfamiliar expressions, but also as a teaching tool. Since knowledge of Russian morphology depends greatly on the recognition of basic elements, such as roots, stems, prefixes, and suffixes,

Titus directs the student to study word formation. She adds grammatical notes where appropriate, such as imperfective/perfective, gender of nouns, diminutive, etc. Since many of the same words occur frequently in poetry, even by different authors, Titus does not usually repeat the definition or explanation a second time, thus encouraging the student to learn the vocabulary.

Exercises follow each poem, all according to the same pattern. The first, *Лексика и грамматика*, (Lexical and Grammatical Exercises), helps the student to appreciate word formation as well as to note grammatical constructions. Students are instructed to make up sentences using the various forms, find other phrases with the same construction, or determine word meaning. *Вопросы для обсуждения* (Questions for Discussion) address comprehension, and invite further interpretation. All exercises are written in English, but the instructor can decide on the language of the answer, supplement, or adjust expectations according to the level of the students.

Since poetry is auditory as well as written, Titus gives an excellent introduction to metrics, notably in Russian poetry. She also explains the particular difficulties of Russian pronunciation, especially vowel reduction. She provides examples to guide the reader and illustrates the correct method. In addition, on-line recordings of all the poems are available to teachers and students.

Among the poems that appear frequently in Russian textbooks, all of them classics beloved by Russians, we find Pushkin's touching love poems, *Я вас любил* (*I loved you*), *Я помню чудное мгновение* (*I remember a wonderful moment*), and his words to his imprisoned friends in Siberia after the Decembrist uprising; Lermontov's *Папус* (*The Sail*), *Молитва* (*Prayer*), reflecting his own personal emotions; Akhmatova's love poem *Вечером* (*In the evening*); Mayakovsky's futurist *А вы могли бы?* (*Would you be able?*). Perhaps due to length, Blok's famous *The Twelve* is not included. Pasternak's poems also are absent, although the ones from *Doctor Zhivago* are familiar in translation to many English speakers.

Titus recommends this book to heritage speakers. Having used *The Meek One* in a heritage classroom, I can say that this type of book works very well. Although heritage students speak well, they lack the literary vocabulary that many non-native speakers may possess. The glosses work to their advantage. On the other hand, they are able to address the discussion questions in Russian, and thus learn grammar and spelling, which they frequently lack. This book should provide them with the great poetry that is the Russian heritage.

The question of marginal glosses is controversial. Since the translation or definition is easily available, students do not always take the time to figure out the meaning on their own, which they can frequently do through contextual clues. They also do not take the time to learn the words. Once again, memorization of the poem will help students to retain the vocabulary. In addition, words are glossed only the first time they appear in most cases, thus motivating the student to remember them. There is no cumulative vocabulary list, another incentive to learn the word the first time.

This book is a definite asset to the study of Russian language and literature. It makes the best poetry available to a broader audience. It encourages both linguistic and interpretive analysis. No textbook can respond to all the teacher's needs, but this one provides a springboard for many uses, on many levels. Beginning students can

easily understand the simpler and shorter poems; while more advanced learners can work on multiple levels. I look forward to using this text with my students, and strongly recommend it to other teachers of Russian.

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Spanish

N.B. See the first entry in the French section for the review of *Minds-A-Wander: Spain*.

Bednar, Jill A. and Erica J. Mier. *Minds-A-Wander II: Quebec (DVD and Activity Packet)*. Drexel Hill, PA: Las Dos Chicas; and, by the same authors, *Minds-A-Wander: Spain (DVD and Activity Packet)*. Drexel Hill, PA: Las Dos Chicas. **Cost per *Minds-A-Wander II: Quebec* DVD and 15-page Activity Packet: \$35.75 (includes sales tax and S&H). Cost per *Minds-A-Wander: Spain* DVD: \$35.75 (includes sales tax and S&H). Cost per *Minds-A-Wander: Spain* 38-page Activity Packet: \$20.91 (includes sales tax &S&H). Cost per *Minds-A-Wander: Spain* Combo Package (One DVD plus accompanying 38-page Activity Packet): \$52.65 (includes sales tax and S&H). For further information on the film series and Las Dos Chicas study abroad scholarship application, visit www.lasdoschicas.org.**

Colbert, María, Abby Kanter, James Ryan, and Marian Sugano. *Azulejo: Anthology and Guide to the AP Spanish Literature and Culture Course. Second Edition. Freeport, ME: Wayside Publishing, 2015. Soft Cover Student Edition ISBN: 978-1-938026-23-2. Hardcover Student Edition ISBN: 978-1-938026-22-5. Pp. 544. Teacher's Edition ISBN: 978-1-938026-24-9. Pp. 247. For pricing and ordering information, visit <http://www.waysidepublishing.com/french-programs/apprenons-2nd/>.*

Anchored in a standards-based curriculum approach, *Azulejo: Anthology and Guide to the AP Spanish Literature and Culture Course*, Second Edition, focuses on context, themes, and high-level critical thinking. It is comprised of six chapters and three appendices. With the exception of Capítulo 3 each chapter is broken down into units that progress chronologically and along a common thread, whereby students study the historical context in which each work was written, and concludes with discussion questions (*Cuestiones esenciales para la Unidad*) that foster comparative analysis. Incorporating every text from 2012-2013 AP* Spanish Literature and Culture reading list, the chapters are as follows:

Capítulo 1: Siglos XIV-XV (La Edad Media) – Unidad 1: Encuentro de culturas en la Península ibérica.

Capítulo 2: Siglos XVI-XVII (Renacimiento y Barroco) – Unidad 1: Representaciones poéticas y artísticas; Unidad 2: Historias transatlánticas primeros encuentros; Unidad 3: Hacia la novela moderna; y, Unidad 4: El arte nuevo de hacer teatro.

Capítulo 3: Siglo XVIII: La influencia de Francia y la moda del clasicismo.

Capítulo 4: Siglo XIX – Unidad 1: Romanticismo y lo romántico; Unidad 2: El arte del Realismo y el Naturalismo: la mirada minuciosa; y, Unidad 3: Historias transatlánticas, un nuevo avance.

Capítulo 5: Siglos XX y XXI – Unidad 1: La novela: dudas inmanentes; Unidad 2: La poesía: la palabra y su mensaje; Unidad 3: La narrativa breve: del realismo a lo fantástico; Unidad 4: Compromiso con lo cotidiano; Unidad 5: La cuestión femenina; y, Unidad 6: La presencia hispana en los Estados Unidos: aquí y allá.

New to the second are revised introduction and analysis sections of all authors, with particular emphasis paid to the more challenging texts.

Potential adopters of *Azulejo* will want to visit the text's Sample Learning Site: <http://samplelearningsite.waysidepublishing.com/site/login> (choose *Azulejo* from the dropdown menu and click on "Log In"). The Learning Site is a supplemental resource that provides the following: For each author/text, a reading analysis quiz (ten to fifteen multiple choice questions) and free-response quiz in the AP format (text and art comparison question, text explanation, and essay questions); a full-length sample AP exam with the necessary audios and assessment support; a syllabus template that includes all of the AP texts and which follows *Azulejo*'s chronological approach; all audios and audio scripts; external resources for each author/text; and, additional brief interpretive listening and reading practice (short quizzes). Moreover, each unit contains a literary terminology quiz and a unit test (interpretive listening, reading analysis, and free-response).

The *Azulejo* Teacher Edition offers *Notas para el profesor* for each text and an answer key for the *Sugerencias* and *Temas* questions. For those instructors who have not had the experience of serving as an AP Reader (and learned how to objectively score student responses according to an AP scoring rubric) *Azulejo* supplies an Analytical Essay Guide that identifies and explains the three key parts of an analytical essay and a Writing and Correcting Guide for Poetic and Analytic Essays based on the College Board's guidelines. These teacher resources for the Analytic Essay are also available on the Learning Site.

At the heart of *Azulejo* is its chronological approach, which teaches users how to answer the five essential questions (when, who, why, what, and how) for each text. Specifically, by answering the question of when, students have a historical and cultural framework for understanding the time period of the author and his/her text under discussion. The "who" biographical information initiates the process by which students comprehend the perspectives of others. The "why" question is answered by an examination of the author's expression of identity and the text's implied message. For "what," each text is compared with other products, practices, and perspectives (e.g., paintings, architecture, laws, drawings, newspapers, oral tales, magazines, and other literary works) of the same time period. Finally, for "how," *Azulejo* fosters the exploration of the themes at the core of individual, collective, and national identity by placing texts in the context of the target culture.

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Publisher's Response

Thank you to Professor Eileen Angelini for her review of *Azulejo*. We are proud to have this comprehensive AP® Spanish Literature and Culture title in our line. *Azulejo*, as the professor wrote, is a chronologically organized text that thoroughly tackles essential questions for Advanced-Low to Advanced-Mid. Including every text from 2012-2013 updated AP® Spanish Literature and Culture required reading list was an intentional decision to give teachers and students the opportunity to teach and learn what's required for the actual AP® exam. Literature is capable of breaking linguistic barriers in a way that other learning exercises just cannot. One aspect included in the new edition is expanded introductions and analysis sections of all passage authors, giving special attention to texts that some teachers have considered particularly challenging for students. *Azulejo* is a great choice to follow *Triángulo Aprobado* 5th edition, which is targeted for Intermediate High to Advanced Low classrooms.

Greg Greuel

President

WaysidePublishing.com

Cory, Megan, Janet Parker, and Catherine Schwenkler. *Tejidos: Comunicación auténtica en un contexto cultural*. Freeport, ME: Wayside Publishing, 2013. Soft Cover Edition ISBN: 978-1-938026-36-2. Hardcover Student Edition ISBN: 978-1-938026-35 5. Pp. 400. Teacher's Edition ISBN: 978-1-938026-38-6. Pp. 253. For pricing and ordering information, visit <http://www.waysidepublishing.com/spanish-programs/tejidos-comunicacion-autentica-en-un-contexto-cultural/>.

As a nice complement to its *Aprobado*, which is targeted at the AP[®] level, Wayside Publishing also offers *Tejidos: Triángulo Comunicación auténtica en un contexto cultural* for those instructors wanting to address each of the College Board's six Global AP[®] themes (*Los Desafíos Mundiales, la Ciencia y la Tecnología, la Vida Contemporánea, las Identidades Personales y Públicas, las Familias y la Comunidades, and la Belleza y la Estética*) with their students in a highly communicative manner at the Pre- AP[®] or Pre-IB level. Authors Megan Cory, Janet Parker, and Catherine Schwenkler explain to the students in their introduction: “*Tejidos* está diseñado para que ustedes disfruten y aprovechen al máximo las oportunidades para conversar, compartir y colaborar con los compañeros todos los días de clase. Deben estar listos/as para utilizar todo el español que ya saben y aprender más al estudiar temas interesantes y divertidos tales como las redes sociales, las amistades, futuros planes profesionales y maneras de mejorar el mundo. Las páginas de este libro ofrecen actividades para que desarrollen habilidades lingüísticas incorporando el arte, la literatura, la tecnología y la creatividad. Prepárense para conocer mejor el mundo mientras amplían su conocimiento del español” (iv).

Tejidos is comprised of six *mantas* (that is to say, one chapter for each of the College Board's six Global AP[®] themes), with sub-themes labeled as *hilos*. Each *hilo* has a scaffolded format, starting with a magazine spread that presents the sub-theme, the essential questions, and the chapter's table of contents. For each *hilo*, there is *Introducción* (a provocation activity that introduces the theme and a focus question that leads to a more challenging essential question), *Antes de empezar* (a pre-assessment activity meant to trigger previous knowledge while introducing vocabulary and also including a focus

question that leads to the more challenging essential questions), five to seven scaffolded activities catering to two, and in most cases three, *Preguntas esenciales*, *Evaluación final*, and *Vocabulario del hilo*. Of particular benefit to the instructor is the sequence of scaffolded activities that can be used as formative and summative assessments for all modes of communication. Helpful to the students are the visual icons that assist them with preparing for the type of activity in which they will be engaged, whether it be *Interpretación visual*, *Interpretación de textos impresos*, *Presentación oral*, *Presentación escrita*, *Interpretación audiovisual*, *Interpretación auditiva*, *Escritura interpersonal*, *Oral interpersonal*, *Cultura*, *Diario personal*, *Conexiones*, and/or *Comparaciones culturales o lingüísticas*.

The *Tejidos* Teacher Edition provides the following: scope and sequence for each *hilo*; pacing guide/lesson plan for each *hilo*; student learning objectives that are aligned with the latest World-Readiness Standards for Learning Languages in addition to the English Language Arts and Literacy Common Core Standards; detailed instructions for each activity; answer keys to discrete point activities; audio and video scripts; analytic, holistic, can-do, and summative assessment rubrics; and, a grammar index. On the *Tejidos* Learning Site, each *hilo* includes: *Fuentes auditivas y audiovisuales* (all audio and video files referenced in the Student Edition); *Apoyo adicional para actividades* (additional scaffolding for Student Edition activities as well as a selection of the full activities as online tasks); *Vocabulario* (additional vocabulary tasks, e.g., flashcards, matching); *Uso del lenguaje en contexto* (additional contextualized grammar activities); *Actividades opcionales* (optional activities not present in the Student Edition); *Enlaces* (useful external links for select activities, which are also available in the Teacher Edition); and, *Hilo digital* (the 13th, online-only *hilo*, *La Población y la Demografía*). Finally, potential adopters of *Tejidos* will not lack for pedagogical resources as the *Recursos* section of the Learning Site provides access to external links to ACTFL standards and related pedagogical materials; English-Spanish Products Practices Perspectives PDF; answer keys to select free-response tasks; Bloom's Taxonomy in Spanish PDF; and a classroom forum for sharing materials.

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Publisher's Response

Thank you to Professor Eileen Angelini for her review of our unique Pre-AP®/Pre-IB Spanish program, *Tejidos*. We are grateful to be able to share this special book with Spanish teachers whose students aren't quite ready for an AP® level course. Our authors, who are Spanish teachers themselves, saw a need to provide a fresh, Spanish-only option for Intermediate-Mid to Intermediate-High classrooms. As the professor mentioned, the scaffolding in *Tejidos* really makes the advanced authentic materials accessible to students with a range of linguistic abilities, while integrating language and culture in real-world contexts. On that note, educators using *Tejidos* can enjoy teaching grammar and use of language in context, a newer method that's proven to work better than having kids memorize conjugations. One thing we would like to point out is the opportunity in *Tejidos* to use pair and group work to purposefully cover all modes of communication.

If teachers find themselves interested in the authentic, intercultural aspects of *Tejidos*, they may want to start teaching intercultural awareness from the start with our new Spanish 1-3 series, *EntreCulturas: Communicate, Connect, and Explore Across Cultures*.

Greg Greuel

President

[WaysidePublishing.com](http://www.waysidepublishing.com)

Gatski, Barbara and John McMullan. *Triángulo Aprobado*. 5th edition. Freeport, ME: Wayside Publishing, 2013. Soft Cover Student Edition ISBN: 978-1-938026-41-6. Hardcover Student Edition ISBN: 978-1-938026-40-9. Pp. 343. Teacher's Edition ISBN: 978-1-938026-43-0. Pp. 135. For pricing and ordering information, visit <http://www.waysidepublishing.com/spanish-programs/triangulo-aprobado-5th-edition/>.

Presenting each of the College Board's six Global AP[®] themes (*los Desafíos Mundiales, la Ciencia y la Tecnología, la Vida Contemporánea, las Identidades Personales y Públicas, las Familias y la Comunidades, and la Belleza y la Estética*) and the corresponding thirty-six sub-themes (*los Desafíos Mundiales: los temas económicos, los temas del medio ambiente, el pensamiento filosófico y la religión, la población y la demografía, el bienestar social, and la conciencia social; la Ciencia y la Tecnología: el acceso a la tecnología, los efectos de la tecnología en el individuo y en la sociedad, el cuidado de la salud y la medicina, las innovaciones tecnológicas, los fenómenos naturales, and la ciencia y la ética; la Vida Contemporánea: la educación y las carreras profesionales, el entretenimiento y el ocio, los estilos de vida, las relaciones personales, las tradiciones y los valores sociales, and el trabajo voluntario; las Identidades Personales y Públicas: la enajenación y la asimilación, los héroes y los personajes históricos, la identidad nacional y la identidad étnica, las creencias personales, los intereses personales, and la autoestima; las Familias y la Comunidades: las tradiciones y los valores, las comunidades educativas, la estructura de la familia, la ciudadanía global, la geografía humana, and las redes sociales; and la Belleza y la Estética: la arquitectura, las definiciones de la belleza, las definiciones de la creatividad, la moda y el diseño, el lenguaje y la literatura, and las artes visuales y escénicas*), *Triángulo Aprobado* packs a wealth of resources and practices exercises into a compact publication.

Specifically, each of the thirty-six sub-themes includes all AP[®] task-types, creating a total of thirty-six mini-AP[®] examinations: *Lectura* (interpretive reading), *Correo electrónico* (interpersonal writing), *Lectura con Audio* or *Ilustración con Audio* (interpretive print and audio), *Audio* (interpretive listening), *Ensayo* (presentational writing), *Conversación* (interpersonal speaking), and *Discurso* (presentational speaking). Furthermore, each of the thirty-six sub-themes includes two *Cápsulas Culturales* encouraging comparisons as well as glossed vocabulary with questions on *Productos, Prácticas, y Perspectivas* that are easily adaptable for essential questions.

The *Triángulo Aprobado* Teacher Edition has answer keys to all multiple-choice items from the Student Edition (reading and audio selections) with correct answer justifications and audio scripts for all *Audio, Lectura con Audio, Ensayo, and Conversación* tasks. Additional activities for each sub-theme that are not in the *Triángulo Aprobado* Student Edition are found on the *Triángulo Aprobado* Learning Site (a total of thirty-six of each activity): Flashcards, Matching, Preview Task (e.g., a Survey or Discussion Forum), Interpretive Audio, Video, or Print Task (e.g., ten to fifteen multiple-choice questions), a Post Task (e.g., Survey, Discussion

Forum, and, in some cases, a Quiz), *Cápsula Cultural* discussion forum, *Preguntas Culturales* discussion forum (*Productos, Prácticas, Perspectivas*), *Correo Electrónico*, *Conversación*, and *Discurso*.

Via the *Triángulo Aprobado* Learning Site, teachers are also able to access students' grades and supplemental resources. Available to both teachers and students are all audio files for activities in the Student Edition, all audio files for the additional activities, on-line dictionary suggestions, and more external links to, for example, podcasts, statistics, television broadcasts. For teachers only, the *Triángulo Aprobado* Learning Site provides a mid-year syllabus template; a final syllabus template; answer keys and audio scripts to Student Edition activities; answer keys and audio scripts to additional activities; AP[®] examination scoring guidelines in a PDF; full audio and video files of authentic sources used; Integrated Performance Assessments (IPAs) that start with a product and explore the practices and perspectives associated with the product by providing tasks in all modes of communication; and, a Classroom Forum so as to facilitate such activities as the sharing of materials and assigning homework. In the case of an unreliable or non-existent Internet connection, a DVD is available for purchase for teachers and students.

Potential adopters of *Triángulo Aprobado* will not lack for authentic resources and corresponding pedagogical materials that will provide a solid foundation for designing an AP[®] Spanish Language and Culture course or an advanced-level course aimed at truly challenging students in such a manner that they will deepen their knowledge of the Spanish-speaking world while advancing their Spanish-language skills.

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Publisher's Response

Thank you to Professor Eileen Angelini for her detailed review of our popular AP[®] Spanish title, *Triángulo Aprobado* 5th edition. Wayside appreciates the opportunity to respond. Authentic resources are vital to teaching language in a modern classroom, and we are happy Professor Angelini brought attention to the well-organized and numerous authentic resources in *Triángulo Aprobado*. One important aspect of *Triángulo Aprobado* that we would like to stress is the flexibility in its unique design. Teachers can easily find resources to support connections between sub-themes as their students explore the products, practices, and perspectives of Spanish-speaking cultures. For any Spanish teachers or department heads who may be interested, other titles available now include our Pre-AP[®] Spanish title, *Tejidos*, which takes students to every Spanish-speaking country in the world, our AP[®] Literature program, *Azulejo*, which includes every text on the AP[®] Spanish Literature and Culture exam required reading list, and our Spanish conversation-starter, *Conversemos juntos*. Readers can also learn about the newest Spanish offering that's creating a buzz, our 1-3 series that focuses on interculturality: *EntreCulturas*: Communicate, Connect, and Explore Across Cultures.

Greg Greuel
President
WaysidePublishing.com

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

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