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# NECTFL Review

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



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



**Michael Bogdan**  
Conference Chair



**NECTFL21**

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## **Announcement**

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

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## From the 2021 Conference Chair

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Dear World Language Colleagues:

2020 has been a challenging year, both in our schools and in our communities. Unsurprisingly, world language teachers have stepped up to share their ideas and support their students and fellow educators. Most of us made a pivot to online learning in a matter of days, working tirelessly to continue the learning experience of our students while at the same time addressing their social-emotional needs.

NECTFL supported these efforts through a series of free webinars focused on remote learning, recordings of which are available at [nectfl.org/webinars](https://nectfl.org/webinars). Several thousand teachers from across the country attended our live sessions or have since viewed the videos! We thank the presenters for their generosity of time and to the attendees who contributed ideas and asked engaging questions.

In addition, 2020 has brought a renewed focus on social justice and the need for educators to be aware of their role in advocating for all learners and professionals. For the last several years, our conferences have included sessions on this topic, including at our 2020 conference on Languages for All. Our 2021 conference, ***Finding Our Voice: World Languages for Social Justice***, will further highlight this theme. We will have pre-conference workshops and featured sessions by leaders in the field, spotlighting how language educators can promote social justice. These will be in addition to our always popular NECTFL staples of the Research Roundtable, #techlab, and sessions focused on many other issues in our profession. We are planning for a hybrid conference on April 22-24 in New York City and online, but we will finalize details over the coming weeks as we prepare for a safe experience for attendees. Stay tuned to [nectfl.org](https://nectfl.org) for updates.

Our keynote will be delivered by Sydney Chaffee, 2017 National Teacher of the Year and humanities teacher in Massachusetts. She will address why social justice belongs in our schools and the role teachers play in developing students who will strive for a more just society. Her speech will certainly inspire us to consider our responsibility in educating future generations of leaders and active citizens.

Realizing that we cannot wait until spring, NECTFL is supporting the pursuit of social justice by offering another free webinar series this fall and winter. Issues covered include how to start addressing social justice, conversations about race in the classroom, LGBTQ+ voices, designing for equity, and social justice digital games. Register for our live webinars at [nectfl.org/webinars](https://nectfl.org/webinars) or go there to view the recordings when you have the time

On behalf of the NECTFL Board, I thank the continued efforts of Robert Terry, Editor, and Thomas Connor, Materials Editor, for their leadership and dedication to the *NECTFL Review*. A sincere thank you to the authors and reviewers as well, without whom this issue would not be possible.

I look forward to seeing you this spring for our 67<sup>th</sup> annual conference!

Michael Bogdan  
2021 Chair

## *In Memoriam*



Phyllis Dragonas died on August 1, 2020 after a month of declining health spent at the Beverly Hospital. She had been a leader, friend, and inspiration to the language community and will be deeply missed by many.

For many years, Phyllis worked as the Department Head at the Melrose Massachusetts Public Schools where she was revered as an indomitable champion of incorporating foreign languages into the core curriculum, insisting that they become a graduation requirement, and offering ELL, Immersion, and Student Exchange Programs in all districts. She continued to support language programs at the state and federal level, serving one term on the Massachusetts Foreign Language Association (MaFLA) Board of Directors, chairing their Advocacy Committee for several years, and actively representing Massachusetts during JNCL-NCLIS advocacy events in Washington, D.C. over the past 20 years. In 2008, MaFLA honored her with their Distinguished Service Award.

A Charter member of ACTFL and the Eastern Massachusetts Foreign Language Association (EMFLA), Phyllis was President of the Eastern MA Chapter of American Association of Teachers of French (AATF) during the 1970's, and served on the AATF Executive Council from 1989-1992 as their New England Regional Representative. Phyllis was honored by the French Government in 1990 with the rank of *Chevalier dans l'Ordre des Palmes Académiques*, for her work in promoting the French language and Francophone culture across the United States. Her German American Partnership Program (GAPP) which she founded in 1975 at Melrose High School was written up in the *New York Times* and became the basis for her book *High School Goes Abroad: International Homestay Exchange Programs*, published in 1983 by the Center of Applied Linguistics.

Phyllis was much more than a professional colleague for so many. She was passionate, dedicated, articulate, and shared a compelling message with everyone she met. She had boundless energy, strength of character, and determination when it came to her advocacy for languages.

May the memory of Phyllis be a blessing to all whose lives she touched and be an inspiration for future generations to come.

This statement is adapted from an e-mail notice from JNCL-NCLIS.



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

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

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

#### **What We Do:**

**We serve world language teachers by**

- **listening to them**
- **representing their diverse views**
- **bringing them together**
- **nurturing their growth as newcomers and veterans treating them as caring friends and respected professionals**



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## Enhancing study abroad: Interventions for greater language proficiency and intercultural development

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Lars Erickson, *University of Rhode Island*  
Sigrid Berka, *University of Rhode Island*  
Xiaoyan Hu, *University of Rhode Island*  
Zoila Castro, *University of Rhode Island*

### ABSTRACT

This paper describes an experiential education course designed to enhance student learning while abroad. Studies have shown that students studying abroad need specific

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**Lars Erickson** (Ph.D. University of North Carolina at Chapel Hill) is a Professor of French at the University of Rhode Island where he also directs the French branch of the International Engineering Program. His publications include the advanced-level textbook *French for Engineering* (2018), the monograph *Metafact: Essayistic Science in Eighteenth-Century France*. (2004), as well as articles on internships abroad and on the literature of eighteenth-century France.

**Sigrid Berka** (Ph.D. University of California at Santa Barbara) is the Executive Director of the International Engineering Program (IEP) at the University of Rhode Island, Professor of German and also the Director of the German and the Chinese IEP. She published on the “Added value of a dual degree international engineering program” (OJGEE 2012), on “Reforming the Higher Education System” (ADFL Bulletin 2014), and on the impact of short- and long-term study abroad on student retention and cultural development (Global Business Languages/ASEE Proceedings 2011/2017). Under Berka’s leadership, the IEP received several excellence awards from NAFSA, IIE, DAAD and URI (2011-2019).

**Xiaoyan Hu** (Ph.D. University of Rhode Island) is a Senior Lecturer for the Chinese Language Flagship Program at the University of Rhode Island and Assistant Director of Chinese International Engineering at URI. She teaches all levels of Chinese language and literature. She was named 2017 Teacher of the Year by the Rhode Island Foreign Language Association (RIFLA).

**Zoila Castro** (M.A. University of Rhode Island) is a Senior Lecturer in Spanish at the University of Rhode Island and has served as coordinator of the beginning and intermediate Spanish program. Her work has involved mentoring and training teachers, designing curricula, and teaching writing. In addition, her interests include differentiated instruction, translation and editorial work, and the teaching of Spanish to Spanish-heritage speakers. She is a certified by ACTFL as an Oral Proficiency Interview (OPI) tester.

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interventions in order to profit fully from the immersive experience. The article describes a sequence of task-based interventions designed to prompt students to engage with the host language and culture. A description and rationale for each assignment explains how the tasks target language functions and intercultural development. The language functions relate to ACTFL's proficiency scale. The intercultural development process relates to Bennett and Hammer's Intercultural Development Continuum model (Bennett, 1986; Hammer, 2012). The students involved participated in the five-year dual bachelor's degree International Engineering Program at the University of Rhode Island and spent a year abroad in China, France, Germany, Chile, or Spain, studying for six months and then interning for six months. Discussion of student work shows the extent to which the tasks elicited interaction with the host culture and reflection on the experience. Results show that the interventions result in greater student engagement with the host culture and greater reflection on the impact of the overseas experience on their linguistic and cultural competency development.

## Introduction

Study abroad offers students a rich experience of broad and deep learning. While overseas, students have the opportunity to engage in a wide range of cultural experiences, to develop an extensive set of life skills, and to expand their personal attributes. In addition, students can deepen their intercultural competence, their language skills, and their self-knowledge. For many language educators and their students, the study abroad sojourn constitutes a cornerstone of their curriculum. It is often seen as the most important part of a language student's course of study. Given its importance, it is normal for educators to try to ensure that students get the most out of their time abroad and have a profound learning experience. Likewise, it is normal for educators to be disappointed when students gain little from their time abroad and have a superficial experience. As the volume *Student Learning Abroad* (Vande Berg, Paige, & Lou, 2012) shows, student learning while overseas does not happen automatically. Students need targeted interventions and thoughtful reflections in order to experience fully the host culture and language and to process these experiences. With this in mind, for our students' year-long stay abroad, we created a sequence of tasks that encourage them to interact with the host nationals in ways that foster both language and intercultural competence gains. Within this article, we describe the tasks, explain the rationale for them, and provide examples of student work.<sup>1</sup> The results show a promising start and also the need for further enhancements in student preparation and reflection.

Given its importance, it is normal for educators to try to ensure that students get the most out of their time abroad and have a profound learning experience. Likewise, it is normal for educators to be disappointed when students gain little from their time abroad and have a superficial experience.

## Literature Review

Research has shown that program design plays a large role in student learning during study abroad. Dewey et al. (2014) sought to determine which variables are associated with greater second language (L2) gains during study abroad. The seven variables the study looked at were intercultural sensitivity, personality, initial proficiency, social networks, gender, age, and program characteristics. Their findings conclude

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1. The University of Rhode Island's Institutional Review Board (IRB) approved the study's protocol, including the use of anonymous student work. The approval number is IRB1819-164.

that the program itself is the biggest factor in L2 use. The impact of the program is also found in Engle and Engle (2012) who describe their own program and demonstrate that their particular program design has attained significantly higher levels of language gains than others. Vande Berg, Connor-Linton, and Paige (2009) found relationships between student learning abroad and certain program features, notably program length, enrollment in content courses taught in L2, and pre-departure orientations, prompting them to state that “students learn most effectively abroad given proactive learning interventions” (p. 2). Hernandez and Boero (2018) show that interventions targeting pragmatic competence yield significant gains even during a short-term study abroad experience. Baker-Smemoe, Dewey, Brown, & Martinsen (2014) find that the two strongest predictors of language gains are intercultural sensitivity and social network formation, which suggests that programs should focus on developing these. Watson and Wolfel (2015) look at the relationship between language socialization practices of study abroad students and their gains in proficiency and intercultural competence. They found little correlation between language gains and intercultural competence gains, but found significant correlation between language gains and certain language socialization practices, such as hours of target language conversation.

When discussing intercultural gains during study abroad, Paras et al. (2019) found that pre-departure orientations and service learning opportunities had the biggest impact. For the pre-departure orientations, their research suggests that the most effective ones foster a deeper understanding of one’s own cultural self-identity. Also, the inclusion of activities that train students to handle disorienting and discomfiting situations lead to greater gains. For the service learning components, the authors suggest that these opportunities put students into more direct face-to-face interactions giving them more chances to hone their intercultural skills. They conclude that facilitated intercultural training is necessary to ensure significant gains in intercultural development. They suggest that hybrid models, involving some online training, could be a viable alternative to face-to-face training sessions.

In respect to experiential learning, Moreno-López, Ramos-Sellman, Mirano-Aldaco, & Gomis Quinto (2017) found that face-to-face contact with native speakers in both study abroad and service learning boosts students’ intercultural awareness as well as their perceptions of improvements in listening and speaking skills. Wu (2017), in a case study involving one student, found that effective support for a student interning abroad can be provided off-site through online interaction involving guided self-reflection, oral reporting, and Skype conferencing.

Spenader and Retka (2015) studied growth in students’ intercultural development during eight different faculty-led semester-long study abroad experiences. They measured intercultural development using the Intercultural Development Inventory (IDI) (Hammer, 2012) and found an average gain of 5.17 points on the IDI’s Developmental Orientation, but noted that four programs showed gains of eight or more points while one showed a loss of one point and the others showed modest gains of under five points. They were unable to point to any specific variable that explained the differences but suggest that “some of [their] programs are striking an appropriate balance between challenge and support in terms of intercultural experiences” (p. 33).

Paige and Vande Berg (2012) state that of the seven defining components proposed by Engle and Engle (2003) — (1) length of student sojourn; (2) entry target language competence; (3) language used in coursework; (4) context of academic work; (5) types of student housing; (6) provision of guided/structured cultural interaction and experiential learning; and (7) guided reflection on cultural experience — the most predictive of intercultural gains is the last one.

It is certainly true that students in some situations fail to profit from the immersive opportunities study abroad can offer them. For example, Allen (2010) examined the amount of interactive content with French that students had during a six-week summer study abroad program in Nantes. She found that students had little contact with locals, noting that 39% of them said that they never had contact with locals outside their host family beyond routine service encounters, another 39% reported having only occasional contact, and only 22% reporting weekly contact or several contacts with locals.

Slagter and Piper (2019) found that students attained lower language gains than they initially hoped for during study abroad. They attribute this to linguistic loneliness, which they describe as the inadequacy of one's language skills to allow for full engagement with a target-language speaker. Because of this lack, students revert to speaking English with their home-country peers.

Related to social interactions, Dewey, Ring, Gardner, and Belnap (2013) looked specifically at the factors that lead to social network formation in study abroad. In their study, when students were asked to indicate which program interventions helped them form friendships, they most commonly responded that it was the program's institution of a speaking requirement. Similarly, Trentman (2017) examined gains in oral fluency and sociolinguistic competence of students in study abroad (SA) in Egypt. She found that high gainers socialized in Arabic with both SA students and Egyptians, while low gainers tended to socialize in English with SA students and Egyptians. She contends that the high gainers had extensive social networks, extending to all three circles in Coleman's (2013) model, and that they relied on the program's pre-established social networks. She also points out that many of the students stated that they used Arabic because of the program's language pledge. She concludes that a program's interventions should focus on facilitating access to local social networks and using the language beyond basic service encounters.

New evidence (Davis & Knight, 2018) adds that aside from designing specific experiences for students that lead to the development of cultural intelligence, cultural learning relates to "how much students push themselves to seek new experiences and get outside their comfort zones" (Engberg, Jourian, & Davidson, 2016, p. 23). Based on this crucial insight, Davis and Knight (2018) advocate for creating courses that connect students "with people unlike themselves," encourage "reflection," and push students "outside their comfort zones" (p. 2). Thus, the research shows that students may not automatically immerse themselves in the language and culture during study abroad but that they need well-designed programmatic interventions to coax them to jump into and engage with their new world.

## **Program Context**

These research findings prompted us to take a critical look at the year abroad in our International Engineering Program (IEP) at the University of Rhode Island since we had considered the experience abroad itself to be sufficient for full immersion. The IEP is a five-year program in which students earn a B.S. in an engineering discipline and a B.A. in a foreign language. Students spend the fourth year of the program abroad, studying at a partner engineering school and then interning with a company in the host country. During the six-month internship portion of their year abroad, students enroll in a class entitled "Internship Abroad" with the adjective for their respective language of study preceding the word "internship." They can earn six academic credits, which count for their language major, e.g., Chinese, French, German, Italian, and Spanish or the Japanese track of the Global Language and Area Studies major.

When the five-year IEP was first created in 1987, initially with a semester of interning abroad only, and from 1995 on with an additional preceding semester of study at a partner

university abroad, the challenge was to design curricular maps for the two simultaneous majors that would, first, allow IEP students to graduate in five years and, second, to leverage their year abroad for credit transfer toward their academic majors since they were already taking the maximum credits during their studies at the University of Rhode Island. Language faculty also wanted the IEP students to continue developing their writing skills while being immersed in the internship and target country culture. Hence, the course started out as a means to provide students with six academic credits. The students do not receive any credit in engineering for their internship experience. Therefore, it was decided among the language faculty that students would receive academic credit for their language gains during their six-month internship. The students were told simply to write ten two-page reports every two weeks, and that they could write about a variety of topics such as describing the location of their study abroad semester, the location of their internship, the nature of their internship, differences between university and company culture, or reflections on their travel. The six academic credits were not solely for the reports themselves, but also for the six months of language use during their internship. Because of this, the reports were never given much academic rigor in their conception or their evaluation.

Meanwhile, as part of the program's strategic plan, we challenged ourselves to implement systematic assessment and design of a course accompanying the internship. This effort included launching a midterm internship survey, which elicited important information from the students halfway into their internships, as well as a final study abroad and internship survey after completion of their year abroad. To the students' host company supervisors, we sent out post-internship surveys in the various foreign languages. We began doing some official ACTFL assessments, most notably the OPI, as a way to begin to assess our students' language gains. We also wanted to help our students develop their intercultural competence. To better recognize where students were in terms of their intercultural development gains, we looked at their survey feedback and their written reports through the lens of the Intercultural Development Continuum (IDC)<sup>2</sup> (Figure 1, next page) which describes a set of orientations toward cultural difference and commonality that are placed along a continuum from the more mono-cultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation (Hammer, 2019, p. 29). For our initial assessments we selected the Intercultural Development Inventory (IDI), a scientifically validated instrument, which assesses where individuals or groups are on this continuum.

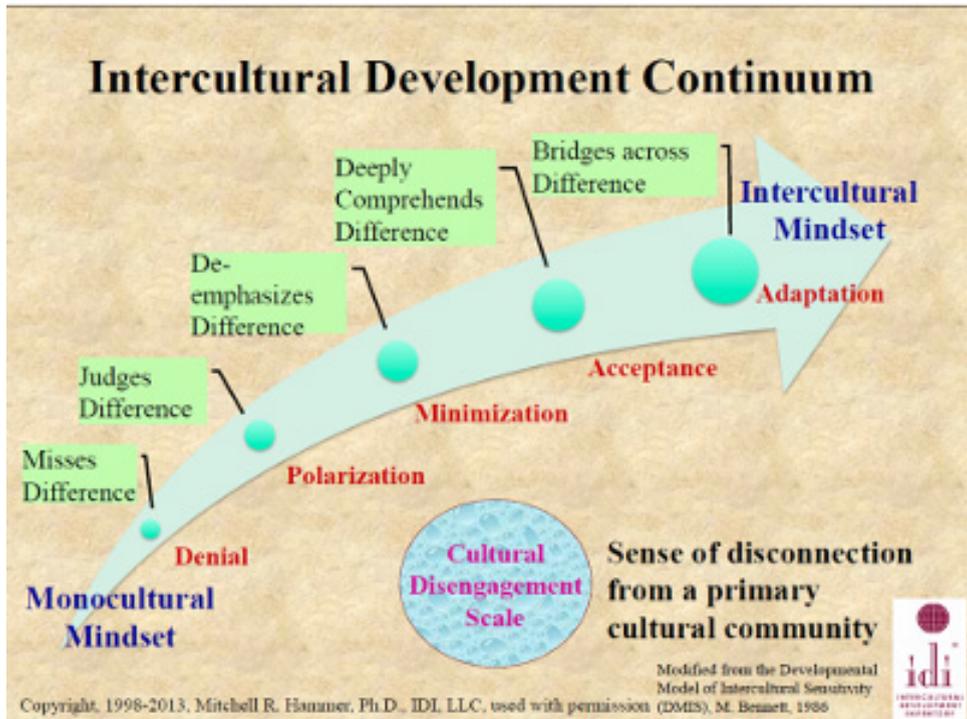
A first piloting of the IDI in short-term study abroad showed us that while a short-term experience could provide measurable advancement in intercultural development, it could also cause regression for some students (Berka, Geithner, Kaldor, & Streiner, 2017). While all these efforts were being made to launch a rigorous assessment plan, our students were also still turning in their reports following the old course model.

With our new knowledge, we began to see trends within these written reports. Over the span of roughly two years, the evidence began to show that our students needed to engage with the language and culture more productively. While we saw impressive language gains made by some students, we also noted that others made very little progress and could profit more from the immersive experience. Some of the students turned in the midterm

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2. "The Intercultural Development Continuum (IDC) assessed by the Intercultural Development Inventory (IDI) is adapted from the Developmental Model of Intercultural Sensitivity (DMIS). The original formulation of the DMIS is: Bennett, M.J., 1986, *Towards ethno-relativism: A developmental model of intercultural sensitivity*. In New York: University Press of America" (Hammer, 2019, p. 29, fn 3).

Figure 1. Intercultural Development Continuum (Image taken from Kaldor (2017)).



internship survey with alarming comments reflecting a limited experience and capability for understanding and responding appropriately to cultural values and behaviors, precisely because they often did not see differences in perceptions and behavior as cultural. This mindset represents the developmental stage of Denial. A comment from a student such as

Registering for classes is apparently something you do not do here. It seems like you just go to the classes you want and take the exam at the end of the semester. To me, this doesn't seem very legitimate, but everything here is so different and relaxed (frustrating).... Honestly, the best part about being here has been the ability to go to other places...."

shows that the difference between the educational system abroad and one's own is not recognized as cultural, but rather as annoying. The comment suggests a lack of interest in learning about the cultural practices of others and an active avoidance of cultural difference. The developmental strategy for a student in the Denial stage is to help the individual notice and engage in cultural differences.

Likewise, students' reports during their internship often described cultural differences and concluded by evaluating the host country as "strange" or "weird." Labels like these represent a stage in the IDC called Polarization. Polarization is an evaluative mindset that views cultural differences from an us-versus-them perspective. In its defensive form, cultural differences are often seen as divisive and threatening to one's own way of doing things. Labeling a practice as "strange" or "weird" is judgmental, and the intercultural competence development strategy for individuals in Polarization is to help them recognize when they are overemphasizing differences without fully understanding them, and to help them search for commonalities in order to adopt a less evaluative stance toward understanding differences.

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Aiming to overcome the evaluative stance and to arrive at the stage of Minimization means that the individual would be able to highlight similarities and to recognize universal values and principles. Minimization is a stage of development transitioning towards the fuller intercultural worldviews of Acceptance and Adaptation.

Furthermore, in exit interviews, students frequently stated that they used the host language the most during the internship portion of their stay. The move from the study abroad part in which students were still together in groups of peers to the internship segment of their year abroad in which they mostly ventured out on their own proved to be a difficult transition, both linguistically and culturally, and one that required us to offer interventions that would provide them support for the challenge of this part of their sojourn. In the section below on our interventions abroad, we showcase how we re-designed the Internship Abroad course and turned the developmental strategies into pedagogical assignments with concrete learning goals.

### Description and Impact of Interventions Abroad

All of the student feedback and research on developmental gains during study abroad showed us that we needed to make changes to our Internship Abroad course. We needed to motivate and coach students to use the language more and to interact more productively with the host culture. However, none of the research we consulted told us how to design such interventions.

Cognizant of the need for both faculty-designed interventions and student-initiated cultural reflection, we re-developed our internship abroad course by devising a series of assignments that require students to interact with the host culture and to use their language skills to do so.

Cognizant of the need for both faculty-designed interventions and student-initiated cultural reflection, we re-developed our internship abroad course by devising a series of assignments that require students to interact with the host culture and to use their language skills to do so. A full description of all the assignments for the French version of the class is found in Appendix A. The tasks are the same for the other languages except for culture-specific modifications. Each assignment targets a specific proficiency range on the ACTFL scale and a movement along the IDC scale. We strived to give students a variety of tasks, and to that end, we balanced the tasks between oral and written ones and varied the emphasis between interpersonal, presentational, and interpretive modes of communication. We also included student reflection within each one. While Vande Berg et al. (2009) advocate for on-site cultural mentoring, this is not possible for our faculty although each partner institution we work with abroad uses student buddies or mentors to ease with the transition into the host country. Concerning

student-faculty interaction, we feel that through student reflections and instructor feedback on them, we arrive at a good substitute for face-to-face interactions with a cultural mentor. As the course progresses, the tasks advance further and further along the ACTFL proficiency scale and the IDC scale in anticipation of students' progress throughout their internship experience.

#### *Assignment 1: Discover Your Internship Area*

The first assignment, "Discover your internship area," asks students to prepare for their internship by doing some Internet research to find out what the area will be like. They write a 400-word presentation of the area. It is a present-tense description that includes geography and climate as well as popular activities in this area. They also find out about the public transportation system, market days, special events, and anything the area is famous

for. They include anything else that is of interest to them about the area. In addition, students look for information on the clubs and associations in the area. They must pick three clubs that sound interesting to them and contact one about how to join. They conclude with some ideas of how they might be able to fit in and adapt to this area. The intercultural development goal is for students to notice how people live in the internship area and how life might be like for them there as opposed to one's own life, and to engage those cultural differences. The idea is to get students to discover how they can be part of the rhythms and fabric of the area instead of an outsider on its edges. The language task focuses on present tense, detailed description and we therefore expect this activity to yield writing in the range of Intermediate-Mid to Intermediate-High, though students who make this a cohesive essay with great detail attain the Advanced range. With respect to facilitating students' movement along the intercultural development continuum, we hope to help them change from a monocultural mindset (represented by the stages of Denial and Polarization) to an intercultural mindset. As can be seen from the earlier student quotations, at the outset of their engagement with another culture, students sometimes are in Denial and unable to perceive differences, or in Polarization, a judgmental mindset that views cultural differences from an us-versus-them perspective. Polarization can take the form of defense, which amounts to comparing differences and privileging the way things are done in their home culture. It represents a state in which they cannot imagine an equally human experience for the other. The pedagogical strategy for further intercultural development aims to help learners establish commonality even though they will not yet develop a sophisticated understanding of the other culture. Some might move from Polarization to Minimization, a state in which they see the commonalities of cultures, summarized as believing that deep down we are all the same. Students with a Minimization orientation experience a certain degree of success navigating the other culture (Hammer, 2012, p. 122).

This first assignment with the learning goal of noticing and engaging differences in culture yielded some very successful interactions between the students and the host culture. For example, one student discovered that her internship city of Mulhouse, France housed a few important museums related to its history, namely the *Cité de l'automobile*, the *Musée de l'impression sur étoffes* [Museum of Textile Printing], and the *Cité du train*. In addition, the student found a gym that she was interested in joining. She filled out the form online to request information and five minutes later her phone rang with a call from the gym owner who set up an appointment with the student to show her the facility. Thus, the assignment connected the student to the city's culture, history, and at least one of its people and helped to develop a strategy to navigate the cultural practices of the new culture and the ability "to go along to get along," as summarized in Hammer (2019). It is part of a strategy within Minimization to navigate the dominant (here the French) culture when you belong to the minority (here the U.S.) culture.

#### *Assignment 2: Compare Cultural Differences*

The second assignment, entitled "Compare cultural differences" or "How does this culture tick?" results in an oral presentation in the form of a video. The assignment includes some preparatory listening comprehension work. For the French version of this assignment, students watch a video by the French Youtuber, Cyprien (2011), in which he comments on his perception of the US. Then, they create their own three- to five-minute- long video in which they comment on their perceptions of French culture. They post their videos on a discussion board and comment on the videos of two other students. For the language goals, the assignment elicits oral production that centers on present-tense description in the form of loosely linked sentences

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but can include paragraph-length discourse and past narration. The expected oral proficiency range is from Intermediate-Mid to Advanced-Mid depending on the level of detail, time frames used, and range of topics discussed. With this assignment, we hope to make students aware that perceptions of culture are themselves culturally situated. In terms of the stages of the IDC, we aim at setting them up for successfully moving towards the stage of Acceptance, an orientation where individuals recognize and appreciate patterns of cultural difference and commonality in their own and other cultures. They are curious to learn how a cultural pattern or behavior makes sense within different cultural communities. We made the decision to require students to post their videos to a discussion board based off Vande Berg et al. (2009) who found that students who spent 26-50% of their time with host nationals made the most gains in intercultural development while students who spent 51-100% of their time with host nationals lost ground, and for students who spent 76% of time with fellow US nationals “intercultural learning simply stopped” (Vande Berg et al., 2009, p. 24). Vande Berg et al. (2009) posit that the fully-immersed students may become overwhelmed by the cultural differences. Furthermore, they suggest that the instructor’s participation and mediation on the discussion board allows him or her to play the role of a cultural mentor who can facilitate intercultural development. Through the comments in the discussion, the instructor can guide students to consider explanations for the behavior and to realize that what might seem normal to them is strange to others. By observing differences, then describing them in their video and then commenting on each other’s videos, we hope to continue moving students toward the beginnings of an intercultural mindset. The observation and description of social behaviors abroad heighten their self-awareness of their own cultural background, and the use of the French Youtuber’s video serves to show that perceptions of others are relative, and allows them to experience differences in perceptions with greater complexity.

This assignment produced some interesting work from Chinese International Engineering Program students studying abroad in China as well. After interning in an insurance company for a month, with the task to sell insurance to customers, a student recorded an interview with a co-worker discussing her culture-related challenges in a five-minute long video in which they discuss a case. The student said,

我就跟他说我在某保险公司实习，然后问他（客户）有需要的话可以来找我，然后我就说唯一的问题我发现就是：在中国，人们的保险意识很差，我很难说服中国人买保险。然后他就说你们保险蛮好的。

[I informed him (the customer) that I am interning at A Insurance. And then mentioned that he can contact me if he has any needs (for insurance/financial products). Then I said to my boss that the only problem is that I realized Chinese people do not have a strong sense of need for insurance. It’s difficult to persuade Chinese people to buy it. The boss responded that A Insurance is great, and it has a large space for career growth, a lot of opportunities for me too.]

Her coworker commented,

实际上，中国人买保险的意识不差，真的。在中国，不管这个东西好不好，如果其他人买了，那么他们也买。所以很多人是抱着这种心态的：因为我身边的朋友都买了，所以我也买，并不是我相不相信的问题。像我父母，他们给我买过保险，但是他们根本就不信这套，包括我来该保险公司工作，他们都是反对的，但是他们依然给我买保险。

[Actually, their sense of need for insurance isn’t lacking, really. Instead, it’s because Chinese people have this habit, whether or not something is good, if other people

bought it, they are also going to buy it as well no matter what. A lot of people hang on to this type of mindset: because all of my friends bought it, I'm going to buy it too, though not because I believe in it. For example, my parents bought me insurance, but they don't believe in it. When I came to work at A Insurance, they strongly resented that, but they still bought insurance from me because other people bought it.]

The student replied, 但是着对我来说很难啊。 [But it's difficult for me.]

After the one-minute discussion, the student posted her observation and reflection, which showed that she was able to penetrate deeper into understanding how an observed cultural pattern made sense within a certain cultural community. The student realized that at the initial stage of interaction, Chinese people show a courteous attitude through respect, positive reciprocity, and sincerity in order to build a harmonious communication climate. But when the balance is in jeopardy, such as asking them to purchase some kind of insurance or seeing their son working for insurance companies in this case, one sees that Chinese people actually can express their emotions quite directly and aggressively.

### *Assignment 3: Engage in Simple Transactions*

In the third assignment, which we entitled “Scavenger hunt,” students engage in a series of simple transactions. Students make audio or video recordings of themselves making transactions. They must buy bread or pastries from three different shopkeepers. They also go to the local open-air market and buy three local products from three different merchants and ask each merchant about the local specialties that they sell. They also ask three people at work about restaurants or cafés in the area that they like and also about clubs or associations that they belong to. Finally, they go to one club or association (either one recommended by people at work or one they discovered in their earlier research on the area) and inquire about joining. After having done everything on the scavenger hunt list, they make a video or audio of between two and three minutes in which they assess how well they were able to handle these tasks linguistically, how well they handled them culturally, and how challenging they found this assignment overall.

Engaging in everyday transactions falls into the Intermediate range on the ACTFL oral proficiency scale. These are straightforward interactions that occasionally require asking questions. For the cultural goals, this assignment aims to get students interacting with local merchants and inquiring about local products. Through these transactions, they become familiar with the local products. The recordings also give the instructor an idea of the student's ability to interact in culturally appropriate ways. While the interactions are not particularly challenging linguistically, the experience of interacting directly with local merchants can be intimidating. These are often not people accustomed to dealing with learners of their language; this in turn, may add stress to the interactions. Through this assignment, students may develop an attitude of openness and come to realize that in their own culture, as well as others, there is a certain set of expectations for making transactions. Furthermore, the social aspects of this assignment, especially making the inquiries into joining a club or association, serve to expand students' social network. Isabelli-Garcia (2006) highlights the importance of social networks, showing a correlation among learners' motivations, social networks, and linguistic gain. She adds that the students with the most highly developed social network were the ones who got involved in extracurricular activities such as volunteering or travelling to visit friends of friends (Isabelli-Garcia, 2006). Through this intervention, we hope, on the one hand, to get students more involved with host nationals through clubs or associations that interest them, and, on the other hand,

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recognize that lifestyle choices may differ from culture to culture and may symbolize different concepts and values in work-life balances. For example, the same assignment led students in the German IEP to realize that there is a *Verein* [club] for basically any leisure activity. Depending on their geographical location, students became members in a *Bogenschiützen-, Fussball-, Schwimm-, Ski-, Mal, Musik-, Garten-, Angel- und Naturfreundeverein* [archery, soccer, swimming, skiing, painting, music, garden, fishing, and nature-lovers club], they joined *Ruder-, Tauch-, Fitness- und Radrenn-Clubs* [Rowing, diving, fitness and cycling clubs], they became members of a *Chor, a Kanugemeinschaft, a Jäger- or Judo-Jiu-Jitsu Vereinigung* [chorus, canoe club, a hunting or judo-jiu-jitsu association] They engaged in e-mail dialogue with club managers and were asked if they have ever used a kayak or canoe, instructed to bring their *Badelatschen* [flip-flops], fill out a membership agreement, or were invited to just meet up *zum Schnuppern* [get a taste of it]. The task involved students in real communication with locals about a wide range of topics. While some students just enjoyed embracing the sheer breadth of leisure offerings and successfully engaged with the club culture, others reflected on the experience in greater complexity and discovered a core concept of German cultural values and behaviors: the Germans take their *Freizeit* [leisure time] very seriously and this lifestyle may be grounded and motivated by a stronger separation between work and leisure or public and private spheres in the German culture.

### *Assignment 4: Compare Internship to Studies*

The fourth assignment involves retrospection and introspection. Students write a 500-word essay in which they compare a typical day at their internship site to a typical day at their study abroad site. They begin by writing about three of their personal values or things that are important to them. Then, they write about three goals that they have for themselves during this year abroad. Next, they write a page or a page-and-a-half comparison of a typical day at their internship site to a typical day at their study abroad site. In a concluding paragraph, they discuss which site (study abroad or internship) seems better for helping them attain their values and goals. For the language goals, students write a series of paragraphs that include detailed descriptions and comparisons, which will be in the present and past time frames. They also describe their own values and goals and project them into the near future. These are mainly Advanced-level tasks on the ACTFL scale, but since not all students may have mastered these yet, the expected range is Intermediate-High to Advanced-Low. For the cultural goals, the main objective is to get students to situate themselves within the local culture and to consider how their personal goals can be realized in the new cultural context. This involves contrastive self-reflection between one's own culturally learned perceptions and behaviors, and those of different cultural groups: Who are they? What is important to them? How can they satisfy their developmental needs in their current situation? Those are the introspective questions. By comparing their semester of study to their internship, the students look back as a means to better move forward. For some students, this assignment will spur them to move past Polarization and toward Minimization by helping them overcome cultural differences and see similarities and universal values and principles among cultures in order to fulfill themselves within the new culture. For other students, the assignment may help them move into Acceptance where they recognize and appreciate patterns of cultural difference. The assignment encourages them to see that they can live within the new culture in a way that is fulfilling and that they can learn to appreciate and accept. It provides them with a schema for experiencing a different cultural context and facilitates a deeper understanding of cultural difference. This assignment is one of the most reflective ones, and the resulting essays indicate that it

refocused students' sense of purpose for the year abroad. Many students in the French IEP, for example, commented on the more highly structured schedule during the internship. In addition, they commented on the frequent use of English during the study abroad portion due in part to the easy access to their compatriots but also to the large number of international students for whom English was an easier common language than French. One specific student in the French IEP said of his three goals,

*Le plus important objectif est à m'entraîner à mes compétences d'ingénierie. [Pour le deuxième objectif,] je veux être plus social. Aux Etats-Unis, je n'ai pas passé beaucoup de temps avec mes amis et je ne suis pas souvent sorti avec mes amis. La dernière chose est que je veux améliorer ma capacité à parler français.*

[The most important goal is to train myself in my engineering skills. [For the second goal,] I want to be more social. In the United States, I did not spend a lot of time with my friends and I did not go out often with my friends. The last thing is that I want to improve my ability to speak French.]

The student's second goal, being more social, involves modifying his behavior to be more social than he was in the US. His third goal is to improve his French. While the student does not connect the two goals in a causal relationship, he seems to understand that being more social will lead to more opportunities to use French. Thus, this suggests that the student has moved past Polarization since he does not consider the change to his habits as a threat but rather as an opportunity.

The student concludes his essay with a reflection on which site is better. He writes,

*La question qui est importante est quel site est le meilleur en respect de mes objectifs et de mes valeurs. J'ai appris beaucoup de choses à Compiègne, mais s'il faut que je choisisse une ville, je choisirais sans doute Strasbourg chaque fois. J'ai devenu [sic] plus social, je peux travailler comme ingénieur ou [sic] ce ne serait jamais possible à Compiègne qu'à Strasbourg. Toujours je travaille sur des projets importants qui pourront aider les chirurgiens avec leur patients. J'ai rencontré quelques gens extraordinaires. J'ai rencontré deux chirurgiens qui ont venu au Japon [sic], ils sont déjà retourné [sic], qui étaient le plus aimables. Je veux dire que j'ai déjà appris ici plus que Compiègne. Ce stage, c'est tout que [sic] j'ai désiré.*

[The question that is important is which site is better in respect to my goals and my values. I learned a lot of things in Compiègne, but if I have to choose a city, I would choose Strasbourg each time. I became more social, I can work as an engineer or (sic) this would not be possible in Compiègne than in Strasbourg. Always I work on important projects that will be able to help surgeons with their patients. I met extraordinary people. I met surgeons from Japan, who already went back, who were the friendliest people. I want to say that I already learned more here than in Compiègne. This internship is all that I desired.]

His concluding remarks give some evidence of both the Minimization and Acceptance orientation. For Minimization, he seems to be impressed with professionals from various cultures, which suggests that he recognizes values and principles that they hold in common. For Acceptance, he expresses appreciation for the novelty of his internship experience abroad, which hints that he is open to patterns of cultural difference although perhaps not yet fully able to recognize them since there is insufficient evidence to support this.

### *Assignment 5: Interview a Colleague*

For the fifth assignment, students interview a colleague at their internship. They make an eleven- to fourteen-minute interview video in which they ask a colleague at their internship site about her or his academic preparation, career path, and other questions about the person. Students need to ask spontaneous follow-up questions to some answers to get extra information and they need to reformulate some answers to verify that they understood. They conclude their video with a short segment in which they talk about how this person's career path compared to their own or to that of someone else in the US. The main language goal is to ask questions to elicit information, and the secondary language goal is to implement interpersonal speaking strategies such as demonstrating listening comprehension by asking follow-up questions or reformulating answers to verify their comprehension. This places the activity in the ACTFL proficiency range of Intermediate-Mid to Intermediate-High, which is lower than the previous activity. However, the cultural goals for this task are more advanced. The surface goal is for students to get to know a specific person at work and how this person came to work at this place. Setting up the interview and conducting it ensures that students are making connections at their internship site. On a deeper level, the activity intends to move students from Polarization to Minimization or from Minimization to Acceptance. In the former, students who might see their education through polarized lenses (our system is better than theirs), may be able to see now that everyone has career goals and has undergone specific training to attain them. In the latter case, students may begin to see that while everyone has career goals, these may be conditioned by one's background or by the educational system of one's country.

### *Assignment 6: Write a Technical Description*

The sixth assignment involves a detailed written description of a technical process or object. Students are asked to create a glossary of 35-50 technical words or expressions in the target language that relate to their specific technical internship. Then they write a detailed 250-word description of a technical process or object that is part of their internship experience. They conclude with a brief paragraph reflecting on how being able to use the right technical language has helped them become part of their team and professional culture at work. This is a detailed description of something of professional interest and as such the activity falls in the Advanced range. We expect students to perform at the Intermediate-High to Advanced-Low range depending on accuracy, level of detail, and cohesion of their description. For the cultural goal, we want students to think about their identity, particularly their identity as an engineer and their emerging identity as an engineer capable of working in another language as well as in another engineering culture. They may be part of a French team of engineers who rely heavily on math to back up their research or they may be in a German team that practices long-term planning of a project in order to anticipate everything that can go wrong rather than jumping into it and troubleshooting along the way.

The following excerpt is from a German and civil engineering student's technical essay *Der Bauprozess: nicht nur das Bauen* [The construction process: not just building]. She put in bold the glossary terms she had collected in the weeks prior to the writing assignment. As an intern at a German construction company, she was part of a team of civil engineers and urban planners moving a highway into a tunnel with the long-term goal of reducing traffic jams, air and noise pollution, and creating more green space to the inner city: a park is planned on top of the future submerged highway. The student realized that rather than beginning with the actual tunneling and fixing potential problems as they arise, the German

work culture requires long-term planning, anticipation of hurdles, and an extremely high adherence to safety regulations before the actual project can begin. The student wrote,

*Gefährdungsbeurteilungen* mussten auch gemacht werden. *Arbeitsschutz* ist in Deutschland natürlich extrem wichtig, also muss jeder auf der Baustelle *eingewiesen* werden. Jeder bekommt auch eine Kopie der *Betriebsanweisung*, und während der ganzen Bauzeit werden *Sicherheitsbegehungen* gemacht. Vielleicht trägt der *Polier* sein *Schutzhelm* nicht, oder vielleicht fährt der *Radlader* zu schnell. Alles soll dokumentiert und genehmigt werden. Falls ein *Mangel* deutlich wird, ist eine *Mangelanzeige* zu schreiben. Nach dem Einbau der *Bewehrungseisen*, aber bevor die *Betonage*, muss eine *Abnahme* stattfinden. Das *Bauen* selbst ist überschaubar im Gegensatz zu der *Vorbereitung*, *Planung*, *Dokumentation* und allem rund um den *Planungsprozess*.

[Risk assessments also had to be made. Occupational safety is of course extremely important in Germany, so everyone has to be briefed on the construction site. Everyone also gets a copy of the operating instructions, and safety inspections are made throughout the construction period. Maybe the polisher will not wear his safety helmet, or maybe the wheel loader is moving too fast. Everything should be documented and approved. If a defect becomes clear, a defect notice is to be written. After the installation of the reinforcement iron bars, but before the concreting, a certification process must take place. Building itself is manageable in contrast to the preparation, planning, documentation and everything related to the planning process.]

The student shows a deep awareness of the process-oriented approach of German engineering and thus displays recognition of a culture-specific framework based on an understanding of values (desire for order and safety) and behaviors (adhering to regulations). Furthermore, the technical vocabulary helps the student integrate into the host country's engineering culture.

#### *Assignment 7: Describe a Cultural Incident*

The seventh assignment requires students to describe a cultural incident. For these purposes, a cultural incident is a moment when they did something that was not within the expected cultural norms and it created a moment of awkwardness, humor, unease, or conflict. This is an oral presentational assignment and students make an eight- to ten-minute long video in which they go into detail about what happened. They describe the context, narrate the actions step by step, describe how people reacted, and how they felt. They conclude by reflecting on what they learned from this incident.

In the Spanish IEP, a student interning in Chile recounted the following cultural incident that took place during his first day of class at the local university. Having arrived a few weeks before the beginning of the semester, the student had been hearing the expression *felicidades por pasar agosto* [congratulations for having survived August]. By the time classes started, the student felt he had fully grasped the meaning of the expression and was ready to use it in class. The professor arrived, reputedly the most feared professor on campus, and the student welcomed him with the expression "Congratulations, professor, for having survived August." Along with total silence of the class and extremely surprised faces of the students, the professor responded with a stern voice, "I believe you got this one totally wrong." The month of August is the coldest month in Chile, and, in the most southern regions of the country, it can be really hard on older people's health. Therefore, when using such an expression one is saying that the person is not only old, but so fragile that a cold

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winter could take his or her life. The student's recounting of this episode is an example of an Advanced-level past narration. Moreover, it shows that the student learned the subtleties of the local idiomatic expressions that are in turn linked to the local culture. In terms of his intercultural development the student realized that the meaning of an expression is deeply embedded in a specific cultural context. Initially missing the semantic nuances of his speech act, he learned from the reaction of the locals that there was a complex layer of cultural subtleties to account for if one wanted to communicate successfully, both linguistically and culturally appropriately, here with members of the Chilean community.

Recounting a specific cultural incident such as this includes some Advanced-level language functions since students need to narrate and describe in the past time frame. The concluding reflections could give evidence of some Superior language-level abilities depending on how students do it. For those reasons, the targeted level of attainment is Advanced-Low to Advanced-High. For intercultural development, the assignment asks students to pinpoint cultural behaviors and to describe how they differ from their own culture's norms. The reflections help students process how to navigate differences in behavior and accept those differences. For some students, this assignment will help them move from Minimization to Acceptance in that they acknowledge differences and explain how modification of their own behavior can help them fit in. "Students with an acceptance orientation experience the foreign culture as a complex maze of differences, with each recognized difference enlarging intercultural understanding." (Hammer, 2012, p. 123). In summary, intellectually, assignment seven may provide a schema for experiencing a different cultural context.

### *Assignment 8: Photo Essay*

The eighth assignment is entitled "Photo essay" and involves interpretative writing as well as presentational writing. For this assignment, students take pictures of five to six things that they feel are different or unusual in their host country. They can take pictures of a few big things, like a Gothic cathedral, but are encouraged to take most pictures of very small, everyday things like doorknobs, street signs, or bus passes. They then write a 500-word essay about these things. For example, interns in the Chinese IEP were requested to share two photos every week with their peers from their workplaces to show their awareness of cultural difference on an online forum so that their peers can discuss and comment on them before the 500-word essay writing. Photos are diverse, some indicating the air pollution issues of the office buildings, some showing their colleagues' lunch boxes, and some showing the office nap culture. One student posted the photo (on the next page) in the second week, and wrote,

为什么我同事们的办公桌上都放着枕头？他们都打算在办公室睡觉吗？这是好事儿还是坏事儿呢？ [Why are there cushions on my colleagues' desks? Are they planning to sleep in the office? Is that a good thing or bad thing?]

The comments included:

“初创公司大概都很忙吧！惨了！” [Maybe people are super busy because they work for a startup company. That is too bad!]

“也许是为了偷懒，哈哈。” [Maybe they are lazy, haha.]

“或者是为了拿加班费吧？” [Maybe they just want to get overtime pay?]

The course instructor adopted the role of a cultural mentor and posted this first intervention: “能不能采访一下你的同事，他们每天都午睡吗？他们为什么会这么累？别的公司也这么做吗？” [Would you please ask your colleagues the reason why they want to take naps? Do they nap every day? Do people nap in other companies as well?]



Some student comments from the second round are excerpted here. They were:

“我的同事们也是一样的” [The same as my colleagues (they also nap everyday.)]

“嗯，我们公司也是!” [Yes, the same as my company!]

The course instructor then posted the second intervention: “请你做一个调查研究，包括网上资料搜集，然后考虑写出一篇作文” [Please do some in-depth research, including online literature review about US/Chinese cultural differences.]

The students discovered that the Chinese take mid-day naps at work in order to be refreshed for the rest of the workday. The pillows allow them a comfortable spot to rest their heads. Thus, in this assignment, students place cultural products within a larger cultural context, which gets them to think of culture as an interconnection between products, practices, and perspectives. Through the reflections, students are encouraged to see the host culture through the perspective of the host culture. In terms of the developmental stage of Acceptance, they “can also confront cross-cultural ethical questions within their specific work place or living situation by fully considering what a particular practice means from their own perspective and what a cultural practice represents in a different cultural community” (Hammer, 2019, p. 32). In the example above, the student develops a new appreciation of what makes the host culture, e.g., discovering that sleeping on the job is considered good in the Chinese culture and a major strategy to keep fresh and effective.

#### *Assignment 9: Describe How You Have Changed*

The ninth assignment requires students to reflect on how they have changed during their year-long sojourn abroad. Students write a 500-word essay, describing the ways in which they have had to change during their time abroad. They write one paragraph, in which they describe specific examples of how their language skills have forced them to change the way they communicate. They write another paragraph about how the local habits and customs have forced them to adopt new ones and to abandon, at least temporarily, others. For the third paragraph, they write about the ways they have had to change their outlook on the world and themselves because of these modifications. They add an introduction in which

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they summarize the main change or changes. In the concluding paragraph, they explain how they think these changes will affect them upon return to the US, and what habits they might bring back to their home country from abroad. This reflective essay includes paragraphs that describe specific examples in the past with an introduction and conclusion that link the paragraphs together. Because it invites abstract discussion of complex matters and includes hypothesizing in the conclusion, this assignment constitutes a presentational writing assignment with some elements of the Superior level. Given that not all students will be able to handle all the functions, the expected performance range for this assignment is from Advanced-Mid to Superior. For the students' intercultural development, we hope that this assignment further develops or even consolidates an accepting intercultural mindset. Throughout their sojourn, they have become accustomed to the differences of the host culture, and this assignment asks them to reflect on the extent to which they have adopted these practices, and which changes to their adopted lifestyle they hope to bring back to the US.

In talking about the local habits she adopted, one French IEP student wrote,

*J'ai aussi commencé à prendre une baguette chaque soir à la boulangerie qui se trouve en bas de chez moi et j'ai commencé à faire les courses beaucoup plus souvent qu'aux Etats-Unis, presque tous les deux jours en fait, parce que je ne pouvais pas porter beaucoup de choses à la fois sans voiture. Peu à peu, je suis devenue plus française en faisant des choses qui me facilitent la vie.*

[I also started to get a baguette each evening from the bakery below my place and I started to go grocery shopping more often than in the United States, almost every other day, in fact, because I could not carry a lot of things without a car. Little by little, I became more French by doing things that made my life easier.]

Answering how he has changed, and how he sees himself before and after the year in Germany, a mechanical engineering student answers in a way that indicates a deeper level of reflection and cultural adaptation. Having gotten a taste of German lifestyle during his semester of study at the *Technische Universität Braunschweig* [Technical University of Braunschweig], yet not fully pushing himself out of his comfort zone since he was part of a large peer group of German IEP students, he made the conscious decision to do away with old habits he had engaged in back in the US like video game playing and surfing the Internet for hours on his own, and adapt to the German lifestyle during his internship. He began to take risks such as accepting invitations from German coworkers and interns to join them for outings and even a short weekend vacation and in general embraced the new culture by reading German books and trying out a new sport (joining a bouldering group) and traveling. While it was not easy for this introverted student to choose the more difficult path of social engagement and cultural immersion, he eventually was rewarded for his risk taking and determination and discovered a new way of living that was ultimately more satisfying and healthier; it also allowed him to accept perspectives other than his own as equally valuable. He wrote,

*Aufgrund dieser Erfahrung bin ich offener für neue Ideen und Lebensstile. Ich habe oft früh gedacht, dass meine Meinung die beste Meinung ist. In einem neuen Land, einer neuen Umgebung mit Menschen unterschiedlichster Herkunft sehe ich, dass es viele Möglichkeiten gibt, zu leben und zu denken. Man kann diese anderen Perspektiven ignorieren oder man kann sie lernen und ausprobieren. Während meiner Zeit hier in Deutschland habe ich mein Leben auch in anderer Weise verändert. In meiner Wohnung*

*habe ich keine Internetverbindung noch keinen Fernseher. In meinem früheren Leben habe ich fast jeden Tag Internet und Fernsehen benutzt. Ich schaue mir gerne Shows und Filme an und kann viele Stunden im Internet verbringen. Also habe ich beschlossen, in diesen sechs Monaten ein anderes Leben in Stuttgart zu erleben. Die Untersuchung hatte sehr schöne Ergebnisse. Jetzt verbringe ich mehr Zeit mit Freunden, ich habe einen neuen Lieblingssport gefunden, Bouldern, ich lese deutsche Bücher, und ich reise oft. Ich genieße diesen neuen Lebensstil und fühle mich glücklicher und gesünder.*

[Because of this experience, I am more open to new ideas and lifestyles. I often thought earlier that my opinion is the best opinion. In a new country, a new environment with people of different backgrounds, I see that there are many ways to live and think. You can ignore these other perspectives or you can learn and try them out. During my time here in Germany, I changed my life also in a different way. In my apartment I have no internet connection nor TV. In my previous life, I used internet and television almost every day. I like to watch shows and films and can spend many hours on the internet. So I decided to live a different life in Stuttgart during these six months. The investigation/trial had very nice results. Now I spend more time with friends, I have found a new favorite sport, bouldering, I read German books, and I travel often. I enjoy this new lifestyle and feel happier and healthier].

Assignments like the one above are good ones to facilitate students' future successful cognitive frame shifting, associated with the very rarely achieved mindset of Adaptation. This final stage in the IDC enables deep cultural bridging across diverse communities using an increased repertoire of cultural frameworks and practices navigating cultural commonalities and differences.

## Implications

The qualitative data taken from students' reflective essays and videos show promising results for this targeted plan of interventions to improve engagement for students while overseas. This is especially apparent when one can see how the students interact with their host culture, analyze differences, and reflect on how their experiences changed themselves. Yet not all student responses and reflections reveal deeper self-awareness and appreciation of other cultures, which could indicate a need for us to explain more clearly to the students the rationale behind our interventions. If the students have an understanding of why they are doing these tasks, this meta-awareness may lead to greater involvement and greater growth. It may also be an indication of weakness in our preparation prior to departure; after all, Paras et al. (2019) found that the quality and duration of pre-departure orientation were correlated with high gain in intercultural competence as measured by the IDI. Most importantly, it proves to us the importance of using a multi-pronged approach to measuring growth in intercultural competence.

Future goals for the IEP include IDI assessment across all programs for the next quantitative phase of our study, standardization of the assignments for all language branches of IEP to allow for better comparisons of the quantitative data and heightened pre-departure intercultural training. We plan to continue our interventions after the students' return so that their intercultural learning can continue. For instance, students benefited from a debriefing session with a trained IDI expert on campus who helped students to conceptualize their year abroad in cultural terms (e.g., introduced definitions of culture they could use and how they can identify cultural differences). He also challenged them to reflect on how they had changed

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abroad, to practice speaking about their abroad experience and about the meaning of culture, cultural difference, and intercultural competencies. He then showed them how they could use the IDC to describe how the year abroad affected their approach to cultural difference and leverage their study abroad experience and specific skills they perceived to have gained in future job interviews.

The format of the interventions provides for a great deal of flexibility. The assignments can become part of other long-term programs as well as short-term programs. For stays of a few weeks to a few months, the important element to integrate is the contact with host nationals. Contacting clubs and associations in the destination area allows students to begin a new social network or at least familiarize themselves with the local area. Making a video to present comically some of their first impressions of cultural differences is a great language learning experience and an excellent way to address possible misinterpretations or stereotyping early in their stay. Interacting with local merchants in simple transactions will happen and should become an explicit learning experience. Some of the other interventions, such as comparing the study abroad site to the internship site, might not lend themselves to all stays abroad, but could be modified to become comparisons of language learning at the home institution and abroad, which can also be an effective way to ensure that students focus on their learning goals.

## Conclusion

The potential for learning during study abroad is enormous, but sometimes the potential is not fully tapped. Our work shows that targeted interventions during study abroad can help students to maximize simultaneously their growth in language skills and intercultural competence. Designing interventions that prompt students to interact with the host culture using the target language and then reflect on the experience can lead to heightened appreciation of the experience abroad as a learning experience. This task-based approach gives students the opportunities to experience various aspects of the host culture and to look at all their experiences abroad as chances to learn.

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## Appendix

### FRN 315 and 316 French Internship Abroad

#### List of Tasks<sup>3</sup>

**1. Discover your internship area.** What will the town, region, city, or neighborhood of your internship be like? Do some Internet research to find out what it will be like and write a 400-word presentation of the area. Write it in the present tense. Include geography and climate. Write about popular activities in this area. Look on the town hall's website for information about "*la vie associative*" which will list the clubs and associations in the area. Pick out three that sound interesting to you and contact the club president about how to join. Take a screen shot of the email you sent as an appendix to your 400-word presentation. Find out about the public transportation system, market days, special events, and anything the area is famous for. Include anything else that is of interest to you about the area. Conclude with some ideas of how you think life will be like for you in this area.

**Language goals:** Write present tense description of a town, city, or area. Cultural goals: Investigate an area to understand how people live there and how life might be like for you there. ACTFL scale target range: Intermediate Mid-Intermediate High depending on level of detail and range of topics discussed.

**2. Compare cultural differences.** What are the differences you have noticed between French and American culture? Watch this video by the French Youtuber, Cyprien, in which he comments on his perception of the US: <https://www.youtube.com/watch?v=LtMS5eOOeQQ>

Then create your own three- to four-minute video in which you speak about 90% of that time, inspired by his style, in which you comment on your perceptions of French culture. Post to the Sakai forum. Comment on the videos of two other students.

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3. Please note the assignments are the same for all the languages except for small, culture-specific modifications.

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*Language goals:* Oral description and comparison of cultural differences. Cultural goals: Become aware that perceptions of culture are themselves culturally situated. ACTFL scale target range: Intermediate Mid-Advanced Mid depending on level of detail and range of topics discussed.

**3. Scavenger Hunt.** Make audio and/or video recordings of yourself making local transactions. Buy bread or pastries from three different shopkeepers and record these transactions. Go to the local open-air market and buy three local products from three different merchants. Ask each merchant about the local specialties that they sell. Record these transactions, too. Ask three people at work about restaurants or cafés in the area that they like and also about clubs or associations that they belong to. Don't forget to record your questions and their answers. Go to one club or association (either one recommended by people at work or one you discovered in your earlier research on the area) and inquire about joining. If you join and participate, you will get bonus points for this assignment, but you have to provide audio or video evidence! After having done everything on this scavenger hunt list, make a video or audio of between 2 and 3 minutes in which you assess how well you were able to handle these tasks linguistically, how well you handled them culturally, and how challenging you found this assignment overall. Upload the scavenger hunt recordings to the Drop Box on Sakai. Post the video or audio assessment of how well you were able to handle these tasks linguistically to the Sakai forum. Comment on Sakai about the posting of two other students.

*Language goals:* Engage in everyday transactions. Cultural goals: Communicate with others in culturally appropriate ways. ACTFL target range: Intermediate Mid-Intermediate High.

**4. Compare a typical day at your internship site to a typical day at your study abroad site.** Begin by writing about three of your personal values or things that are important to you. Then write about three goals that you have for yourself during this year abroad. Write about a page or a page and a half comparison of a typical day at your internship site to a typical day at your study abroad site. Conclude with a paragraph in which you discuss which site (study abroad or internship) seems better for helping you attain your values and goals. Attach pictures of places you frequent now (work site, apartment building, bus stop, café, etc.) and include them as an appendix to this report.

*Language goals:* Written description and comparison of daily routines. Cultural goals: Reflect on personal values and goals and to what extent daily routines help to attain them. ACTFL scale target range: Intermediate Mid-Advanced Low depending on level of detail, verb tense usage, and range of topics discussed.

**5. Interview a colleague** about her/his biography. Create an eleven- to fourteen-minute interview video in which you ask a colleague at your internship site about her/his academic preparation, career path, and other questions about the biographical facts of this person. Ask spontaneous follow-up questions to some answers to get extra information and reformulate some answers to verify that you understood. Conclude your video with a short segment in which you talk about how this person's career path compares to yours or to that of someone else in the US.

*Language goals:* Ask questions to elicit information and demonstrate listening comprehension by asking follow-up questions or reformulating answers to verify that you understood. Cultural goals: Get to know a specific person at work and how she/he came to work at this place. ACTFL scale target range: Intermediate Mid-Intermediate High.

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**6. Write a technical description.** Create a glossary of 35-50 technical words or expressions in French that relate to your internship. Then write a detailed 250-word description of a technical process or object that is part of your internship experience. Conclude with a brief paragraph reflecting on how being able to use the right technical language has helped you become part of the professional culture at work.

*Language goals:* Create a detailed, profession-specific description. *Culture goals:* Use the vocabulary related to your workplace in order to adopt the specific professional language. ACTFL scale target range: Intermediate Mid-Advanced Low.

**7. Describe a cultural incident.** For these purposes, a cultural incident is a moment when you did something that was not within the cultural norms and it created a moment of awkwardness, humor, unease, or conflict. Make a video in which you describe in detail what happened. Describe the context, narrate the incident step by step, describe how people reacted, and how you felt. Conclude by reflecting on what you learned from this incident. Post to the Sakai forum. Comment on the videos of two other students.

*Language goals:* Talk in the past about a specific cultural incident. *Cultural goals:* Describe host cultural behaviors and how they differ from your own culture's behaviors. Gain awareness of cultural differences. ACTFL scale target range: Advanced Low-Advanced High.

**8. Photo Essay.** Take pictures of five to six things that you feel are different or unusual in France. You can take pictures of a few big things, like a Gothic cathedral, but take most pictures of very small, everyday things like doorknobs, street signs, or bus passes. Then write a 500-word essay about these things. Start your essay with a general paragraph about cultural differences. In the next paragraphs, describe in detail what is different about the objects you photographed. Also, analyze what these differences might show about the values within French culture. Write about how these differences might make sense in the French context, but less so in the US. Conclude with a paragraph analyzing how small differences can reveal more profound ones between cultures.

*Language goals:* Write an essay describing various cultural products and analyzing what they show about cultural values. *Cultural goals:* Learn to place cultural products within a larger cultural context. ACTFL scale target range: Advanced Low-Superior, depending on detail and level of abstraction.

**9. Describe how you have changed.** Write a 500-word essay, describing the ways in which you have had to change during your time abroad. Write one paragraph, describing how your language skills have forced you to change the way you communicate. Include specific examples. Write another paragraph about how the local habits and customs have forced you to adopt new ones and to abandon, at least temporarily, others. Include specific experiences. Write a third paragraph about the ways you have had to change your outlook on the world and yourself because of these modifications. Add an introduction in which you summarize the main change or changes. Conclude with a paragraph in which you explain how you think these changes will affect you upon return to the US.

*Language goals:* Write an essay reflecting on the impact of the experience abroad. *Cultural goals:* Show how you have adapted to the local culture. ACTFL scale target range: Advanced Low-Superior, depending on detail and depth of reflection.



## Diversity and inclusion in world language teachers' instructional practices

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### Abstract

This narrative inquiry explored how world language teachers interpret, rationalize, and integrate multiple forms of diversity in the instruction of culture. In this investigation, 17 instructors at one independent secondary school in the northeastern United States were interviewed. Findings suggest that most participants (15 of 17) incorporate cultural diversity in their teaching practices, and three participants incorporated the diversity of their student populations in assessments. Further, several teachers draw upon student interests in their teaching practices and some instructors consider the intersection of their social and professional identities in their instructional approach to diversity. These findings, buoyed by empirical literature, contribute to the scholarly investigation of diversity and inclusive

Although scholars continue to refine what teaching cultural content looks like in world language (WL) classrooms, recent studies suggest that teachers' recognition of different student profiles and their diverse goals for learning languages ought to be important considerations in teaching practices

practices in world language pedagogies. Practical implications for world language teaching are discussed.

### Introduction

Although scholars continue to refine what teaching cultural content looks like in world language (WL) classrooms (Meadows, 2016), recent studies suggest that teachers' recognition of different student profiles and their diverse goals for learning languages ought to be important considerations in teaching practices (Al-Amir, 2017; Mills & Moulton, 2017). More specifically, instructors can emphasize "diverse cultural practices, create interdisciplinary connections, and interact more readily in the community" (Mills & Moulton, 2017, p. 729). The ability to communicate understandings of diversity in secondary school settings is vital to the field of world language instruction, as language classrooms across the country have experienced a relative decline in the numbers of students who enroll in world language courses (American Councils for International Education [ACIE], 2017).

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While the concept of diversity is complex and challenging to define, it is “commonly used to describe race, ethnicity, culture, and a range of factors in an individual’s identity” (Conway & Richards, 2017, p. 32). However, this definition is limited in that it does not accurately account for the intersection of social identities or fluidity and nuance across group identities, omits diversity’s relation with pre-colonial and colonial histories, and obscures how distinct characteristics exist in social contexts of unequal power dynamics. Thus, rather than a comprehensive investigation of diversity in language teaching, this study alternatively focuses on how teachers articulate, make decisions about, and incorporate multiple forms of diversity in their instruction of culture. Specifically, this research seeks to understand how cultural diversity, teacher experiences, student diversity, and student interests are considered resources in world language teaching practices.

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Related to diversity, inclusive pedagogy is an important part of faculty development that should be discussed in world language teaching. Inclusive pedagogy adopts the premise that all students are able to learn, focusing on the role teachers can serve in helping students achieve (Thomas, 2014). Therein, inclusive pedagogy holds the potential to empower students to reflect on their impact in personal, local, and global settings. By extension, the decisions world language teachers make about their pedagogy can promote inclusivity, as multidimensional, cross-cultural perspectives in language instruction are integral components of cultural and linguistic exploration.

The intent of this study was to investigate how world language instructors integrate diversity in their instruction of culture at one secondary, independent institution in the northeastern United States. The purpose of this research is twofold: (1) to gain insight into how the instruction of culture incorporates multiple forms of diversity, and (2) to understand how teachers draw upon cultural diversity, their experiences, and student interests as resources in world language teaching.

## Review of the literature

Although studies maintain that diversity ought to be an integral curricular component in language teaching practices (Krulatz, Steen-Olson, & Torgersen, 2018), there is relatively little empirical research on “how world language teachers treat the ethnoracial, cultural, and linguistic diversity that their individual students bring to the world language classroom” (Baggett, 2018, p. 2). Along with cultural and linguistic diversity in world language classrooms, research points to the importance of teacher knowledge and awareness of a wide range of diversity such as gender and disability (Possi & Milinga, 2017). Aiming to eliminate “exclusion resulting from negative attitudes and lack of a response to diversity” (Possi & Milinga, 2017, p. 28), the examination of multiple representations of diversity has important implications for world language teaching practices.

For example, linguistic and cultural diversity involve more than skills, attitudes, and knowledge that teachers can develop. Byram and Wagner (2018) argue that language teaching ought to be linked to other disciplines, as coordination between world language teachers and teachers of other subjects can align content in thematic and relevant ways. Cross-curricular opportunities can support language teaching by fostering student reflection on identity as well as the different contexts of communication in which they engage. Infusing cross-curricular elements in world language

... linguistic and cultural diversity involve more than skills, attitudes, and knowledge that teachers can develop.

## Diversity and inclusion in world language teachers' instructional practices

teaching implies teachers' decisions about curricula, their abilities to think critically, and their engagement in local and global settings.

Further, inclusive pedagogy is an important consideration in world language teaching practices. Recent studies highlight teachers' efforts to develop inclusive practices and the challenges they face when determining curricular adaptations. In one study, Taylor (2008) situates the competing institutional and societal contexts in which teachers develop their practices against their decisions to build inclusive practices. Findings in this study show that while all teacher participants valued cultural diversity and incorporated it into many class activities, teachers "had never framed or tapped into students' linguistic capital as valuable forms of literacy" (Taylor, 2008, p.103).

On the other hand, examples of classroom practices that create space for students' multilingual identities do exist. Wedin (2020) highlights a monolingual language policy that was adapted for multilingual students who had recently arrived at a school "to facilitate positive development for all students in school by including their varying linguistic resources" (p. 3). Additional research emphasizes a need for a greater and sustained attention toward fostering inclusive teaching environments that support the development of teachers' and students' identities (Liao & Maddamsetti, 2019; Wedin, 2020).

In particular, inclusive pedagogies ought to be carefully considered when multilingual and other marginalized students are present as they are particularly susceptible to exclusion. Inclusive pedagogies in world language practices can be positively associated with students' sense of belonging, their willingness to participate, and their capacity to learn independently (Freeman & Li, 2019; Glass, Kociolek, Wongtrirat, Lynch, & Cong, 2015). Recent research adds depth to this discussion, urging scholars to grapple with the challenge to not treat group identities as merely "an outcome of various social processes" (Jiménez, Fields, & Schachter, 2015, p. 107).

Moreover, incorporating students' diversity and fostering inclusive pedagogies may promote discussions among world language teachers and communities about how critical cultural awareness (CCA) can be practically integrated into the L2 curricula. CCA can be defined as "an ability to evaluate critically and on the basis of explicit criteria of perspectives, practices and products in one's own and other cultures and countries" (Byram, 1997, p. 53). As a practical example of CCA, teachers can develop connections between themes and lessons in ways that can prepare students "to enter into intercultural relationships with a greater awareness of the multifaceted nature of culture" (Nugent & Catalano, 2015, p. 75). Through this lens, world language pedagogies are poised to incorporate critical thinking about cultural diversity and to reflect the aims of recent literature in identity construction (Jovés, Siqués, & Esteban-Guitart, 2015; Krulatz et al., 2018).

In addition, world language teachers may consider the diversity of their students' interests in their pedagogical design. Although research suggests that a majority of students express an interest in learning about cultural content (Drewelow & Mitchell, 2015), other studies point to a misalignment between students' and instructors' perceptions of the value of culture in world language instruction (Al-Amir, 2017; Mills & Moulton, 2017). More specifically, students "placed significantly more value on cultural practices and products than instructors valued in their course goals" (Mills & Moulton, 2017, p. 729). Taken as a whole, these studies suggest that a greater understanding of students' beliefs about culture as well as their diversity can better equip world language educators to critically reflect on their pedagogy, to convey its value to students and educational stakeholders, and importantly, to connect with local and global communities.

## The Present Study

This research is set at one private secondary institution in the northeastern United States with a student body of approximately 1,100 students. During the 2018-19 academic year, the percentage of students who reported identifying with being non-white was 46% (505 students). More specifically, students who identified as Asian comprised 11.1% (122); Asian-American, 18.7% (205); African American 6.8% (74); Black 4.2% (46); Hispanic 9.5% (104); and Native American, 1.3% (14). The 2018-19 student body comprised 43 states, the District of Columbia, Puerto Rico, and 28 foreign countries. To investigate how teachers incorporate multiple forms of diversity, their experiences, and student interests in world language teaching, this study focuses on the following guiding question: What are world language teachers' decisions about integrating diversity in their instruction of culture?

### *Participants*

Participants in this study were 17 teachers in the World Languages department who expressed an interest in participating in the study. Teachers were not offered any form of monetary or other incentive for participation in the study. Collectively, teachers are fluent in 10 languages. Seven teachers are bilingual, and 10 are multilingual with linguistic fluency in up to five languages. Geographically, teachers' origins are diverse, represented by birthplaces across five continents and nine countries. Teachers in this study are veteran teachers with over twenty years of language teaching experience, on average.

### *World Language curriculum*

Eight languages are taught in the World Languages department at this school: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Students are required to take three years, or nine trimesters, in a continuous language as a graduation requirement. Among the languages offered, Italian and Japanese are one-year elective offerings for students who have already completed their three-year language requirement. Classical languages were not investigated in this study; however, two additional languages are offered in that department, Greek and Latin.

### *Method*

The rationale for narrative inquiry stems from research that suggests that this form of inquiry may be characterized as professional development (Golombek & Johnson, 2017, Johnson & Golombek, 2013). The educational value of narrative inquiry supports the research question as it empirically documents "the crucial role of teacher educators in creating mediational spaces (and) dialogic interactions" (Golombek & Johnson, 2017, p.15). In this sense, teachers may benefit from the opportunity to share their stories, engage in the conversation, and reflect on their own experiences. Conversely, the risks for engaging in this study were minimal. Teachers were not in danger of any physical or financial harm, and all data were kept confidential and stored in a password-protected file.

In order to address the research question, a semi-structured interview guide was used. The interview guide is enclosed (see Appendix). Each participant engaged in one approximately 30-minute individual interview that was audio recorded. During these interviews, teachers were asked to describe how they consider diversity, teachers' experiences, and students' interests as resources in their pedagogy. Participants were also asked to bring a curriculum artifact that they felt demonstrated their instruction of culture and sensitivity to diversity in the classroom. During the interview they were asked to tell the story of that artifact, which was also photographed, and a digital voice recorder was used to

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capture conversations during the interviews. This study was supported and approved by the author's home university institutional review board (IRB) and the principal's committee at the secondary institution. All participants in this study will remain anonymous and will be referred to as "Teacher A" or "Teacher B," and so forth when quoted throughout.

### *Data collection and analytic techniques*

Data were collected from July 2018 until December 2018. Responses were transcribed, and data analyses began broadly by examining transcripts and notes for descriptions of multiple representations of diversity and their use in language teaching practices. Next, responses were coded using first-round narrative coding (Saldaña, 2016), and a second round of pattern coding was used to explore possible themes (Saldaña, 2016). In the first-round coding process, clauses from transcripts were classified into one of the following elements: culture type, orientation (who, what, where), purpose, setting, evaluation, characterization, theme, and result. After codes were established, a second round of coding was conducted to develop the thematic organization by grouping the codes into themes specific to different forms of diversity.

Initial codes and themes were then evaluated across all participants for patterns of consistency, and an additional check was conducted for patterns of disagreement and nuance. To the point of fidelity to subject matter (Levitt, Motulsky, Wertz, Morrow, & Ponterotto, 2017), fidelity in the consideration of how the researcher's perspective influences and guides the interpretation of data was addressed through member checks with participants to solicit feedback about the data and conclusions from those being studied (Maxwell, 2013). The final phase of analysis involved the organization and interpretation of data in writing.

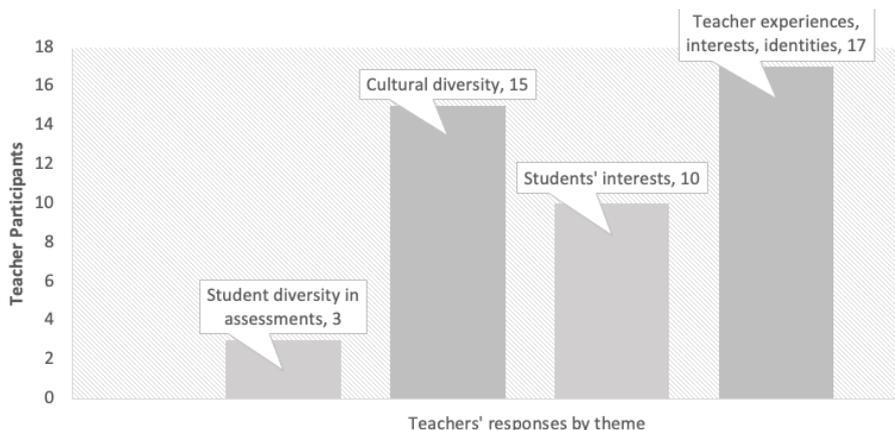
### **Findings**

From the narrative and pattern coding processes, interview responses were grouped into four major themes defined as follows:

- *Theme 1: Cultural diversity in teaching practices*— instructors' decisions to incorporate cultural diversity as a resource in their classroom teaching practices.
- *Theme 2: Student diversity in assessment*— teachers' integration of student diversity in world language assessments (i.e., work that is graded).
- *Theme 3: Students' interests in teaching practices*— students' exploration of a variety of cultural products (e.g., music, art), various regions, scientific innovations, and political systems, among others as a component in their world language coursework. Student interests differ from student diversity in assessments in that they do not explicitly draw upon students' linguistic, cultural, and racial diversity.
- *Theme 4: Teachers' experiences, interests, and identities* —teachers' curricular choices in teaching culture based on their own experiences, interests, and identities.

Figure 1 (next page) visually depicts the frequency of each theme. Specifically, three of 17 teachers report including students' diversity formally in assessments, and many instructors (15 of 17 or 88%) reported incorporating cultural diversity of the languages being taught in teaching practices. Student interests were also factors influencing teachers' decisions; over half (10 of 17 or 59%) of participants reported incorporating student interest in various cultural in-class activities and instruction. Regarding student interests, no teacher in this study reported situating student interests in their language assessments. This does not preclude the possibility that teachers may incorporate student interests in assessment. However, the examined data show no evidence of student interests in teachers' assessments.

**Figure 1.** How do teachers make decisions about diversity in their instruction of culture? (n=17)



**Theme 1: Cultural Diversity in Teaching Practices**

Most teachers, 15 of 17 in this study, communicated the importance of cultural diversity as integral components in their teaching practices. Thirteen teachers (76.5% of participants) integrate cross-cultural comparisons as a starting point for students to share their diverse experiences and abilities. As one French and Spanish teacher describes, “I try to see what the students find interesting, but I also look at the cultural components that I think are important out there that students might not mention. I try to show my students that the development of French is right now actually rapid” (Teacher H, July 25, 2018). Other participants reported drawing on cultural diversity in class discussions of literary texts and Socratic-type seminars, encouraging students to share ideas and offer insight through their personal experiences.

Examples of how teachers initiate cultural comparisons include

- Discussions of dialects in Germany and France
- Differences between Egyptian, Syrian, and Modern Standard Arabic
- Geographical and historical exploration of Central America and South America
- The use of films such as the French film *The Untouchables* (Adassovsky, Nakache, Toledano, Zeitoun, & Zenou, 2011) as a platform for discussions about inclusivity, dis/ability, and privilege.
- Discussions of Spanish poetry in non-heteronormative contexts
- Political and social disparities in Spain
- Arabic pop music and culture.

In addition, one Japanese teacher discusses students’ reactions to single-parent family discrimination in Japanese culture, fostering several important moments in her teaching experiences. To illustrate, she presents the example of the film, *Nobody Knows* (Kore-eda, 2004). The film is based on a true story and depicts five children whose single mother never registered them for birth certificates and subsequently abandoned them. According to the teacher, Japanese children of single-family households are at a disadvantage when they apply for employment. They do not have “married couple” on their birth certificates, which they are required to produce when they apply for jobs. Because of discrimination against unwed mothers in Japanese society, this process often results in insurmountable disadvantages

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for the young Japanese citizens seeking employment. In the opinion of this instructor, her students are moved by this film and from learning about this form of discrimination. She states that her students are “actually very sad and feel lost, but many Asian cultures have the same kind of discrimination” (Teacher F, August 12, 2018). In turn, the film has sparked discussions among students about discrimination and social equality in her classes.

### **Theme 2: Student Diversity in Assessment**

Of the teachers who reported integrating student diversity in assessments, three teachers described assessments that integrate student cultural, linguistic, and racial diversity. These assessments prompt students to (1) write personal narrative essays throughout the term; (2) interview each other about their experiences and family history, which then become presentations; and (3) draft their personal immigration stories as complements to literary texts or poetry. To illustrate one example of students' writing, one teacher described the impact of personal or a family history of immigration can have for students in language pedagogy:

I have them all share their immigration stories. We discuss diversity, equity, and inclusion, and we've been able to establish a safe place for them to share. Obviously, it is important to be able to have some really important personal story-sharing moments where kids who have no idea what it means to immigrate or what it means to live in different country get a better idea and just what it's like to have a different way of looking at the world. (Teacher G, August 22, 2018)

On the other hand, the benefit of individual student contributions in this context should be carefully considered, as it can risk placing students on the spot and singling them out as representative of an entire nation, region, and culture.

### **Theme 3: Student Interests in Teaching Practices**

Participants reported a variety of considerations and influences in their decision-making processes about weaving students' interests into the curriculum. In particular, one Spanish instructor incorporates her students' interests through the choice of either food, music, or an instrument in her introduction of different points of view throughout Latin America, the Caribbean, and Spain. For example, students during a recent semester selected a series of protest songs by Calle 13 (Puerto Rico), Pablo Milanés (Cuba), and Fernando Delgadillo (Mexico). Through music, this teacher's class was able to investigate different political and social movements while engaging with memorable words, adjectives, and clauses. As another example, students in a French course that explores identity through Francophone novels are offered the option to collectively select films based on class readings and discussions. The class then views the films together, comparing and contrasting themes across readings and selected films.

A Spanish instructor draws upon student interests in a more open-ended task. This teacher asks her students to bring in an item and describe its importance in their lives during two classes each semester. This activity allowed students to “connect with their own culture” and sparked conversations about how a description may be different in another language (Teacher N, July 24, 2018). Extending this exploration, this instructor has on occasion asked students to draft short narratives about the item after completing the group-based discussion.

In the Arabic curriculum, one teacher described making decisions based on students' interests in various social media outlets such as creating memes in Instagram and shared class Snapchat stories that “expose students to the ways in which language and culture intertwine” (Teacher D, August 13, 2018). Related to this intersection, a Russian instructor gives her students

the option to explore a topic of interest each semester which has resulted in student-driven exploration about their families' histories and descriptions of family members' personalities.

#### Theme 4: Teachers' Experiences, Interests, and Identities

Teachers also described incorporating supplemental cultural materials in their practices that reflected their diverse experiences, interests, and identities. In particular, one Spanish teacher finds that drawing on the intersection of her social identity as Jewish and Latin American in her pedagogy has resulted in the discovery of several personally meaningful stories and films that she incorporates into her teaching, including a collection of short stories, *Tropical Synagogues: Short Stories by Jewish-Latin American Writers* (Stavans, 1997), and the film *Nora's Will* (Chenillo, 2008).

Other examples of teachers' decisions about the instruction of culture that draw upon their personal experiences, interests, and social identities include learning about calligraphy and traditional art in Chinese classes, Haiku competitions and Kabuki theatre in Japanese classes, a Senegalese drum used to disseminate information and music, Russian matryoshka dolls as representations of motherhood, Arabic music from Egyptian artist Umm Kulthum and Lebanese artist Fairuz, carved masks from Ghana, and dozens of Spanish football club paraphernalia. In addition, one German and French instructor's table displays pieces of the Berlin Wall that he carved by hand during a sabbatical term in 1990 to initiate discussions of its history and communism between 1961 and 1989.

#### Discussion

The findings from this study advance several practical implications that can support instructors' efforts to integrate different forms of diversity and establish inclusive pedagogies in their teaching practices. To start, cultural diversity was an important consideration in teaching practices, yet few teachers (3 of 17) offered examples of how student diversity is integrated into world language assessment. While the three examples of student diversity are robust and may benefit teachers as they reflect upon their world language curricula, this finding substantiates the call for empirical research that examines how teachers integrate student diversity in world language practices (Baggett, 2018). Importantly, the lack of these student characteristics in the curriculum highlights not only what is absent but also the implications of this absence.

The findings from this study advance several practical implications that can support instructors' efforts to integrate different forms of diversity and establish inclusive pedagogies in their teaching practices.

A second implication involves the imperative of cross-curricular opportunities referenced by the literature that align world language content with other disciplines (Byram & Wagner, 2018). Despite the promise of these opportunities, there was little evidence of curricular links between world languages and other departments. Moreover, teachers' examples of connections with other disciplines were trivial and somewhat scattered. As one teacher conveys, he makes connections with other disciplines in the practical context of classroom discussions: "If I know some kids are taking biology, I'll say, okay, what's symbiosis? And I say, can you think of a species that's symbiotic? And one of them is lichens. Lichens are a combination of algae and fungi and they can't live without each other" (Teacher O, December 21, 2018). Recognizing that cross-curricular options hold the potential to emphasize interdisciplinary connections and support students, the apparent lack of coordination across departments is an opportunity that ought to be explored more intently.

Next, teachers expressed their inclination to include additional cultural and linguistic elements based upon their students' interests. As one example, a Chinese instructor spoke

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of a small group of students who were motivated to establish a Chinese conversation hour over the course of two academic years. Although this teacher describes challenges to sustaining these opportunities, this component relates to the establishment of inclusive instructional environments and support to student's identities reflected in the literature (Liao & Maddamsetti, 2019; Wedin, 2020). In fact, this finding supports the thought that world language classes can establish social and academic spaces where students' diverse abilities, skills, and experiences can thrive.

Moreover, the relatively substantial number of teachers (13 of 17 or 76.5%) who referenced cross-cultural comparisons links cultural diversity with more complex understandings of language instruction and CCA (Nugent & Catalano, 2015). The ability to communicate these associations can help students reflect critically on their identity and different modes of communicating across various contexts (Byram & Wagner, 2018). Other examples that world language teachers may consider in their practices include implementing themes that position equity and diversity as stakeholders in the curriculum (Wassell, Wesely, & Glynn, 2019) and developing activities that draw upon students' unique identities (Jovés et al., 2015; Krulatz et al., 2018). How missing content is reflexively considered "through one's own identities and privilege" (Ennser-Kananen, 2016, p. 561) is also an important consideration.

To foster a greater understanding of how their colleagues draw upon diversity and foster inclusive pedagogies within the world languages department, teachers might also engage in practical professional development opportunities within and across departments such as observing a colleague's classes, collective lesson planning, and mentorship opportunities (Liao & Maddamsetti, 2019). World language educators could also benefit from seeking additional support through workshops, conferences, engaging colleagues and community members, and making connections to a school's surrounding community (Wassell, Wesely, & Glynn, 2019). Although curricular change can be challenging, curricular design that strives to be relevant to students, schools, and their communities can empower teachers to consider not only the cultures, histories, and languages that are present in the curriculum but also those that are missing.

### Limitations

Given the findings and implications presented in this article, the author notes the limitations of this study. As this study involved a limited number of individuals ( $n = 17$ ) and setting (i.e., one independent secondary school), these results are not intended to be taken as representative of a generalized report of world language teaching practices. Rather, this study describes how teachers at this institution described their sensitivities to diversity in their instruction of culture and contributes to the scholarly conversation of diversity in world language pedagogies. The author also acknowledges that not all teachers find that they have complete independence in making instructional decisions about addressing diversity in their classrooms. However, at the examined research site, teachers described having substantial latitude to address diversity in their pedagogy.

Further, conclusions from this qualitative research are "embedded in the contextual richness of individual experience" (Ayres, Kavanaugh, & Knafl, 2003, p. 871). Two ways this potential loss of contextualization from the coding process can be addressed in the study's design involve making interpretive choices across teachers' accounts of teaching practices and making case-specific interpretive choices within analyses. Intuiting, defined as "the critical reflection on and identification of themes as they are found in the accounts of multiple respondents" (Ayres et al., 2003, p. 875), was also a factor in these analyses. Specific to narrative inquiry, this form of inquiry also involves "overreading, a sensitivity to unspoken or indirect statement, which

is central to interpretation” (Poirier & Ayres, 1997, p. 551). However, it is not clear how far overreading can be taken in terms of conclusions and inferences that can be made.

### Future research

Despite its stated limitations, this study serves as an important step for future research. While the investigation of multiple forms of diversity at this secondary site initiates one of many conversations, there is considerable work to be done. Future studies investigating how student diversity is incorporated in world language pedagogies would methodologically benefit from data collected from multiple sources such as classroom observations, student projects, and course syllabi. The incorporation of multiple data sources may also offer insight into the intersection of student diversity and inequities in language teaching practices.

To this point, how teachers rationalize, interpret, and incorporate a sensitivity toward diversity in public and other secondary school settings is also a recommendation. In particular, student bodies with higher percentages of students who are non-native speakers of English, economically disadvantaged, and differ by urbanicity, among many other factors, can identify how inequities are sustained, persist, or may be overcome in educational settings. As a final note, it would be methodologically beneficial to collect data that include multiple perspectives such as students, teachers, administrators, and other educational stakeholders.

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## **Appendix**

### Interview guide for teacher participants:

1. What are the cultural components of your classes?
2. How did these cultural components become part of your class?
3. What components of your classes expose students to ways of life they may not otherwise know about?
4. What is it about making students exposed to other ways of life that is valuable as part of the curriculum?
5. (Participants are asked in advance to bring a curriculum artifact to interviews. This series directly addresses the artifact.)
  - a. What is the story of this artifact from a teaching perspective?
  - b. What is the learning objective of this artifact?
  - c. Did the student expand the learning objective of this artifact?
  - d. How do you rationalize the value of this artifact?
6. How is student diversity a resource for learning?

## Bilingual education for all in Rhode Island: Assuring the inclusion of minoritized language

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### Abstract

This paper explores the policies and ideologies affecting language education in Rhode Island, where as a result of a State Language Roadmap, groups are working at the grassroots level toward the implementation of dual language immersion in all public school districts. The author points out that while the push from business for multilingual employees, with a focus on the languages of economically powerful nations, could risk the further marginalization of minoritized languages, it could alternatively be leveraged to support minoritized languages equitably and make bilingualism and biliteracy the norm for all students. Using the critical race theory (CRT) as a lens along with Valdez, Delavan, and Freire's (2014) global human capital and equity/heritage frameworks, this argument is contextualized by focusing on the case of Guatemalans and Cambodians in Rhode Island.

*By focusing on the children's emergent bilingualism and making bilingualism the norm, the field of language education would be able to move to the center of all educational endeavors for all children. – García (2009, p. 4)*

In the twenty-year period from 1990 to 2010 there was a 47% increase in Rhode Island's (RI's) population of foreign-born residents (Rhode Island Division of Planning, 2014; U.S. Census Bureau, 2003). This sharp increase makes the need for creating spaces to promote and foster linguistic and cultural diversity, and in García's words to make "bilingualism the norm," all the more critical (2009, p. 4). In 2010, over 20% of Rhode Islanders spoke languages other than English at home, the most prevalent languages being

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Spanish or Spanish Creole (109,008), Portuguese or Portuguese Creole (31,006), French or French Creole (19,229), Chinese<sup>1</sup> (6,960), Italian (6,354), and Khmer (3,721). Nearly a quarter (22%) of all school-aged RI children resided in homes in which languages other than English were spoken (U.S. Census Bureau, 2010), yet opportunities for students to develop a home language and English in school simultaneously are limited. With the launch and continued implementation of the *Rhode Island Roadmap to Language Excellence* (Papa, Berka, & Brownell, 2012), a strategic plan for language education to meet the needs of business and government, there is hope for making bilingualism the norm in RI.

As a result of the *Roadmap*, groups are working at the grassroots level to increase awareness about the benefits of multilingualism with the goal to expand dual language education to all public school districts. Dual language immersion programs are on the rise nationwide, most notably in Utah since the passage of Senate Bill 41 in 2008, which funded the implementation of such programs (Leite, 2013; U.S. Department of Education, Office of English Language Acquisition, 2015). Since the efforts in both Utah and Rhode Island are driven by the linguistic needs of business and government, minoritized languages<sup>2</sup> may be at risk of further loss due to the lack of emphasis on these languages by employers.

With the launch and continued implementation of the *Rhode Island Roadmap to Language Excellence*, a strategic plan for language education to meet the needs of business and government, there is hope for making bilingualism the norm in RI.

In their analysis of the shift in media discourse in the Utah case, Valdez, Delavan, and Freire (2014) named this a shift from an equity/heritage (EH) framework to a global human capital (GHC) framework, which in Ruiz's (1984) terms would be a shift from a language as right to a language as resource discourse. Rhode Island, as well as other states, could "counter the overpowering GHC value discourses by framing a GHC policy framework alongside rather than at the expense of an EH policy framework" (p. 28), as Valdez and colleagues suggest. Using a critical race theory framework, this argument is contextualized through the analysis of two distinct linguistically and racially minoritized groups in Rhode Island, Cambodians and Guatemalans.

The examples of Guatemalan and Cambodian youth experiences in schools provide fertile discussion ground for the argument for framing the EH discourse within the GHC discourse. Many Cambodians and Guatemalans came to the United States (US) after being forced to leave their home countries to escape genocide, poverty, starvation, and violence (Menjívar, 2008; Smith-Hefner, 1993), yet the U.S. Government has treated them differently, granting refugee status to Cambodians, but by and large forcing Guatemalans to enter without proper documentation (Feuerherm & Ramanathan, 2016). In the US both groups are rendered invisible in many policy debates due to the aggregation of Cambodians and Guatemalans into the broad racial categories of Asian and Hispanic or Latino, respectively. The CRT frame provides a lens through which one might unpack this and draw attention to the experiences and languages of Cambodians and Guatemalans in the context of RI public education.

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1. The Census does not specify which Chinese languages; in Rhode Island these include Mandarin, Cantonese, Taishanese, and other minoritized Chinese languages.

2. The term minoritized languages is used rather than minority languages, as this, in the words of McCarty (2005) "more accurately conveys the power relations and processes by which certain groups are socially, economically, and politically marginalized within the larger society. This term also connotes agency to make change" (p. 40).

### Theoretical Framework

Critical race theory (CRT) is used as a lens through which to apply the global human capital (GHC) and equity/heritage (EH) frameworks to the case of Cambodians and Guatemalans in Rhode Island. In the field of education, critical race theory is used as an influential theoretical framework through which to expose the racial inequities that are pervasive in the educational system and to challenge the assumption that the White racial experience is and should be the standard (Ladson-Billings, 1998). CRT also acknowledges the intersectionality of race with other forms of subordination based on gender, class, immigration status, language, surname, phenotype, accent, and sexuality; in other words racial oppression does not occur in isolation, but rather is intertwined with gender, class, language, and other forms of oppression (Solórzano & Yosso, 2002).

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In analyzing shifts in language education policy as it affects linguistically-marginalized groups, such as Guatemalans and Cambodians, four CRT themes from Delgado and Stefancic (2001) stand out as applicable: essentialism, interest convergence, differential racialization, and the unique voice of people of color. Essentialism is the reducing of a complex issue or population into a simple term, for example labeling all Asians the “model minority.” Interest convergence is the idea that civil rights gains for People of Color happen only when they coincide with the interest of elite Whites. Differential racialization is the idea that society racializes different groups at different times, depending on the historical context. In order to challenge the dominant ideology, CRT emphasizes the importance of the unique voice of color. The unique voice of color in this case will be the voices of Cambodians and Guatemalans in Rhode Island.

Valdez, Delavan, and Freire (2014) define the equity/heritage (EH) framework as one “centered on responding to the needs of English learners (ELs) and other minoritized communities” and a global human capital (GHC) framework as focused “solely on producing multilingual workers to compete in the global marketplace” (p. 5). They explain that each of these frameworks is a combination of EH and GHC value discourses, which they see as “competing value discourses that are already operating within U.S. language policy that shift in dominance to lead people to conceptualize these policies’ benefits in particular ways and for particular students” (p. 5). In the case of language education policy, the EH framework and value discourse are focused on creating equitable educational opportunities for emergent bilinguals and other linguistically minoritized students, while the GHC framework focuses on preparing all students for the global workplace. Flores (2016) cautions that the push for bilingual education for all may actually reproduce hegemonic Whiteness, shifting from monolingual to bilingual hegemonic Whiteness. Alternatively, these competing discourses have the potential to work in collaboration for the mutual benefit of linguistically-minoritized and linguistic majority students through interest convergence. Viewing the EH and GHC policy frameworks through a CRT lens, the EH primarily benefits Students of Color, while the GHC primarily benefits White, middle-class students. In Utah, for example, communications about the state-wide dual language immersion program leverage the GHC discourse, but the program does also include two-way Spanish immersion programs with an equity/heritage emphasis.

While Valdez, Delavan, and Freire (2014) argue that the shift to the global human capital (GHC) discourse is a “policy trend that promotes the teaching and learning of language

skills for the sole purpose of supporting the global marketplace” (p. 6), one could argue that this is not its “sole purpose,” but rather a compelling way to assure that all students have access to a bilingual and biliterate education. By making dual language bilingual education (DLBE) a program for White, monolingual students, as well as for emergent bilingual Students of Color, DLBE gains more political, financial, and pedagogical support. When DLBE is only for students learning English, when most of our official policymakers are still monolingual and do not understand or value the cognitive, social, and cultural benefits of speaking more than one language, there is a danger of risking bilingual education for all. Through interest convergence, language advocacy groups can leverage the GHC discourse to raise the importance and possibility of bilingual education for all to bring the equity heritage (EH) framework to the center of the effort to expand DLBE. In the following section, policies affecting dual language bilingual education (DLBE) in Rhode Island are explored through a critical race theory and global human capital/equity heritage frame.

### **Policies Affecting Language Education**

The US, a nation of people of diverse linguistic and cultural backgrounds, has a long history of multilingualism, although English has been and continues to be the dominant language (Wiley, 2007). Throughout history, different languages have been racialized at different times, and power has been given to certain languages at certain times according to the interests of Whites. The languages that have been most racialized are those associated with indigenous, enslaved, and immigrant groups of color, while the languages of White Europeans have been the most respected (Schmidt, 2002; García, 2009). Schmidt (2002) defines racialization as

a social process whose point is inequality.... As a process, racialization works by rendering others as having certain characteristics (one of which has often been *language*) so foreign or ‘alien’ that it is impossible to conceive of being equal members of the same political community with those so racialized. (p. 158)

Early on, the racialization of languages in the US was done intentionally as part of the conquest and later pacification of Indigenous peoples (García, 2009). European languages were tolerated from the early years of the US through the end of the nineteenth century. In the early twentieth century, the US saw a shift toward the restriction of languages other than English.

Racialization of language is also tied to public opinion of immigration. Throughout history, different immigrant groups have been racialized at different times depending on the political and economic context. For example, Chinese immigrants, who had been coming to the country since the mid-nineteenth century because of the Taiping Rebellion in China and the Gold Rush in California, were excluded in 1882, when the U.S. Congress passed the Chinese Exclusion Act (García, 2009). Japanese immigrants were also affected by this, likely due to the essentialization of the Japanese as Chinese or as Asian more broadly. More recently, with the increase in significance of China’s economy, Chinese immigrants and their languages have gained stature in the US, as can be seen in the 195% increase in Chinese language programs in U.S. schools from 2004-05 to 2007-08 (ACTFL, 2010). Mexican immigration increased around the turn of the century, and with the additional acquisition of Hawaii in 1898, English became the language of legal documents and the education system.

This English-only rule had failed in Puerto Rico by around 1916, and transitional bilingual education was established and remained in use until 1948, “when Spanish was re-

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established as medium of instruction” with “English taught as a required foreign language” (García, 2009, p. 165). The unprecedented growth of the mostly Black and Brown Spanish-speaking population in the US in recent years has been seen by many as a threat to the White “standard,” at all levels of socioeconomic status. Darker skinned Latinos have been essentialized as “illegal immigrants” creating a negative view of the Spanish language in general (Gándara & Hopkins, 2010; Santa Ana, 2002). With this negative view of Spanish came another English-only movement. Silicon Valley businessman Unz started a campaign called “English for the Children” and sponsored California Proposition 227 in 1998, which banned bilingual education there. He was also instrumental in the passage of similar laws in Arizona (Proposition 203 in 2000) and Massachusetts (Question 2 in 2002) (Wiley & Wright, 2004).

Despite these fears, the U.S. Departments of Defense and State have continued to recognize the need, in the name of national security and economic competitiveness, for highly proficient speakers of a variety of languages other than English in a variety of professional fields. This focus fits within the GHC framework, providing priority funding for languages with global economic and political importance like Chinese, Portuguese, Arabic, and Russian. Minoritized languages like Khmer (Cambodian) are also included on government lists of priority areas, but targeted funding is limited and when available, requires the lead principal investigator (PI) to be from an institution of higher education, excluding community organizations from applying where expertise is more likely present.

There is extensive research to support the argument that English learners (ELs) who are provided the opportunity to develop and maintain their home languages are likely to develop stronger skills in English, and to even outperform their “mainstream” native English-speaking peers regardless of socioeconomic status, gender, race, ethnicity, special needs, or urban/suburban location

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### *Shift in World Language Education Policy Discourse*

In this past decade, there has been a shift in world language education discourse at the national level, with the American Council on the Teaching of Foreign Languages (ACTFL) situating its advocacy campaigns within the GHC frame. This has included a shift toward proficiency- and performance-based language instruction with the update of the ACTFL Proficiency Guidelines in 2012, the release of the ACTFL Performance Descriptors for Language Learning in 2012, and the creation of the Oral Proficiency Levels in the Workplace document in 2015 (ACTFL, 2015). With the GHC frame helping language education gain traction by demonstrating proficiency gains among primarily White monolingual students in languages other than English (Heineke, Davin, & Bedford, 2018), there seems to be an emergence of space for the inclusion of EH frame. This was evident at the 2015 ACTFL convention, the theme of which had a social justice focus, where

there was a noticeable increase in sessions focused on heritage language learners. ACTFL also collaborated with Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), and the National Council of State Supervisors for Languages (NCSSFL) on the development of guidelines for the Seal of Biliteracy (Heineke, Davin, & Bedford, 2018), which is a way to recognize bilingualism and biliteracy within both the GHC and EH frames.

In Massachusetts, groups with interest and involvement in language education formed the Language Opportunity Coalition, which ran a multiyear campaign to reverse the effects of Question 2 with the introduction of the Language Opportunity for Our Kids (LOOK) and Seal of Biliteracy Bills in 2015, and successfully passed the LOOK Act in 2017. This coalition and its LOOK Act is an example of the interest convergence of the Equity/Heritage (EH) and Global Human Capital (GHC) frameworks, as the group aims to promote the development of dual language programs for the benefit of English learners and English dominant students. In California there was also a successful effort in 2016 to repeal most of Proposition 227, through the introduction of Senate Bill 1174, known as the Multilingual Education Act. Unz, the businessman who had led the “English-Only” campaign, however, returned to the scene, and ran for a seat in the CA Senate to fight this. Rhode Island, like Utah, developed a State Language Roadmap in 2012 that recommends the development of dual language immersion programs in all public school districts, creating K-16 pathways in multiple languages. While the State Language Roadmaps were created as a response to business and government language needs, there is still space for the convergence of the GHC and EH frameworks in Rhode Island as well. In the following sections, this notion is explored by focusing on two distinct linguistically minoritized groups in Rhode Island, Cambodians and Guatemalans, whose languages are currently not deemed critical for business or government security.

### *State Language Roadmaps*

State Language Roadmaps offer a possible policy solution for language education by bringing together leaders from business, government, and education to identify and develop a response to state language needs. The concept was developed by The Language Flagship, an initiative of the National Security Education Program (NSEP), in an effort to reach beyond the undergraduate focus of The Language Flagship programs to influence change in language education at the K-12 level. The Language Flagship supports a community of programs designed to create global professionals in a variety of fields who possess Superior proficiency (ACTFL scale) in one of many languages deemed critical to national security and economic competitiveness, which currently include Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish (The Language Flagship, n.d. a.). The Flagship model “addresses the needs of students around the nation who are motivated to gain professional proficiency in language during their undergraduate studies” in combination with a chosen field of study, and also supports efforts “to push the model down to elementary, middle, and high schools.” Flagship considers the integration of language skills into K–12 education “vital to our capacity to educate a citizenry prepared to address the nation’s well-being in the 21<sup>st</sup> century” (The Language Flagship, n.d. a.). While Flagship funding is targeted only for the aforementioned languages, these programs are also charged to be catalysts for the shift toward proficiency-based education across languages at their respective institutions.

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The State Language Roadmap process begins with university researchers conducting a language needs analysis of state businesses and government service agencies. The university research team produces a preliminary report on the linguistic needs of the state, which is shared with participants at a State Language Summit, where leaders from business, government, and education meet for a full day to further delineate these needs. Thereafter a subset of the participants develops recommendations as to how the state might meet the linguistic needs of state employers, which becomes the State Language Roadmap.

With funding from the U. S. Congress and co-sponsorship from the Departments of Commerce and Labor, the Flagship Centers at the University of Oregon, The Ohio State University, and The University of Texas, Austin led the effort in 2007. Utah, using the model developed by The Language Flagship, created the Utah Language Roadmap in 2009. Rhode Island completed the process in 2012, Hawai'i in 2013, Wisconsin in 2018, and Indiana in 2019 (The Language Flagship, n.d. b.). In Rhode Island, the author led this effort in her former role as the Coordinator of the University of Rhode Island Chinese Flagship Program in 2011-2012, which she and Berka write about more extensively in the 2016 AAUSC Volume (Papa & Berka, 2017), and she continues to lead the implementation effort today.

Prior to the launch of the *Rhode Island Roadmap to Language Excellence* in 2012 (Papa, Berka, & Brownell, 2012), there were only four dual language bilingual education programs in RI public schools: a whole-school K-5 Spanish-English dual language immersion program in the Providence Public School District, two-way K-5 immersion programs in Spanish-English and Portuguese-English at The International Charter School, a developmental bilingual PK-6 strand program for native Spanish speakers in Central Falls, and a K-12 bilingual-bimodal American Sign Language-English program at the state-operated Rhode Island School for the Deaf. One private school, the French-American School of Rhode Island, offers a PK-8 French-English dual language immersion program. In the fall of 2015, two additional districts launched one-way Spanish dual language immersion programs: one in the suburban English-dominant South Kingstown district, and the other in the urban, multilingual, and multicultural district of Pawtucket, where a large number of Spanish and Portuguese/Cape Verdean Creole speakers reside. Providence has since started two-way Spanish dual language immersion programs in three more of its elementary schools. Districts are now considering adding dual language programs in Spanish, Portuguese, and Chinese in the coming years. While this is incredibly exciting, it is essential that the community recognize the challenge of including the languages of smaller linguistically minoritized groups, and to actively work to include these languages.

### **The Rhode Island Context**

Rhode Island is home to just over a million residents and is geographically the smallest state in the US. One can drive across the state in under one hour. Despite its small size, Rhode Island has 36 public school districts and 23 public charter schools. They served 143,346 students in the 2018-19 school year, and of those 10% received English learner (EL) services. From the 2009-10 to the 2018-19, the number of RI students receiving EL services nearly doubled, increasing by 93% (Rhode Island KIDS COUNT, 2020). These students spoke 95 different languages in 2018-19, the most common languages being Spanish (80%), Creole languages (includes Haitian Creole and Cape Verdean Creole) (5%), Portuguese (2%), Arabic (2%), and Chinese (1%); another 10% spoke other or multiple languages (Rhode Island KIDS COUNT, 2020). It is important to note that these figures do not include students who speak languages other than English who are not identified as needing services. Districts typically offer or would like to offer many of these same languages in dual

language bilingual education or world language programs, yet there has been little to no coordination of efforts between world language and English learner education in the state. In the 2018-2019 academic year, Rhode Island Department of Education (RIDE) world language enrollment data (which excludes dual language immersion enrollment) show that languages offered in RI public schools included Spanish (31,429 students), French (5,227), Italian (2,903), Portuguese (2,052), Mandarin Chinese (877), Latin (366), Japanese (96), German (85), ASL (67), and Arabic (24) (Rhode Island Department of Education, 2020). RIDE has only 2.4 full time positions supporting the nearly 14,000 students categorized as ELs in the state and no position supporting world language education.

*Rhode Island Language Education Policy*

Since there is no office within the Rhode Island Department of Education (RIDE) responsible for world language education, decisions regarding which world languages are offered, to whom, and for how long are made at the district or school level. The Rhode Island Basic Education Program regulations require that the “determination of the [world language] offerings shall be based on the needs and interests of students, the community, and the global economy” and that each Local Education Agency (LEA) shall provide “Coursework in a minimum of two languages other than English at the secondary level and offerings of at least three consecutive years of the two selected languages” (Basic Education Program, 2018). LEAs are encouraged but not required to offer at least one language other than English at the elementary level (Basic Education Program, 2018). Here there is clearly space available for language education K-12, however world languages are almost exclusively taught at the high school level, and enrollment is discouraging. According to ACTFL (2010), RI public schools had an estimated 40% decrease in K-12 world language enrollment from 2004-05 to 2007-08, and only 16% of RI students in grades 6-12 were enrolled in a world language course in 2007-08. Only a few districts have a world language requirement.

RI colleges and universities typically require two years of world language study for admission and include world language and culture courses as part of the general education requirements for an undergraduate degree. In most cases fulfillment of these requirements is based on “seat time,” or number of hours in the classroom, rather than on proficiency. Two college semesters or three high school years of world language education would produce students with Intermediate proficiency at best. Met (1994, 2003) attributed the weak focus on world language education to an unclear purpose for the use of these skills, noting that little had changed in the eyes of policymakers in that decade. The shift in national-level discourse at ACTFL first to a global human capital (GHC) frame and more recently to an equity/heritage (EH) frame, most notably surrounding the release of national Seal of Biliteracy guidelines is reflected in RI as well. Rhode Island passed legislation in June 2016 that established a Rhode Island Seal of Biliteracy, which brought the GHC and EH frames together to officially recognize the linguistic strengths of the community, including those learned at home and those learned at school (State Seal of Biliteracy, 2016).

In contrast to world language education policies, policies affecting the education of English learners (ELs) in RI are based on the RI Board of Education’s interpretation of Title III of No Child Left Behind (NCLB): Language Instruction for Limited English Proficient and Immigrant Students. (The RI Regulations Governing the Education of English Language Learners (2018) will soon undergo revision to reflect the more recent reauthorization of the 1965 Elementary and Secondary Education Act (ESEA) as the Every Student Succeeds Act (ESSA) of 2015, which cancelled NCLB.) While the main focus of NCLB and the RI

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Board of Education's interpretation thereof is on development of students' academic skills in the English language, the RI Regulations Governing the Education of English Language Learners (2018) also state that these regulations are intended to "Facilitate the preservation and development of the existing native language skills of English Language Learners." This clause provides the ideological and implementational space for dual language bilingual education in RI public schools. However, the majority of ELs are in programs focusing solely on the development of academic and social English language skills.

The Rhode Island public has made it known that the state's public schools should provide pathways for all students toward bilingualism and biliteracy in Rhode Island's *Strategic Plan for PK-12 & Adult Education, 2015-2020* (Rhode Island Board of Education, 2015). This five-year strategic plan was developed by a diverse group of community members from various professions, age groups, and ethnic and linguistic backgrounds, and was vetted by the wider RI community through community forums and surveys. Priority 4 of the strategic plan is to produce Globally Competent Graduates, "by increasing the number of students in high-quality, proficiency-based language programs," including world language and dual language immersion, with the goal that at least 14% of graduating seniors earn the Seal of Biliteracy. Although one could argue that including language skills as part of global competence fits under the GHC framework, this priority does also call for investment in the social and emotional health of our students and building the cultural competence of students and educators, which leaves space for the integration of the EH framework. The plan recommends that RIDE develop cultural competence standards, but does not define cultural competence (RI Board of Education, 2015). The world language education field has also been grappling with how to define cultural competence or intercultural communicative competence, although the NCSSEFL-ACTFL Can-Do Statements related to Intercultural Communication are a start (American Council on the Teaching of Foreign Languages, 2017). Using the EH framework, RIDE could engage culturally-based community organizations in the development of cultural competency standards and professional development workshops for educators and candidates to assure that the cultures present are equitably engaged in the process. The following section explores the interpretation and implications of state and federal policies in the Providence Public School District, the largest district in RI, which serves the majority of Cambodian and Guatemalan youth in the state.

### *Bilingual Education in Providence*

Public education in the US and in Rhode Island, specifically, is still very much monolingual, although the research clearly shows that a subtractive bilingual education is detrimental to the emergent bilinguals themselves, and, I would argue, to society as a whole. García (2009) describes subtractive bilingual education this way:

When monoglossic ideologies persist, and monolingualism and monolingual schools are the norm, it is generally believed that children who speak a language other than that of the state should be encouraged to abandon that language and instead take up the dominant language. . . . In this model, the student speaks a first language and a second one is added while the first is subtracted. (p. 51)

Until this point in Rhode Island, linguistically minoritized students, or emergent bilinguals, have been educated by and large in subtractive bilingual education programs. Thus, there is currently a significant population of bilingual students in Rhode Island public schools who are not receiving ESL or bilingual services and whose home languages are not being developed. High school language courses in Spanish and Khmer for native speakers were

once offered in Providence but were discontinued several years ago for unknown reasons. Spanish speakers often do take Spanish in high school, but they are typically not placed by linguistic ability. Anecdotally, teachers in RI's urban districts have reported that they are not allowed to teach Spanish for heritage speakers because that would be considered "discrimination" or "inequitable." One teacher reported that she had begun differentiating instruction for native and non-native speakers in a high school Spanish class in Providence, and although the students were satisfied with this arrangement and were all learning at their respective paces and levels, the administration forced the teacher to revert back to offering the same instruction to all students.

The subtractive bilingualism environment, as well as the high rate of poverty and racial segregation in Providence Public Schools may be contributing factors in academic disengagement. Of Providence students who entered high school in 2015-16, 16% dropped out before graduation in 2019, and in that same year (2018-19) 48 % of high school students and 35% of middle school students were chronically absent (Rhode Island KIDS COUNT, 2020). According to Rhode Island KIDS COUNT, "The Providence-New Bedford-Fall River metropolitan area was the ninth most segregated metropolitan area in the nation for Hispanics in 2010" (2020 p. 18). Although 16% of school-aged children residing in Providence were White in 2010 (U.S. Census 2010), only 8% of students enrolled in Providence Public Schools during the 2018-19 school year were White (Rhode Island KIDS COUNT, 2020). One can infer that White parents in Providence perceive that the quality of the public schools is unsatisfactory and therefore choose to send their children to private or charter schools. Implementing two-way dual language bilingual education with the goal of developing high levels of literacy in both English and another language, would certainly help to address some of the educational disparities that currently exist in RI public schools (García, 2009) and may bring White students back to the public schools, through convergence of the GHC and EH frameworks. Two-way dual language bilingual education (DLBE) programs are programs in which half of the students speak the target language at home and half speak English. As in one-way DLBE for monolingual English speakers and developmental bilingual programs for speakers of languages other than English, at least 50% of the day instruction is in the non-English language. DLBE programs have brought families back to public schools in districts across the country, including the District of Columbia, Delaware, Utah, Los Angeles, and New York City (Adamy, 2016; Guzman-Lopez, 2011; Zimmer, 2015). In the following section, the history and needs of two particular groups in Rhode Island, Cambodians and Guatemalans, are explored, followed by a proposal of how their languages could be developed by bringing the GHC and EH frameworks together through interest convergence.

### **Cambodians and Guatemalans in RI Education**

According to data reported by the Rhode Island Department of Education (RIDE, 2011), Asian American students are performing very well in Rhode Island public schools. Asian American students in the cohort that entered RI public high schools in 2006 graduated in four years at a higher rate (81%) than did White students (79.3%); the rate for all students was 75.8% (RIDE, 2011). The rate for Hispanic students was significantly lower, with only 66.3% completing high school in four years. Viewing this data through a CRT frame, the experiences of Cambodian and Guatemalan youth are essentialized into broad racial categories, thus rendering their experiences invisible. Delving more deeply into U.S. Census data on Cambodian and Guatemalan Rhode Islanders reveals a very different picture. More than a quarter (28.6%) of Cambodian Americans and more than half of RI Guatemalans (57.5%) between the ages of 18 and 24 in the state have not completed high school (or an

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equivalent) (U.S. Census Bureau, American Community Survey, 2006-2010). While these data may also include people who entered RI after high school, the figures are still cause for alarm. RIDE's choice to collect and report educational data in these aggregate racial categories masks the realities of many of our students of color, including Cambodian and Guatemalan American youth, who are not served well in the current system, providing only a deficit perspective of these emergent bilingual urban communities (Kiang, 2006). Since Cambodians and Guatemalans are essentialized into the aggregate racial categories of Asian and Hispanic/Latino, respectively, it is difficult to determine how many of them are receiving ESL or bilingual services and also to determine the level of literacy in their home languages and English. One can infer that many Cambodian and Guatemalan youth in Providence Public Schools (PPSD) are receiving insufficient support in the development of English and their home languages due to the instability in ESL and bilingual program offerings for those who qualify for those services. There are also likely many Cambodian and Guatemalan youth in PPSD who have oral language abilities in their home languages but have underdeveloped reading and writing skills in the home language, due to the fact that their English upon entrance to PPSD was strong enough to qualify them for the "mainstream."

### *RI Cambodian American Khmer-English Language Ability*

The only data available on Khmer and English language ability among Cambodian Americans in Rhode Island is self-reported data on the U.S. Census Bureau's American Community Survey (ACS) (Table 1) and on the Rhode Island Department of Education's (RIDE) Home Language Survey administered to parents of students receiving English language learner services. ACS data show that approximately 80% of RI Cambodian Americans speak Khmer, although the data do not reveal the level of oral proficiency or literacy in the language. A number of studies have shown that there is a significant generational language gap, however, between parents and grandparents who primarily speak Khmer and their children who primarily speak English (Chhuon & Hudley, 2010; Dinh, Weinstein, Tein, & Roosa, 2012; García-Coll, Akiba, Palacios, Bailey, Silver, DiMartino, & Chin, 2002; Wallitt, 2008).

**Table 1.** *Number of Khmer Speakers in Rhode Island by Age and Ability to Speak English, 2006-2010 American Community Survey*

	Ages 5-17	Ages 18-64	Ages 65+	Total
Number of Speakers	896	2,954	233	4,083
Speak English "well" or "very well"	871	2,195	0	3,066
Speak English "not well" or "not at all"	25	759	233	1,017

*Source: 2006-2010 American Community Survey (U.S. Census Bureau, 2010).*

Most likely the 2,954 Khmer speakers aged 18-64 are the individuals completing the ACS on behalf of their children (ages 5-17) and parents (ages 65+). It is likely that many of the 871 children who speak English "well" or "very well" act as interpreters for their parents, many of the 759 Khmer speakers aged 18-64 who have limited English proficiency. Although these children may be serving as interpreters for their parents and grandparents,

this does not mean that they are necessarily highly proficient in either English or Khmer. It is also interesting to note that approximately 20% of all Cambodians in RI reportedly do not speak Khmer (those missing from Table 1), an alarmingly high number of non-Khmer speakers in a relatively recently arrived group. This data supports the research that indicates an intergenerational communication gap, however more research is needed in this area.

*RI Guatemalan American Spanish-English Language Ability*

The only data available on Spanish and English language ability (with no data available on K'iche' ability) among Guatemalan Americans in Rhode Island is self-reported data on the U.S. Census Bureau's ACS (Table 2).

**Table 2.** *Number of Guatemalan Spanish Speakers in Rhode Island by Age and Ability to Speak English, 2006-2010 American Community Survey*

	Ages 5-17	Ages 18-64	Ages 65+	Total
<b>Number of Speakers</b>	3,342	12,916	304	16,562
<b>Speak English "well" or "very well"</b>	2,981	5,475	15	8,760
<b>Speak English "not well" or "not at all"</b>	361	7,441	289	8,091

*Source: 2006-2010 American Community Survey (U.S. Census Bureau, 2010).*

Guatemalans are essentialized as Spanish-speakers in the data from the RIDE Home Language Survey, so one cannot infer from this data which of the Spanish speakers are also Guatemalan. ACS data show that approximately 88% of RI Guatemalan Americans speak Spanish, although the data do not reveal the level of oral proficiency or literacy in the language.

Most likely the 12,916 Guatemalan Spanish speakers aged 18-64 are the individuals completing the ACS on behalf of their children (ages 5-17) and parents (ages 65+). As with the Khmer speakers, it is likely that many of the 2,981 children who speak English "well" or "very well" act as interpreters for their parents and grandparents, many of the 7,441 Spanish speakers aged 18-64 who have limited English proficiency. Approximately 12% of Guatemalan Rhode Islanders indicated that they do not speak Spanish, which may be indicative of the large population of K'iche' and other Mayan language speakers in the state. Further research is needed to understand the linguistic complexities of this group.

**Implications for Policy**

How can the Rhode Island Department of Education, Providence Public Schools, and other districts with significant Cambodian and Guatemalan student enrollment address the dramatic education gaps between Cambodian and Guatemalan students and most other Rhode Island students? The data and research cited in this article suggest the following actions:

- 1. Disaggregate existing quantitative data to expose the issues that are currently hidden.**  
It is evident from the data presented in this article that there is a dire need for the critical disaggregation of data by ethnicity in order to expose the utter dichotomy between Cambodian and non-Cambodian Asians, and between Guatemalan and non-Guatemalan Hispanics, as well as other essentialized groups in Rhode Island. The

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Rhode Island Department of Elementary and Secondary Education (RIDE) should be required to report data by ethnicity if they are to truly address the inequities in the educational system.

- 2. Collect additional data, both quantitative and qualitative, to provide a clearer picture of the strengths and needs of Cambodian and Guatemalan students, as well as other minoritized groups.** The lack of data point to the need for the collection of more appropriate data to add to the literature on Cambodians and Guatemalans in U.S. public education. For example, quantitative and qualitative research on the experiences and the actual language proficiency of children and adults in these and other linguistically and racially marginalized communities would help to plan a community education strategy. CRT counter-storytelling methodology could be used to conduct in-depth case studies or focus groups with Cambodian youth in Rhode Island public schools that would help the community to better understand the issues faced. The counter-story is defined by Solórzano and Yosso (2002) as a method of giving voice to those people whose experiences are not often told. It is a tool for exposing, analyzing, and challenging the dominant stories of White privilege that is committed to social justice. Research that connects language proficiency to employment in the state is also needed. By drawing attention to the connection between home language literacy and academic achievement and later employment, the interests of government and business (GHC frame) can converge with the interests of linguistically-minoritized groups (EH frame).
- 3. Create new and expand existing dual language bilingual education programs with a social justice focus.** In order to make bilingualism the norm, as García (2009) suggests, interest convergence between the global human capital (GHC) and equity/heritage (EH) frameworks for the benefit of both emergent bilinguals (ELs) and White monolinguals seems necessary. By framing the need for DLBE in Rhode Island using GHC discourse, district leaders and other policymakers have begun to implement new programs, as exemplified by the launch of the dual language program in predominantly White, monolingual South Kingstown in 2015. Pawtucket also used the GHC discourse to start their new elementary Spanish dual language program and secondary Chinese program in 2015. With support from the Rhode Island Foundation, both districts have collaborated with the International Charter School (ICS) on professional development of teachers, which has also aided in a shift to the EH framework, as ICS is committed to developing the languages of the community. ICS has a two-way dual language immersion program where the interests of families whose home languages are Spanish or Portuguese converge with students who speak English at home, which can be seen as a convergence of the GHC and EH frames. Positioning ICS as a leader and state-wide provider of professional development for districts starting or developing dual language programs could open up space for the implementation of programs in other community languages, such as Khmer and K'iche'.
- 4. Increase collaboration between home, school, and community, leveraging community knowledge and power.** The literature on Cambodian and Guatemalan Americans in U.S. schools point to the need for greater connection between home, school, and community (Wallitt, 2008; Ek, 2009; Brabeck, 2010; Chhuon & Hudley, 2010). The U.S. Census Bureau data indicate a low level of educational attainment and high rate of poverty in the Cambodian and Guatemalan communities, which point to a critical need for both preK-12 and adult education. The intergenerational language gap, as well as low levels

of reading ability in Khmer, Spanish, K'iche', and English, point to the need for bilingual education. Attempting to address the issues of poverty, education, and employment separately would be inefficient as well as incomplete. Bringing together the global human capital and equity/heritage frameworks by creating a thoughtful partnership among the home, school, and community-based organizations would allow for the sharing of resources to develop a strategy for community development that considers the cultural values and expectations of the community (Collignon, Men, & Tan, 2001) while also preparing youth for the world of work. Community organizations, such as the Providence Youth Student Movement (PrYSM), the Cambodian Society of Rhode Island (CSRI), the Olneyville Neighborhood Association (ONA), and the Guatemalan Center of New England, are already doing a tremendous amount of work to support and advance the community, but need the support of the Rhode Island Department of Education (RIDE) to effect greater, systemic change. Within the EH frame, RIDE could partner with community organizations to provide professional development for teachers and school administrators in culturally responsive and sustaining pedagogy, as well as in Cambodian and Guatemalan history and culture. Community-RIDE partnerships could also educate Cambodian and Guatemalan families about the culture of the school (EH frame), as well as help them to develop crucial literacy and technical skills needed for career advancement (GHC frame).

These approaches would help multiple stakeholders support additive bilingualism, emancipatory multilingual classroom ecologies, and linguistic diversity in the classroom, even in the midst of an “English-only” educational climate (Skilton-Sylvester, 2003; Johnson & Freeman, 2010). Forming a strong partnership would foster mutual understanding and civic engagement, which would not only improve the quality of life of Cambodian and Guatemalan Rhode Islanders, but also affect the advancement of the Rhode Island community as a whole.

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# Reviews

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**Edited by Thomas S. Conner, St. Norbert College**

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

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## Chinese

**Yang Xiao-Desai and Ka F. Wong, Editors. Explorations in Teaching Chinese as a Second Language: Studies in Honor of Professor Tao-Chung “Ted” Yao (国际中文教育新拓展: 姚道中教授纪念论文集). Boston: Cheng & Tsui, 2019. ISBN: 978-1-62291-184-4.**

*Explorations in Teaching Chinese as a Second Language: Studies in Honor of Professor Tao-chung “Ted” Yao* (国际中文教育新拓展: 姚道中教授纪念论文集) is a collection of academic articles in honor of the late Professor Ted Yao (1946-2015) that address aspects of Chinese language instruction related to his career-long interests. The 14 articles in this collection, following standard practices of the *Journal of the Chinese Language Teachers Association*, and others, are presented in the authors’ choice of English, simplified Chinese, or traditional Chinese. Individual articles focus on Professor Yao’s significant scholastic contributions in Chinese language pedagogy, language skill assessment, culture, language learning motivation, distance learning, online learning, and individual student learning styles. This collection’s interdisciplinary approach is relevant to both teachers and researchers at all instructional levels and provides unique insight and understanding into a variety of Chinese second language acquisition pedagogical approaches.

The articles in *Explorations in Teaching Chinese as a Second Language* (国际中文教育新拓展) have been divided into two sections. Part I, “Curriculum Development & Empirical Studies,” addresses teaching Chinese as a second language by exploring the interconnected aspects from theoretical, pedagogical, and institutional perspectives. In Chapter 1, 夏威夷大学和美国的中文教学, Professor Yao examines the role played by the University of Hawaii in influencing Chinese second language acquisition in the United States. Chapter 2, 中文听说读写 - 编写理念, discusses the student-centered developmental design of *Integrated Chinese*, and attributes its popularity to a collective focus on the needs and

interests of the language learners. The next chapter, *Embedding Disruptive Innovations in the University Experience: The Challenge of Language Flagship Programs*, describes innovations introduced by Language Flagship programs into university settings that assist students with achieving Superior-level Chinese language proficiency prior to graduation.

In Chapter 4, *中文学习动机研究及对教学的反思*, the author discusses language learning motivation, examines the variables that influence students' decision to continue study of the language, and suggests pedagogical interventions that may enhance student language learning motivation and language proficiency development. Chapter 5, *Exploring Identity Issues among Chinese Heritage Language Learners from Dialect Backgrounds*, introduces language instructors to some of the identity challenges Chinese dialect speakers face as they learn Mandarin, and uses interview data to develop three conceptual categories. The following chapter, *The Effects of Inductive and Deductive Instruction in Learning Mandarin as a Foreign Language*, provides language learners with insight into the government's policy change that eliminated their involvement in the job placement of college graduates in 2000, and the people's subsequent perceptions and reactions to this change. In the final chapter of Part I, Chapter 7, *美国大学商务汉语课程设置转型探讨*, the author addresses the rapid growth and emerging strength of China's economy, and proposes bolstering enrollment in existing Chinese language programs by developing a robust "Chinese for business purposes" curricula.

*Explorations in Teaching Chinese as a Second Language* (国际中文教育新拓展) Part II, "Pedagogical Practices and Reflections," discusses a number of issues and challenges associated with university-level Chinese instruction. Chapter 8, *Chinese Language Pedagogy and Collaborative Online Learning*, addresses three specific online tools the authors believe can be extraordinarily useful for modern tech-savvy language students. Chapter 9, *Revisiting Performance Levels and Communicative Modalities*, questions whether current Teaching Chinese as a Foreign Language teacher training programs provide sufficient guidance and direction for teachers to properly interpret and apply lesson plan performance levels and communicative modalities. The following chapter, *模仿重述在中文教学的运用及未来发展方向*, describes how Chinese instructors can use elicited imitation to enhance student speaking and listening proficiencies.

The authors explain how to prepare undergraduate Chinese students to write research papers in Chapter 11, *汉语作为二语的本科学历生学术论文写作的教学实践*, and offer guidance on topics and methodologies. Chapter 12, *Pearls of Ancient Chinese Wisdom for Twenty-First-Century CFL Classrooms*, describes instructional methodologies that instructors can employ to teach Chinese culture using Chinese proverbs and idioms. The next chapter, *浅谈“把”字句教学误区及改进方法*, provides instructors with innovative suggestions about how to effectively teach the common 把 (*ba*) structure, as well as guidance on how to avoid common instructional mistakes. Then, in Chapter 14, *Cultivating Individualized Lifelong Learning in an Adaptive System*, the authors detail the positive effect of the STARTALK-Confucius Institute three-week summer Chinese language program on a specific Chinese language learner. Finally, the volume concludes with a summary of Professor Yao's profound contribution to the Chinese second language acquisition field.

*Explorations in Teaching Chinese as a Second Language: Studies in Honor of Professor Tao-chung "Ted" Yao* (国际中文教育新拓展: 姚道中教授纪念论文集) offers Chinese

language instructors significant insight and understanding into different perspectives and instructional pedagogies from a variety of distinguished teaching Chinese as a second language scholars. The collection details best practices on textbook usage, assessments, and instructional methodologies. It describes the advantages and benefits associated with Language Flagship programs and the STARTALK summer programs and discusses the related issues and challenges of the programs. It also addresses sensitive identity issues affecting Chinese heritage learners, and highlights various aspects and nuances involved in the study of the Chinese language and its structure, grammar, and syntax. As a whole, the collection is a remarkable commemoration of Professor Tao-chung “Ted” Yao’s distinguished contributions to Chinese language pedagogy, and to the teaching Chinese as a second language field. It also provides Mandarin Chinese language instructors with a variety of provocative and engaging contemporary research studies that, if adopted and implemented, may prove useful in enhancing individual Chinese classroom instruction and in improving overall Chinese language programs at every level.

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### **Publisher’s Response**

Cheng & Tsui would like to thank Dr. Hughes for her positive and comprehensive review of *Explorations in Teaching Chinese as a Second Language: Studies in Honor of Professor Tao-chung “Ted” Yao*. Cheng & Tsui worked closely with Professor Yao during his lifetime, particularly on the acclaimed *Integrated Chinese* series, which he co-authored. It is our great privilege to publish this volume commemorating the legacy of our esteemed author, and we are happy to hear that it is well-received.

In her review, Dr. Hughes commends *Explorations in Teaching Chinese as a Second Language* for its usefulness in enhancing Chinese classroom instruction and improving Chinese language programs at all levels. Indeed, this collection successfully balances theoretical and pedagogical perspectives on teaching Chinese as a second language, while also offering a wealth of practical knowledge for dealing with specific instructional challenges.

For more information about *Explorations in Teaching Chinese as a Second Language* and other professional development publications, interested educators can visit our website ([www.cheng-tsui.com](http://www.cheng-tsui.com)) or contact their account representative. We also encourage them to explore all that Cheng & Tsui has to offer in our [2020 Asian Languages and Studies Catalog](#).

Liz Hanlon  
Marketing & Communications Coordinator  
Cheng & Tsui

## French

**Zoubir-Shaw, Sadia. *Lire et écrire: La Composition par le texte*. Toronto: Canadian Scholars Press, 2018. ISBN-10: 1551309947; ISBN-13: 9781551309941.**

No single textbook is perfectly adapted to every teaching situation, no matter how carefully or thoughtfully the author plans lessons. Even when perfectly matched to the kind of curricular programs for which an author intends a text, there is always inevitable slippage and disjuncture. However, it is also true that some textbooks are so well organized, so robust and so flexible that they can serve a wide range of targeted courses and curricula. In my view, the text under review here fits into the latter category. It strikes me as coming close to the ideal for fourth- and fifth-semester college composition courses in French. The pedagogical thinking and principles that underlie the book's organization, design, and sequencing of activities are quite simply excellent.

The author's mission is to guide students through the learning process by focusing on aspects of writing across a range of genres and styles. Each chapter contains a multitude of model texts which illustrate the wide range of necessary lexical and grammatical elements. Also included are author bios and commentary on the richness of each style of writing.

Each model text is framed by pre-reading and post-reading exercises that present the writers and their backgrounds, then focus student attention on important elements in those literary voices, helping learners to better understand the stylistic elements necessary for the production of a high-quality piece of literature. This approach engages students in reading and analysis – as well as limited, focused language practice – as a developmental approach to writing. Along the way, Zoubir-Shaw's textbook highlights and demystifies challenging or problematic structures, vocabulary, and authentic expressions in a way that helps Anglophone students to develop their own authorial voice in French. The textbook gives students practice using lexical items and communicative modalities, but it also invites them to explore their preferences and to reflect on the voice that they want to develop.

There are eight chapters distributed relatively evenly over some 300 pages. The first introduces students to writing as a mediated, creative process in which a writer's communicative purposes inform lexical, stylistic, and formal choices. The remaining seven chapters deal with writing, in particular sub-genres: portraits, descriptions of sites or scenes, narratives, *comptes rendus* (that is, analytical summaries, critiques and reviews, whether of films or of literary works), correspondence, *explications de texte*, and, finally, *la dissertation* (the sustained, structured, argument-driven, research- and evidence-based essay, which must be distinguished from the Anglo-American "research paper"). Each of the chapters includes clearly defined learning outcomes, several model texts, a modicum of contextualizing information for each writer and text, and a range of pre- and post-reading exercises that help students discern important elements of writing and help them extend their range of expression in French. Additionally, there are scaffolded exercises that invite students to explore other model texts and to practice further with language structures in the accompanying *Cahier de l'étudiant*. Toward the end of each chapter of the principal book, Zoubir-Shaw includes one text

in English (whether originally expressed in that language or translated into it). This feature is titled “espace bilingue” and its models and exercises invite students to reflect on the stylistic similarities and differences between English and French writing -- and to use translation as another vehicle for developing a range of expressive competency in French.

To illustrate Zoubir-Shaw’s approach, let me comment here on a sample chapter, the fourth, which is devoted to narrative. After stating chapter objectives and targeted functions, the textbook elicits students’ reflection on what they focus on in narratives (plot? details? style?) and on what their preference is in reading narratives (autobiography? fiction? short form? long form?). The first reading is an excerpt from Anne Hébert’s novel *Kamouraska*, preceded by a very brief presentation of this French-Canadian writer, and followed by research tasks on this writer and this particular novel. Multiple exercises follow, inviting students to explore elements of the excerpt (verb forms, tenses, pronouns, vocabulary, including synonyms and antonyms, and the meaning of certain words). The second model, an excerpt from *L’Enfant noir*, by Camara Laye, follows a similar pattern (brief bio, followed by research assignments). The lesson then turns to an exploration of the text, eliciting student reaction and comprehension. Students are then asked to find the *passé composé* equivalent of verbs that Laye had rendered in the *passé simple* and to complete additional sentences in either the *passé composé* or *passé simple*. Other very practical exercises help students extend the range of their vocabulary. The third text introduces Nobel laureate Patrick Modiano and an excerpt from his *Livret de famille*, followed by research tasks on the writer and his work. Students then are asked to explore the layers of meaning in the excerpt. Also, they are invited to practice using grammatical forms and lexical items like those explored over the preceding pages, to respond to prompts and begin to draft their own text in imitation of one of the models. The chapter continues with further reflections on vocabulary, outlining elements of the student’s own nascent text, exploring a model in English, self-editing, revising and finalizing the draft by way of a self-reflective journal entry.

The progression from each model to the next, the range and scaffolding of sense-making and meaning-producing exercises, interspersed with writing practice using particular language structures, make for robust process-oriented writing experiences likely to move a vast majority of American students toward a nuanced understanding of the language elements, organizational principles and the stylistic choices that make for good, authentic, valid writing in French. Frankly, the book is very rich and would probably require two semesters to use in full. One might only employ only part of the textbook in a single course. Or use the book across two distinct courses. The scaffolding, iterative engagement in basic processes, and recycling might strike some teachers as problematic or repetitive, though. Still, if vigorously employed, *Lire et écrire* stands a good chance of moving intermediate-level writers beyond the boundary of the advanced level. This is a soundly designed, robust and well organized textbook.

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## Publisher's Response

Canadian Scholars thanks the reviewer, Professor Robert R. Daniel, for this glowing review of Zoubir-Shaw's *Lire et écrire*. Offering a comprehensive analysis of the text's strengths and its ability to serve as an ideal resource for French composition courses, Daniel illustrates the content of the text's chapters, literary models, and exercises with great detail and suggests recommended ways to use the book for course instruction. We are happy to receive this positive feedback and to hear that this text has been so well received and effective for instructors.

If instructors are interested in learning more about *Lire et écrire*, we invite them to visit our website or to request a review copy. We also encourage exploring our most recent catalogue to view more titles from Canadian Scholars.

Lindsey Simeonidis  
Marketing Department  
Canadian Scholars/Women's Press

## German

**Wehage, Franz-Josef.** *Unterwegs in Deutschsprachigen Ländern. DACHL. A Cultural Reader & Workbook for Advanced Intermediate German and Beyond.* FOCUS. An Imprint of Hackett Publishing: Indianapolis, IN, 2018. ISBN: 13: 978-1-58510-884-8.

*DACHL* is a beautifully illustrated cultural reader that examines a variety of traditional aspects of German-speaking culture with a focus on Germany (D), Austria (A), Switzerland (CH, and Lichtenstein (L) (vii). In point of fact, Belgium also has a small German-speaking minority, and German has the status of official language, so a chapter on Belgium might have been added (DACHLB). German is also one of three official languages (the others being Luxembourgish and French) of Luxemburg which, like Belgium, is a multi-ethnic, multi-linguistic country. The same can be said of Switzerland, of course, but German has a much stronger position in Switzerland than either in Belgium or Luxemburg.

*DACHL* is intended as a third-year stand-alone text but probably is a bit too traditional insofar as it focuses on cultural and historical landmarks and therefore might not adequately address the needs of today's students, who expect more diversity in terms of content and point of view. That said, the selections are highly interesting and followed by intelligent and well-conceived comprehension exercises that address ACTFL's standards for linguistic and cultural competence at the intermediate and advanced-low levels. Students who complete this text will gain extraordinary linguistic and cultural competence and the confidence to speak about German language culture with a degree of authority and a level of sophistication that is unparalleled in most other texts of its kind (not that there are many, if any, that provide such an in-depth and focused coverage of history and culture).

Each section of the text presents a different German-speaking country, following the letter order of the acronym in the title, *DACHL*. The first, and longest, section deals with Germany and contains no fewer than seventeen selections:

1. *Prähistorische Pfahlbauten und mittelalterliche Klöster im UNESCO-Welterbe*
2. *Die Benediktinerabtei Corvey aus der Zeit Karls des Großen*
3. *Sachsen als "Mutter der Reformation"*
4. *Bayern und seine UNESCO-Schätze*
5. *Schlösser und Burgen in Baden-Württemberg*
6. *Der Kölner Dom als Wahrzeichen von Nordrhein-Westfalen*
7. *Eau de Cologne und die Stadt Köln*
8. *Von Heidelberg zum Bodensee*
9. *Der Rheinmythos in der Literatur, Musik und Kunst des 19. Jahrhunderts*
10. *Die Deutsche Märchenstraße und die Brüder Grimm*
11. *Von Mannheim nach Prag: Auf den Spuren deutscher Geschichte*
12. *Potsdam und Berlin als UNESCO-Kulturlandschaft*
13. *Zeugen deutscher Geschichte. Von der Wartburg zur Gedenkstätte „Point Alpha“*
14. *Die tausendjährige Dynastie der Welfen*
15. *Das vereinigte Berlin*
16. *Der Mauerfall aus der Perspektive von Zeitzeugen*
17. *„O'zapft is!“ Bayern und sein Oktoberfest*

Austria follows with ten readings:

18. *Alpine Traditionen*
19. *Auf den Spuren des Salzes*
20. *Imperiales Österreich*
21. *Mountainbiking in den Bundesländern*
22. *Österreich und seine Musikgeschichte*
23. *Eine Zeitreise durch Österreichs Küche*
24. *Rundreise durch die Bundesländer Österreichs*
25. *Die Bundeshauptstadt Wien*
26. *Wien und seine Märkte*
27. *Der österreichische Wein*

Switzerland gets eight chapters:

28. *Weinanbau seit der Zeit der Römer*
29. *Die Angebote der SBB RailAway*
30. *Bern, die Hauptstadt der Schweiz*
31. *Genf als „die Hauptstadt des Friedens“*
32. *Brauchtum und Tradition*
33. *Das Alphorn als Nationalsymbol der Schweiz.*
34. *Mit dem Glacier Express quer durch die Schweiz*
35. *UNESCO-Weltkulturerbe in St. Johann*

Tiny Lichtenstein, finally, is introduced in three readings:

36. *Liechtenstein: Das Land und seine Geschichte*
37. *Himmlicher Urlaub im Herzen Europas*
38. *Mit dem Mountainbike durch Liechtenstein*

It would be impossible to do full justice to the richness of DACHL in these pages. As a semi-native of Berlin I was struck by the high quality of the four readings on Berlin and will focus on them here in order to give the reader a flavor of the cultural treasures contained in this extraordinary book.

Take Chapter 15 as an example. No cultural reader would be complete without a chapter on the fall of the Berlin Wall and the emergence of a new united Germany. The text effectively recounts a complex series of events that occurred over a very short period of time but does not go into much detail, for understandable reasons no doubt. How could one expect to provide more than a cursory look at that momentous month of November 1989? Nevertheless, more of an effort could have been made, I feel, to examine the consequences of reunification and the impact it has had on German identity, specifically the persistent (some would argue) unease in the East about being or becoming second-class citizens in a country that is not always perceived as somehow their own. Although German integration has progressed about as well as could be expected, considering the enormous financial burden of reunification for the West, it is also a fact that a feeling of social alienation in the East is a significant factor in the growth of extreme-right wing activism.

In part, the neat presentation of each selection can be explained by the fact that all readings are taken from official tourist sites, such as the TourismusMarketing GmbH. Personally, I do not have a quarrel with using official sources but would have liked to see more of a personal authorial “frame” in order to raise important questions lurking in the periphery of the cleaned-up official version of things.

That said, the author does a beautiful job in the linguistic follow-up to each reading by providing a series of intelligently designed and highly educational activities. Each selection in *DACHL* follows the same format: I. *Fragen zum Verständnis*; II. *Richtig oder falsch*; III. *Setzen Sie das richtige Wort oder den richtigen Ausdruck ein*; IV. *Wie steht das im Text?*; V. *Aufgabe und Diskussion*; VI. *Schriftliches*; VII. *Partnerarbeit*.

My favorite activity was the vocabulary exercise (III) where students must choose the correct word(s) to fill in the blanks. Words are always in the correct form so as to eliminate any uncertainty about which word should go where, which means that students have to pay attention to mode, tense, case, and number. For example, in sentence no. 3 on page 105 (“*Auf der abendlichen Dampferfahrt \_\_\_\_\_ Feuerwerke vom Ufer aus die Fahrgäste auf ihrem Weg zur Oberbaumbrücke*”) only the word “*begleiten*” in the infinitive mode “works.” After considering other possibilities, students hopefully will see why “*begleiten*” is the only correct word. Thus, while doing the exercise students are actually studying vocabulary and maybe even enjoying themselves into the bargain. It helps if you like crossword puzzles. Also, it would be helpful to have an answer key at the end of the volume since this exercise is most challenging even for the best student.

In a future edition, the author might include a map and chronology of the German-speaking world and plural endings of all nouns (in the chapters as well as in the vocabulary list at the end of the text). Also, vocabulary exercises should correspond closely to the reading featured in the chapter. In Chapter 10, for example, on the Brothers Grimm, only a small portion of the sentences were based on the reading; the rest were out of context. Finally, all photos ought to be accompanied by captions.

If I were to teach a course on German culture, I would use DACHL as a supplementary text, assigning a chapter here and there on this or that country depending on the focus of my course. By any account, DACHL warrants serious consideration for adoption in any advanced-level German culture or civilization course.

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### **Publisher's Response**

We are very grateful to Professor Conner for his thoughtful evaluation of Professor Wehage's new reader/workbook, which expands the national, cultural, and geographical scope of most courses focused on the culture of the German-speaking world while activating and honing German language skills. Instructors interested in obtaining an examination are encouraged to contact the publisher. An instructor's manual can be requested through the publisher's website at [hackettpublishing.com](http://hackettpublishing.com), where free online resources for each unit in the book can be accessed.

Brian Rak  
Editorial Director  
Hackett Publishing Co.

## **Italian**

**Cristina Pausini, Carmen Merolla. *Interpretazioni. Italian Language and Culture Through Film*. Washington, DC: Georgetown University Press, 2019. ISBN: 978-1-62616-684-4.**

Cristina Pausini has co-authored two books with Antonello Borra on teaching Italian language through cinema: *Italian Through Film. The Classics* (Yale University Press 2007) and *Italian Through Film. A Text for Italian Courses* (Yale University Press, 2003). For her new book, *Interpretazioni. Italian Language and Culture through Film*, Cristina Pausini has teamed up with Carmen Merolla. The authors' objective is to continue to explore contemporary Italian culture by linking it to its most recent cinematic production. The fourteen films selected for their new textbook, all released between 2010 and 2017, belong for the most part to the genre of the *Commedia all'italiana*. Directed by award-winning Italian filmmakers, including Gabriele Salvatores, Giuseppe Piccioni, Alice Rohrwacher, Emanuele Crialesi, Paolo Virzi, and Maria Sole Tognazzi, these productions were critically acclaimed nationally and internationally for casting an ironic light on the social and cultural issues of present-day Italy.

The authors have taken great care in the choice of the textbook's title, with which they intend to stress the dual meaning of the term they selected. *Interpretazioni* means in fact both interpreting as acting a role and as analytical unpacking of a text. The volume is divided into three main parts with materials that reflect the proficiency levels established by ACTFL: Intermediate, Intermediate-High, and Advanced. In the introductory pages, the list of films is accompanied by a description, which presents each

movie according to its *Argomenti culturali* (cultural topics), *Ambientazione* (location, cultural context), *Argomenti grammaticali* (grammar topics), and *Applicazioni/Programmi* (applications/programs). For this last section, there is a specific Georgetown University Press website, *Angolo dell'insegnante* (instructor's corner), with detailed descriptions of activities to assist instructors in their course development.

Here is an example taken from the list of films. The topic of the first film, *Benvenuti al Sud*, by Luca Maniero, is the contrast between the industrious North and the sunnier and more easygoing South. Prejudices of both Northern and Southern Italians are examined, through irony and humor, while the comparison of opposite lifestyles elicits exchanges that are both entertaining and insightful. The grammar in this unit concentrates on the future and on words ending in *-ista*, while the applications/programs part focuses on gathering cultural information through the interactive mapping provided by the *Maphub* app.

All films were selected with an eye to specific social issues but also with attention to the variety of Italy's regional contexts, to emphasize the deep connection Italians feel with their local cultures. Each unit is accompanied by content and context-based activities to help students hone their understanding of Italy's diverse landscapes as well as to help them improve their analytical and linguistic skills. In the first part (Intermediate level), personal relations are central, with films dedicated to the rapport between parents and children, teachers and students, Northern and Southern Italians. In the second part (Intermediate High level), narratives move towards more complex topics, such as the relations between the Italian state and the church, immigration, the interference of mafia and camorra in Italy's political and economic spheres, and the challenges produced by diversity, mental, physical, or sexual. In the last part (Advanced), films delve into the condition of women in Italy, the dangerous pervasiveness of social media, mental illness, and the problematic relations between generations.

All fourteen chapters are conceived independently, to allow for a more flexible use of the textbook over one or multiple semesters. Each unit incorporates a variety of vocabulary, reading, speaking, and writing activities, as well as a grammar review to help students focus at the same time on both content and grammar while moving from simpler to more complex activities and higher levels of proficiency. Vocabulary, idiomatic expressions, and grammar emerge from the movies and are linked to listening, speaking, and writing activities focused on specific scenes or particularly illuminating exchanges. Each movie is introduced by general vocabulary and vocabulary-building activities that relate to a variety of filmic products, including posters and movie trailers that help students in their communicative efforts.

To complete the textbook, the authors have added a series of *Schede* (tables), which introduce more technical terminology and specific information on the cinema industry, to assist students as they work in groups or write their analyses and reviews. *Schede* are also designed to further expand the students' understanding of the films, be it through an examination of their narrative style or aesthetic and intellectual content, and to improve their cultural and intercultural competences. As Pausini and Merolla recommend in the introduction, *Schede* can be used in several class activities, to strengthen students' analytical and thinking skills. Together with *Schede*, the textbook

provides a cinema-related glossary with sophisticated vocabulary that will provide students with the appropriate terminology for their communicative activities.

The textbook also features a set of online instructor's resources that can be accessed and downloaded for free from the Georgetown University Press website (press.georgetown.edu). The first is the already mentioned *Angolo dell'insegnante* (instructor's corner), where instructors can find tips and ideas, as well as access to apps and online resources, to develop their in-class and out-of-class activities. The second is an *Answer Key* that provides the answers for many of the textbook exercises.

The internal organization of each unit follows the same structure. A first segment contains preliminary information on the director, movie, and plot. A cultural note introduces the appropriate vocabulary with pre-, during-, and post-viewing activities. Vocabulary and comprehension activities based on selected scenes provide engaging communicative exchanges. Oral and written activities based on specific episodes and scenes improve the students' understanding of the film, while web-based research engages them at the individual level. In addition, communicative and interactive activities continue to hone students' skills with oral and written assignments of increasing difficulty. Finally, a grammar review highlights relevant structures found in each movie.

A final notable feature of the textbook is that the units can be taught either within a two- or three-day lesson plan, as the authors illustrate in their introduction. Thus, instructors can use *Interpretazioni* as their main textbook for a semester-long course at the college level or for a high school AP course for advanced students of Italian. It is also possible to conceive *Interpretazioni* as a supporting tool for high school or college courses dedicated to contemporary Italian culture, civilization, literature, cinema or contemporary history. *Interpretazioni* combines the enjoyment of watching Italian movies in their cultural contexts with engaging communicative and analytical activities that will help students unpack the films' stylistic features but also improve their language and thinking skills. Designed by cinema specialists Cristina Pausini and Carmen Merolla, *Interpretazioni* is an extremely useful tool for students of contemporary Italian cinema and culture.

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### **Publisher's Response**

Thank you to Professor Simona Wright for this review of *Interpretazioni: Italian Language and Culture Through Film*. As Professor Wright states, an important aspect of this book can be found in its engagement with Italian culture and the attention given to representing different social issues. Its organization into three main parts that each focus on a different proficiency level is also a key feature.

Professor Wright describes the content and context-based activities that are designed to help students hone their understanding of Italy's diverse landscapes as well

as help them improve their analytical and language skills. She emphasizes that each chapter can stand on its own, allowing for flexible use over one or multiple semesters.

We are grateful to Professor Wright for her attention to the breadth of content that can be found in the book. Each chapter incorporates a variety of vocabulary, reading, speaking, and writing activities, and the instructor resources that can be downloaded for free online.

Finally, Professor Wright writes that the organization and content of this book lends itself to multiple uses, including as a semester-long textbook at the college level or an AP course for advanced studies in Italian. She distinguishes the value of this book for engaging students in the study of Italian through film.

Stephanie Rojas  
Georgetown University Press

**Giusy Di Filippo, Martina Di Florio.** *Migrazioni contemporanee. Testi e contesti. Intermediate-Advanced Italian.* New York: Edizioni Farinelli, 2017. Pp. 232. ISBN: 978-1-937923-21-1. Price \$ 68.95.

It is always with interest and curiosity that one welcomes an intermediate-advanced Italian textbook, considering the dearth of stimulating materials for students who desire to reach this level of proficiency. With their latest work, *Migrazioni contemporanee. Testi e contesti*, Giusy Di Filippo and Martina Di Florio aim to challenge the scarcity of textbooks on the market today by providing an excellent selection of recent literary texts by first-generation migrants and second-generation Italian writers. The thematic choice is guided by the phenomenon of migration, which Italy has experienced since the early 1990s. A social and cultural, as well as a political event that has reshaped Italy's fabric, producing what many scholars and intellectuals see as a healthy challenge to concepts, such as national identity and dominant culture, the presence and emergence of migrant voices has also elicited a reassessment of Italy's recent history and role in the imperial and colonial agenda. Thus, no pedagogical project seems more appropriate and apropos in this historical context than to present the many dimensions of migration as it is negotiated in the literary form, which provides a privileged arena for the debate on the issues of displacement, nostalgia, hybridity, and the forging of a new identity. Penned by immigrant or second-generation authors, these texts are a rather unique phenomenon in the Italian literary horizon, as they challenged their readers to look for the first time beyond their regional cultural boundaries.

As the authors note in their brief introduction, the volume is divided into twelve chapters. The first eleven are focused on the examination of texts by individual writers, among them Amara Lakhous, Christiana de Caldas Brito, Salah Methnani, Ubax Cristina Ali Farah, and Ron Kubati, while the last chapter contains short interviews with the authors that are designed to present each voice in his/her biographical and literary milieu. Within the first eleven chapters, the volume is further divided into four sections, respectively titled *Arrivi* (arrivals); *Incontri* (encounters); *Sovrapposizioni* (overlappings); and *Ritorni* (returns). This subdivision helps to draw attention to the different phases of the migration process, which the authors underline is never a

static, but rather a dynamic undertaking that involves physical dislocation, emotional adjustment, and the experience of cultural difference.

Within the first eleven chapters, the carefully selected texts explore several concepts, such as the notion of routes and roots, which is driven by the experience of a journey that initially produces displacement, loss, nostalgia, and a crisis of belonging. Later on, after migrant authors have settled in the destination country, texts interrogate the notion of inbetweenness, as the subjectivity of their protagonists is challenged by multiple identities and by new questions of belonging. In the final stage, texts reflect their authors' ability to interpret Italian reality in its many contradictions, and to perceive and denounce stereotypes and cultural assumptions. *Migrazioni contemporanee* contains texts by both male and female voices, all coming from diverse geographic and cultural locations (South America, Africa, and Eastern Europe) that complicate the narrations through different perspectives and destabilize the desire for comforting or essentializing answers. In addition, *Migrazioni contemporanee* possesses a distinct multidisciplinary quality, as each text introduces the student to a particular aspect of Italian society that can be explored from different angles, such as the historical, the sociological and anthropological, and through the lens of many disciplines, for example, gender and feminist studies, space studies, and ecocriticism.

This interdisciplinary approach drives the analysis of each text, starting from the general introduction, which contains essential details about the historical context and a brief biography of the author. Texts are presented first through language activities, to invite students to interrogate themselves on the meaning of certain terms, sometimes ordinary ones, which they will later find referenced in the text. Following the reading, questions and activities elicit reflection, group discussions, and textual analysis that help students delve into the issue of migration at a deeper, more theoretical and intellectual level. Finally, students are encouraged to deepen their knowledge of specific issues and historical questions or figures by conducting individual research online or in the library.

Cinema, music, and media support the literary text, providing a more comprehensive framework to situate the research and to better understand the complexity of the cultural background surrounding each text and author. In addition, the inclusion of further readings, films, songs and other authentic materials helps students examine the many ways in which Italian culture, through cinema, music, and media in general present and represent migration and the immigrant.

The textual analysis is conducted through an in-depth examination of the texts' grammar and style. Di Filippo and Di Florio highlight stylistic choices through specific exercises and written activities that encourage students to hone their written and oral skills by using pertinent terminology within correct grammatical structures. As students discuss orally or write their personal experiences, they are also inspired to reflect on the content of the selected texts, drawing parallels between their life and that of the authors. Individual and group activities, written, aural and oral exercises support the textual analysis as they are designed to promote the students' constant improvement in written and oral expression.

In conclusion, Giusy Di Filippo's and Martina Di Florio's *Migrazioni Contemporanee. Testi e Contesti* is an engaging pedagogical tool that encourages students of Italian to hone

their knowledge of contemporary Italy through a comprehensive and interdisciplinary study of literary texts by immigrant authors and second-generation Italians. The text selection, combined with the interactive group activities and the individual research opportunities, engage students to continue developing their listening, reading, and writing skills in Italian. All of the activities designed by the authors reflect the Task-Based Language Teaching (TBLT) approach; thus, the use of the target language is always dictated by communicative objectives.

Furthermore, complementary activities situate this project well within the intermediate-advanced level and fulfill the proficiency standards outlined by the ACTFL's World-Readiness Standards for Learning Languages, which focuses on five goal areas, otherwise known as the five Cs: Communication, Cultures, Connections, Comparisons, and Communities. *Migrazioni Contemporanee* is therefore highly recommended for students enrolled in AP Italian courses as well as for college and university programs with intermediate and advanced courses in Italian.

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## Japanese

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

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

The basic format for each chapter begins with the title or theme of the chapter and a one-page articulation in English concerning the Japanese culture and lifestyle in relation to that theme. For example, in Chapter 1, there is a one-page explanation in English about the Japanese family system, way of living to include family roles, responsibilities, etc. After that, each chapter contains key vocabulary, ranging from about 20-60 review vocabulary words followed by about 30 new vocabulary words per chapter. After that, there are a few pages of grammar explanations and drills per chapter followed by a few pages of individual and group activities.

Two of the most useful activities are listening comprehension and reading comprehension. For instance, listening to an interview and answering questions about it, or reading a one-page passage in the target language and answering questions about it. One area where the listening

and reading comprehension could be improved is that currently the questions are asked in English. While questions in English might match AP testing format, nevertheless it would be useful to provide a supplemental list the same questions in the target language, to promote overall target language proficiency while building cognitive links between English and Japanese. Ultimately, assessing ability in the target language will promote more active knowledge and proficiency in the target language and will be a source to boost learner confidence. For instance, the American Council on the Teaching of Foreign Languages (ACTFL) contends that at least 90% of classroom instruction should be in the target language. If learners are constantly solicited for English responses, it can easily lead to a slippery slope effect in class where questions, answers and instruction are conducted in English. If overall target language communicative competence is heightened, then learners will be able to not only pass an AP exam, but also to perform functional communicative tasks in the target language.

This textbook does describe three basic levels of politeness of the Japanese language, i.e., honorific, polite, and plain forms. This happens at the beginning of the book. However, the explanations are very brief. Therefore, it might be helpful to provide additional concrete culturally appropriate examples of when and how to use politeness level of modality of speech. It might be more helpful, to begin with polite language and use that extensively for the first few chapters, so that students have a change to sufficiently internalize standard polite form before moving to honorifics and plain form. Additionally, each chapter presents numerous grammar drills, illustrating various forms of verb endings or sentence patterns. Some refer to this method as grammar for the sake of grammar. One major disadvantage to this rote drilling method is that it is difficult to sustain student motivation. Grammar ought to be overtly taught, but always in support of concrete tasks. The task, or what the learner can do in the target language, should come first, and then the required grammar and vocab should be introduced in support of specific tasks. In other words, it might be useful to decrease the number of grammar drills, or more concretely tie grammar exercises to more specific notional tasks. For instance, rather than an open ended or vague task where students are asked to compare and contrast similarities and differences between families, students could be asked to perform specific “can-do” tasks, e.g., communicative tasks they can perform with their host families. These should be concrete and guided, e.g., “students can ask Japanese host families how to use bathtubs in the TL” or “students can use appropriate family titles when speaking to or about members of their Japanese host families.” Such activities should be centered on concrete themes and even include notional characters, etc.

Overall, *Dekiru!* has many strengths, which include relevant overall chapter themes and useful vocabulary and grammar constructs. As an AP Japanese preparation course, it has likely achieved its intended goal by closely matching the AP exam format. However, on the cover it also states: “can be used with any Japanese textbook series”. I would hesitate to use *Dekiru!* to supplement any textbook series commonly used at the university level for a variety of reasons. Too much information is presented at the same time without necessary scaffolding or review of essential grammatical concepts, and the text does not contain the types of activities in Japanese to facilitate learners’ abilities to perform communicative tasks in the target language. Since Japanese is a decisively challenging language for native speakers of English, sufficient context, scaffolding and review are essential to promote long-term intake. Therefore, *Dekiru!* may not be a fitting supplement to any Japanese textbook series due to differing goals and the pedagogical methods employed. For instance, programs that stress target language oral and written proficiency

require substantial target language dialogue practices and writing activities. Other series that are designed for prepare the Japanese Language Proficiency Test (JLPT) contain comprehension questions in Japanese to match the format of the JLPT. Therefore, the format of *Dekiru!* is not an ideal plug and play augmentation to any other Japanese textbook series, and should only be used if its format and pedagogical approach appropriately augment and not detract from another series. Finally, it is important to note that there is no easy and obvious method for learning Japanese, since there are always a variety of competing interests and pedagogical considerations when creating any textbook or curriculum.

## References

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## Publisher's Response

Cheng & Tsui would like to thank Lieutenant Colonel Griswold for his review of *Dekiru! An AP® Japanese Preparation Course*, and we are pleased to have this opportunity to respond.

*Dekiru!* was designed as a high school preparation course for the AP® Japanese Language and Culture Exam that is meant to be used after at least three years of study using any secondary school textbook series. With twenty thematic chapters centered on twenty different cultural topics, as well as exercises formatted to match the actual AP® exam, *Dekiru!* not only prepares advanced high school students of Japanese for testing success, but also helps them further develop their ability to comprehend, read, write, and speak at the multi-paragraph level. Students who have used *Adventures in Japanese* will be particularly well-prepared to use *Dekiru!* in their fourth year of study, but any high school Japanese textbook series prioritizing high-frequency grammar patterns will prepare students to use *Dekiru!* as well.

We are pleased that Lieutenant Colonel Griswold found the twenty themes in *Dekiru!* to be “well-chosen, relevant, and useful.” These themes were chosen because they are the cultural topics most likely to appear on the AP® Japanese Language and Culture Exam. Each thematic chapter is independent of the others, so instructors can present them in any sequence according to the needs and interests of their students.

In his review, Lieutenant Colonel Griswold expresses a concern about the amount of English used in the listening and reading comprehension sections. One of the authors' primary goals in writing *Dekiru!* was to acclimate students to answering questions on the AP® exam. Therefore, the listening and reading comprehension activities were written in English to match the *exact* format of the AP® exam. However, many of the pre- and

post-activity exercises that accompany the AP® listening and reading samples, as well as the text chat, compare & contrast, and cultural perspective presentation sections, do ask questions and solicit answers in Japanese, ensuring students get plenty of practice in the target language. We do appreciate Lieutenant Colonel Griswold’s suggestion to include a supplemental list of questions in the target language, and will take it under consideration.

We agree with Lieutenant Colonel Griswold that grammar instruction should be tied to concrete communicative tasks, as they are in many high school textbooks, such as *Adventures in Japanese*. However, the grammar structures that appear in *Dekiru!* are considered mostly a review and therefore are presented in brief, summary form. As *Dekiru!* is designed to be used after at least three years of high school study, students are expected to have already learned most of these structures, and the simple grammatical explanations and ample practice exercises in this book serve only to refresh their existing knowledge.

In addition, the open-ended questions in *Dekiru!* are designed to mimic the kinds of questions students will be asked during the AP® exam. It should also be noted that, while not explicitly labeled as “can-do” goals, each chapter begins with a task that students can use as a guide for what they are expected to be able to do by the end of the lesson. These may be used for formative conversation practice and/or summative oral proficiency exams.

It is regrettable that Lieutenant Colonel Griswold interpreted the words “can be used with any Japanese textbook series” on the cover to mean that this book is designed to supplement any textbook, including university-level title. It is not. To avoid such misinterpretation, we will remove this line from the cover in future editions. As the subtitle and the authors’ introduction clearly state, the design and purpose of *Dekiru!* are strictly as an AP® Japanese preparation course book for advanced high school students.

We want to thank Lieutenant Colonel Griswold for acknowledging that “as an AP® Japanese preparation course it has likely achieved its intended goal by closely matching the AP exam format.” Therefore, for instructors whose goal it is to prepare their students for success on the AP® exam, *Dekiru!* is an ideal resource. We invite all those interested in learning more about *Dekiru!* to [visit our website](#) and request a review copy. We also encourage instructors to explore our [2020 Asian Languages and Studies Catalog](#) to see all the other exciting titles that Cheng & Tsui has to offer.

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Liz Hanlon  
Marketing & Communications Coordinator  
Cheng & Tsui

**Yamada, Haru, Orlando R. Kelm, and David A. Victor.** *The 7 Keys to Communicating in Japan. An Intercultural Approach.* Washington, DC: Georgetown University Press, 2017. ISBN: 9-81626-164772.

*The 7 Keys to Communicating in Japan* was specifically designed to meet the needs of business professionals but is a must-read for anyone interested in Japan. All three co-authors are experienced cross-cultural trainers and offer in-depth insights into Japanese culture and language. They argue that even when we are aware of cultural

differences we still are unable to articulate them fully, understand their implications, or know how to deal with them.

Japan has the reputation in the West as a society “at once ancient and hyper-technical, symbolic and actual, ritual and practical” (xv), a contrast that fascinates this trio of cross-cultural experts, who try hard to show how it plays out in the everyday life of the Japanese and therefore must be understood by any professional doing business in Japan. The ambitious leisure traveler to Japan also stands to learn much from this intriguing look at Japanese culture and society.

Any serious investigation of intercultural communication requires a solid method, so the authors developed LESCANT (XV), an acronym that identifies the seven areas of communication in which it is likely to differ, more or less significantly, from country to country. These seven areas are:

- Language
- Environment and technology
- Social organization
- Contexting
- Authority conception
- Nonverbal behavior
- Time conception

Most of these labels are commonsensical enough and free of the technical jargon that plagues many works in the field of Communication Studies.

Each chapter of the book studies one of the afore-mentioned themes and also includes a useful summary and recommendations for foreign visitors. The book concludes with a case study which shows what can happen when an American businessperson travels to Japan for the first time to meet with colleagues with whom he has been working for many years. S/he learns a lot in the process, thankfully, and, small surprise, goes on to become more successful.

### **Language**

Japanese is the only language spoken in one country alone, which explains many of its idiosyncrasies. Although Japanese might be different with regard to word order (xvii), so too are most languages. At least Japanese grammar has fewer exceptions, which is more than can be said for English! But to claim that the syntax of Japanese facilitates the stereotypical ambiguity associated with Japanese (and all Asians for that matter), just because the verb typically comes at the end of the sentence, is too simplistic an explanation, in my view. What about German? Nonetheless, this first chapter on Language is extremely informative. Ever wonder what the differences are between *kanji*, *hiragana*, and *katagana*? What is *romaji*? What is the polite form vs. the informal form of speech? How does male speech differ from female speech? Why do the Japanese have such difficulty pronouncing the letter “r”? Why do they list their family name first followed by their personal name? What is vertical writing vs. horizontal writing? The authors address all such questions. The authors also discuss the poor English language skills of most Japanese and how to effectively communicate without making anyone lose face, which means everything in Japan.

### **Environment and technology**

Historically speaking, the geography of Japan obviously shapes interactions and indeed behavior, so this chapter begins with an in-depth geographical overview of Japan.

Whereas North Americans are thought to control the environment, the Japanese are believed to live in harmony with nature. That said, Japan's population density is such that it is not immediately obvious how the inhabitants of a megacity like Tokyo, with its 38 million inhabitants, can live in harmony with nature. There is very little nature in Tokyo, but paradoxically 73% of Japan consists of mountains. Living in harmony with each other is most important and in this the Japanese are admirably disciplined and respectful of each other thanks in no small part to cutting-edge technology, evident in Japan's unparalleled infrastructure, including the biggest and best public rail transport system in the world.

### **Social organization**

Here the authors study the common institutions and collective activities that Japanese share, including at school, in the workplace, and in sports (sumo and baseball). They also address the role of women, which is improving somewhat, the perception of foreigners, and the rise of the multi-tasking robot, which seems destined to make up for an ever-shrinking population.

In Japan, social structure “focuses on others while the North American social structure focuses on individuals” (xix). Japanese are not individualists in the North American sense of the word but, rather, perceive themselves to be part of a group, i.e., the nation, which derives from the feudal sense of loyalty to clan or *amae*. It follows that Japanese have two faces, “inside and outside faces in every domain” (xix). This is true enough, but don't Americans also have two faces? “Hello, how are you?” is not typical of the communication that Americans experience with close friends and family yet is standard fare in everyday communication at school and in the workplace. Perhaps the authors overindulge readers with national stereotypes.

### **Contexting**

Here readers learn how the Japanese depend on a system of “high contexting” in communication, where much is left unsaid because the context is already clear to those involved. But this means that for an outsider from a “low context” country, such as the U.S., where everything typically needs to be made clear from the outset, communication creates many problems. Inevitably, this chapter raises the question of cultural stereotypes. But with increased mobility in the U.S., I wonder how it is possible to make sweeping generalizations about how Southerners conduct themselves vs. Northerners (96). Similarly, Tokyoites come from all over Japan. Traditionally, maybe, inhabitants of Kyoto tended to act in a certain way compared to people from Osaka (they have a different accent too), but Japanese interpersonal communication has evolved over the last few decades in response to increased mobility, the advent of television and the internet, so much so that I seriously question the relevance of some of these stereotypes. Much more useful is the discussion on how to say “no” in Japanese. The fact that Japanese has so many ways to say “no” is perplexing and gives

rise to much misunderstanding, which the authors analyze with a great deal of insight and humor (115).

### **Authority conception**

Authority and power are asserted differently in different countries and in Japan things are not always what they seem. Although Japan has been a hierarchical society since feudal times, when Confucian values were perfected, surprisingly-- despite the long story of Confucianism and feudalism in Japan-- Japanese businesses actually prefer consensus decision making, which promotes company loyalty in the spirit of *amae* or interdependence.

### **Nonverbal communication**

Nonverbal communication is especially strong in Japan, as it is elsewhere, but includes many particulars regarding dress and how we use our eyes or how we stand or sit. Japanese are often said to be shy and to avoid direct eye contact. While this may be true, this behavior has deep cultural roots and does not signal disinterest or disrespect. Moreover, a lot of nonverbal communication is subconscious, i.e., we are not aware of what we are doing or how it might be perceived. Visitors need to educate themselves about their own behavior before they can begin to make comparisons. This section of the book is especially valuable because it teaches readers many basics: bowing, hand gestures, touching, personal space, symbols, and the omnipresence of myriad slippers for this and for that. The authors tend to use a lot of jargon here, but the content of their observations is overall excellent.

### **Temporal conception**

The subject of the seventh and final chapter is time and how people understand time differently. The Japanese apparently practice both monochronic time, like Germany, Scandinavia, and the U.S., where punctuality is the norm, and polychronic time, like Mexico and Spain. No doubt the same is true in many other countries: for work one tries to be punctual, for everything else there is a little bit more flexibility. The authors' remarks are perceptive and insightful and capture well the ambiguity of time in Japan. Foreign visitors will be struck first of all by how the trains always run on time BUT in interpersonal relations, as they improve and become deeper, they will also notice that, well, a lot of people just are not as punctual as one would expect.

*The 7 Keys to Communicating in Japan* is a most useful study of intercultural communication and will prove invaluable to professionals as well to advanced students to study or work abroad. Although rapid globalization and the internet have promoted a "new world way" of doing things, there is still much to be said about traditional modes of communication that have developed in isolation of the rest of the world and therefore need to be elucidated if one is to better understand a particular culture.

Tom Conner  
Professor of Modern Languages  
St. Norbert College  
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### **Publisher's response**

We are grateful for the opportunity to respond to Professor Tom Conner's review of *The 7 Key to Communicating in Japan* by Haru Yamada, Orlando R. Kelm, and David A. Victor. Thank you to Professor Conner for such a favorable review and for highlighting many of the key features of the book that make it an essential guide for understanding Japanese people and culture.

In particular, Professor Conner notes that although this book was written for those who are pursuing professional opportunities in Japan, it is actually an invaluable resource for anyone who would like to understand Japanese culture. Through David A. Victor's LESCANT approach, the reader comes away with insight into Japanese people and culture that can be applied in many different ways—not only within professional life. Professor Conner writes, “The ambitious leisure traveler to Japan also stands to learn much from this intriguing look at Japanese culture and society.”

One of the features of *The 7 Keys to Communicating in Japan* is its organization. Professor Conner notes that each chapter is focused on one of the themes in the LESCANT approach (language, environment and technology, social organization, contexting, authority conception, nonverbal behavior, and time conception) and includes recommendations to the reader and a summary. As Professor Connor identifies, the book ends with a case study that shows what can happen when a person who is unfamiliar with Japanese culture travels to Japan for the first time and the opportunities for greater understanding that will arise.

Finally, we would like to thank Professor Conner for emphasizing how important it is to understand traditional modes of communication despite rapid globalization and advancing technology, and that there is value in taking the time to understand how the people in another country communicate in order to better understand their culture.

Stephanie Rojas  
Georgetown University Press

### **Latin**

**Ørberg, Hans.** *Familia Romana Essentials Online*. Indianapolis, Indiana: Hackett Publishing Company, 2020.

The landscape of learning has drastically changed over the past two decades, as advancements in technology and the ubiquity of the internet have led to the creation of exciting and innovative online learning tools. The days of rote-memorization based upon charts in traditional textbooks are beginning to fade into a new era of interactive activity-based learning contained within flexible learning modules providing synchronous and asynchronous instruction and instant feedback through real-time assessments. Focus Publishing's new *Familia Romana Essentials Online* sits at the forefront of this new age of online learning for Latin instruction. The *Familia Romana Essentials Online* is a course management system designed to work in concert with *Pars I: Familia Romana* of Hans Ørberg's *Lingua Latina per se Illustrata* textbook series, a series itself which embodies the best of modern language pedagogy by using the “Natural Method” to teach Latin through extended contextual readings and marginal

notes. But this review will not evaluate the quality and effectiveness of the textbook; rather, it will provide an overview of the functionality of the online learning tool and will evaluate the effectiveness of the tool as a companion to the textbook.

In general, the platform offers an intuitive, well-conceived user interface that is easy to navigate. The home page is minimal, offering basic instructions on how to use the platform and directing users to navigate to one of 35 chapters or to the complete eBook. Separate PDF guides for instructors and students are also available providing detailed instructions on to use the various features of the platform. A sticky header at the top right of the screen allows students to easily see messages from the teacher, a checklist of items completed/needing completion, class notes, and a glossary of the vocabulary found in the textbook. Furthermore, a menu button on the top left offers quick access to all chapter content and the grade book.

At its core, *Familia Romana Essentials Online* is a digitized version of Hans Ørberg's *Familia Romana* textbook. Upon clicking on a chapter link, users will be able to access all of the content from that chapter of the textbook, plus additional digital-only content. Full color PDFs of each section of the chapter in the *Familia Romana* textbook are available for viewing or printing. Students can listen to audio recordings of each reading (*Lectio*) in the chapter, with or without the Latin text on screen. The useful *Latine Disco* feature offers an instructional guide which walks students through the key points of the chapter. Given that the textbook is *entirely* in Latin, this friendly English guide is undoubtedly a welcome relief for the Latin student barely keeping his/her bearings. *Grammatica Latina* offers a series of grammar charts laying out the new grammar of the chapter. These charts look like those found in any other Latin textbook, except (not surprisingly) everything—including headings, technical language, and marginal notes—is in Latin. Multiple grammatical exercises (*Exercitia* and *Pensum*) corresponding to each *Lectio* that can be assigned as practice or homework are available for each chapter. The instant feedback features of the self-correcting fill-in-the-blank short answer exercises are particularly useful; students can work through these as many times as needed without burdening the instructor with excessive amounts of grading. Each chapter also includes a flashcards tool developed by Quizlet. This tool features several study modes (Match, Learn, Test, Flashcards, and Spell) which help dispel the monotony of the flashcard method of study and keep students engaged in the exercise.

The grade book is incredibly sophisticated, containing tools for fully customizing the course, tools to help manage course content, and tools displaying a variety of student-level data points. Instructors have the option of customizing many different aspects of the course including assignment settings (optional/required, time limit, minimum proficiency score, due date, multiple and/or late submissions, etc.), discussion board settings, and grade book settings. Customizations and adjustments are fairly intuitive to perform. With the exception of determining if there is an option for instructors to upload their own materials, I had no trouble figuring out how to use the various course management tools and customizable options. There is also an ability to live proctor any assignment or quiz—a great feature for instructors desiring synchronous online content delivery. Furthermore, different versions of the course are available for audio recordings in Classical or Ecclesiastical pronunciation and for enabling or disabling the

use of macrons. Such customizable feature allows instructors the flexibility to modify the course according to the needs of student, institutional schedules, and/or teacher preferences.

The true highlight of the platform is the wealth of student-level data metrics available. The Insight page contains “Learning Gauges” which display in the semi-circular style of automobile odometers student average scores and levels of engagement. A course summary section allows instructors to view and compare scores, average minutes of access per page, a breakdown of login information, notes taken, discussion board usage, and alerts sent for each chapter. These features are valuable for the styles of data-driven instruction that are increasingly dominating the educational landscape.

The *Familia Romana Essentials Online* platform runs on all internet browsers (Google Chrome and Mozilla Firefox are recommended for best performance) and can also be used on tablets and smart phones. I tested the platform on a Mac desktop using both Chrome and Safari browsers, on an Ipad tablet, and on a smartphone. I observed no noticeable differences between the Chrome and Safari browsers on my desktop. Loading speeds of the various pages and course content were sufficient, and I found no glitches, bugs, broken links or similar errors. The platform was perfectly optimized for the larger screen of the tablet; however, the small screen of the smartphone, although functional, made some course management features tricky to operate.

Most Latin instructors at secondary and post-secondary institutions will have access to their institution’s system-wide, learning management system (LMS). So, is *Familia Romana Essentials Online* worth purchasing to use in place of or in coordination with a school’s LMS? I believe that in our current educational landscape, where flexible, individualized, interactive, activity-based learning is the new normal, the answer is a resounding yes. *Familia Romana Essentials Online* utilizes an annual subscription model costing \$39.95 for a 12-month subscription per student. This makes the online platform more expensive than a standard workbook or other physical companion text; however, *Familia Romana Essentials Online* provides much more academic content and customizable options than a standard physical or digital workbook can provide. The LMSs used by secondary and post-secondary schools across the country simply cannot match the functionality that *Familia Romana Essentials Online* offers when used in coordination with the *Familia Romana* textbook. The implementation of Ørberg’s Natural Method throughout the platform enhances the benefits of this particular style of pedagogy, and the flexibility that the various customization options provide to the instructor allow for optimizing the effectiveness of the courseware in many different classroom environments and schedules. *Familia Romana Essentials Online* is the sort of tool that will aid Latin instructors in meeting the ever-increasingly technological demands of the 21<sup>st</sup> century educational system.

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## Publisher's Response

As publisher of the Focus imprint, Hackett Publishing Company is grateful for the opportunity to thank *The NECTFL Review* and Professor Michael Holstead for this thoughtful review of *Familia Romana Essentials Online*. We are especially thankful for Professor Holstead's recognition of the intuitive software user interface, instructor tools, and customization options available. Collectively, these features aim to provide a flexible and feature-rich online Latin learning experience for both teachers and students. Instructors interested in previewing *Familia Romana Essentials online* can request access at [hackettpublishing.com](http://hackettpublishing.com) or e-mail [support@hackettpublishing.com](mailto:support@hackettpublishing.com) for more information.

Brian Hackett  
Hackett Publishing

## Spanish

**Carrera, Pep.** *World Languages en español. Nearpod and Breaking the Barrier.* Groton, MA: 2019, [nearpod.com/t/breaking-the-barrier-F1025](http://nearpod.com/t/breaking-the-barrier-F1025). Accessed 4 May 2020.

In 2018, Nearpod, an award-winning K-12 instructional solution, announced a partnership with Breaking the Barrier, a print and digital language learning provider, to offer innovative foreign language instruction. Nearpod, in collaboration with Breaking the Barrier, created *Nearpod World Languages en español*, a grade 6-12 supplemental Spanish curriculum. The recently developed program allows instructors to follow state ACTFL standards and AP themes in the instructional content. The program offers digital Spanish chapters that integrate videos, cultural articles, online lessons, and virtual reality activities. The instructional resources facilitate an understanding of Spanish through engaging and interactive online activities. Students have access to grammar, vocabulary, readings, oral practice and cultural productions. *Nearpod World Languages en español* promotes the integration of technology into the classroom through readily accessible multimedia resources. Digital learning materials are designed with excellent clarity and simplicity. On their main page, *Nearpod World Languages en español* affirms their commitment to helping the world communicate better by mastering a new language and connecting people.

Each lesson features an array of activities that support different learning styles. Lessons offer clear instructions and explanations in colorful and stylistic backgrounds. The first slide of every lesson displays the Spanish level, chapter, and a relevant title outlining the material being covered. Slides start with a detailed list of topics included in the lesson that can be used by instructors to organize courses. Lessons integrate various kinds of applications in the classroom including oral language exercises, authentic and immersive multimedia activities, and interactive assessments.

### Immersive multimedia

By integrating immersive multimedia in the lessons *Nearpod World Languages en español* increases students' interest in learning a new language and culture. Exposure to dynamic multimedia empowers students to take an active role in their own learning. *Nearpod World Languages en español* features virtual reality activities that allow

students to explore primary sources. For example, a student reading about Puerto Rico is able to explore the city through a 360-degree camera that captures every angle of an image. The panoramic option gives the viewer a sense of being physically present in the city and gives the spectator control to move the camera. By integrating virtual reality into teaching, *Nearpod World Languages en español* aspires to bring the world into the classroom. The program seeks to diversify teaching materials to support student learning in interactive and exciting new ways. Moreover, students are acquiring digital citizenship and literacy skills that prepare them to become responsible global citizens in a connected and ever-growing digital world.

### **Oral language exercises**

The lessons in *Nearpod World Languages en español* incorporate activities that emphasize oral communication. For example, students can participate in interpersonal communication, interpretive activities or oral presentations. Interpersonal communication encourages students to engage in conversations, provide and obtain information, and develop and exchange opinions. Interpretive activities encourage students to understand and interpret written and spoken Spanish on a variety of topics. Through oral presentations, students share information, concepts, and ideas on a wide variety of subjects. Presentations help develop communication and creativity skills and encourage collaboration with classmates. Communicative activities support lively discussion and further knowledge of the language and culture. Such activities allow students to improve their oral communication skills as they explore culturally significant sources through a variety of media. Furthermore, oral activities contribute to an active and constructive learning process. Oral language exercises are diverse and form part of any given lesson.

Reading and listening passages are enriched with music, sound effects and voices of native speakers. Such resources are instrumental to further develop reading and oral skills. Students can have a text read aloud or translated, and are able to label parts of the speech. Instructors may offer instant feedback through tech-enhanced media opportunities. The feature allows students to actively participate in their education while they get valuable feedback on student learning.

### **Interactive assessment**

*Nearpod World Languages en español* offers rich and diverse pedagogical approaches that incorporate multiple forms of interactive assessment. Students have access to polls, quizzes, open-ended questions, draw-it activities, fill-in-the-blank exercises, memory tests, and collaborative activities. Polls and quizzes are fill-in-the-blank or multiple choice and may be supplemented by videos or images. Quizzes and polls appear after reviewing grammar and vocabulary activities and offer valuable feedback on student learning and performance. Open-ended questions encourage students to think critically and express creatively. The draw-it activities allow students to visually communicate by creating images and diagrams. Fill-in-the-blank exercises are commonly used to practice grammar and vocabulary. Memory tests consist of 12 to 24 memory cards with built-in images or text that need to be matched to answer a question. Collaborative activities create a shared space for students to respond to a

prompt using images and text. Also, students can do peer evaluations of their work and also upvote each other. Such interactive activities allow instructors to formatively assess students throughout the session. Moreover, interactive assessment proves to be a valuable resource that allows instructors to generate reports based on student data collected throughout the lesson.

### **Authentic media resources**

The inclusion of authentic sources through digital media encourages a social engagement that contributes to the creation of culturally-aware and empathetic students. Videos, cultural articles and photos stimulate thoughtful reflection and understanding of different cultures. *Nearpod World Languages en español* integrates videos that allow students to listen to different accents in Spanish as well as learn more about diverse cultures. Visual elements are an excellent way to engage students in the acquisition of a second language. Multimedia enables students to listen, read and view primary and secondary sources that enhance reading, writing, and cultural literacy skills. Nearpod offers a library of over 6,500 standards-aligned lessons that feature creative and innovative content and media resources. Nearpod and Breaking the Barrier continue to develop innovative supplemental curricula designed to prepare students to attain digital and global citizenship.

In conclusion, *Nearpod World Languages en español* offers innovative authentic media resources that serve as a valuable tool for instruction and assessment. Students are able to access content information in multiple ways, collaborate with peers and receive immediate feedback to deepen their understanding of the language and culture. Nearpod and Breaking the Barrier affirm their commitment to support instructional teaching by offering up to date cultural content that brings language to life and inspires students to actively engage in the learning process. The company maintains a blog to update the public on changes made to the platform and to share modernized curriculum developments. *Nearpod World Languages en español* diversifies learning experiences and expectations through active and interactive teaching content easily accessible to students. Moreover, embedding engaging technology in the student learning environment allows for student ownership of knowledge development.

Judy Cervantes

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### **Publisher's Response**

We at Breaking the Barrier are extremely pleased with the beautiful review that Professor Cervantes completed for our collaboration with Nearpod. She masterfully laid out the key elements of this project: immersive multimedia, oral language exercises, interactive assessments, and authentic media resources. We feel that the successful pedagogy we have developed for the past two decades blends beautifully with Nearpod's very engaging and innovative platform. As Professor Cervantes explains so succinctly, the result is a program that "brings language to life" and "inspires students." Her words, we feel, will help to bring this series "to life" and will "inspire" new generations of language learners everywhere.

John Conner  
Author and Series Editor  
Breaking the Barrier, Inc.

**Conner, John.** *Breaking the Spanish Barrier*. Groton, MA: Breaking the Barrier, Inc., 2019. **Level One Beginner Textbook: Teacher’s Edition.** ISBN: 0-9903122-5-9. **Student Edition.** ISBN: 0-9728570-9-5. **Level Two Intermediate Textbook: Teacher’s Edition.** ISBN: 0-9903122-4-0. **Student Edition.** ISBN: 0-9903122-7-5. **Level Three Advanced Textbook: Teacher’s Edition.** ISBN: 0-9903122-3-2. **Student Edition.** ISBN:0-9903122-6-7. **The following items are available for all textbooks: Answer Key Booklet; Teacher Test Packet hardcopy or downloadable WORD document that can be edited; Physical Audio CD’s or downloadable audio for Levels 1, 2 and 3. All books are available digitally and work on Apple devices (iOS). Homeschool/ Self Learner packages are available for all levels and include hardcopy Student Edition, Answer Key Booklet, Spanish Oasis vocabulary resource, Teacher Test Program, and Pacing Guide, and downloadable CD audio files. For orders and further information, contact: Breaking the Barrier, Inc., 63, Shirley Road, Groton, MA 01450; phone: 1-978-448-0594; fax: 1-978-448-1237; e-mail: [info@tobreak.com](mailto:info@tobreak.com); Website: [www.tobreak.com](http://www.tobreak.com)**

Early in the 1980s there was a move away from explicit grammar instruction, accompanied by a tendency everywhere to throw the baby out with the bathwater. In the following decade, the pendulum started to swing back the other way, and it was once again acknowledged that an explicit knowledge of grammatical relationships in the target language could be helpful for acquisition. Fortunately, today many foreign language educators, including the author of this updated edition *Breaking the Spanish Barrier*, agree that contextualized grammar instruction is a valuable tool. In the preface to all three levels, Conner writes that: “We believe that one of the fastest paths to fluency is built upon a rock-solid understanding of the grammar.” Learners are invited to participate in an adventure through which they will practice and master not only the structures of the Spanish language, but also its sounds and words.

The layout of the series is very consistent across all levels. Each chapter begins with a map of one or various Spanish-speaking countries with basic facts such as capital, population, type of government, currency, products, cultural information and examples of historical and contemporary figures ranging from artists to sports figures to heads of state. The maps are accompanied by useful insets that situate the countries in their larger geographical area. Each themed chapter presents relevant vocabulary, followed by grammar points and practical exercises, and a *Prueba de Repaso*. The beginning and intermediate texts include an adventure series that follows three young friends as they travel across the United States, with a dialogue included in every other chapter. Mnemonic devices (e.g., a boot superimposed over “boot” verbs) and readily interpretable icons for different types of activities (e.g., a key for key concepts or grammar points, a CD indicating where to find relevant recordings) make the chapters easy to navigate. The texts for all three levels include verb charts, bilingual dictionaries and an index. One of the strengths of the audio program, in addition to the variety

of accents the learners are exposed to, is that the recordings generally approximate natural speech even at the beginning level.

Answers for all student edition exercises are provided in the teacher editions. The four-page exams and tests for each chapter provided in the test packet assess progress in most of the skills areas with a listening section, targeted grammar exercises, opened ended questions and a mini-composition. Course materials include an Answer Key Booklet which students can use to correct themselves.

The Level One beginner book includes a preliminary “First Steps” section that focuses on the basics of spelling and pronunciation, greetings, asking for and giving personal information, telling time and using numbers, and some preliminary vocabulary building and writing activities. This section is followed by twelve chapters organized around vocabulary for different themes (people, transportation, the body, in town, food and drink, sports, clothes, at home, at school, outdoors, music, and high tech), and grammar points including (ir)regular present tense verbs, “boot” verbs, subject pronouns, *ser* and *estar*, nouns, adjectives and agreement, (ir)regular verbs in the preterit, prepositions, the personal “a,” (in)direct object pronouns, the verb *gustar*, the imperfect and choosing between imperfect and preterit, the formation and use of adverbs, reflexive and reciprocal constructions, the progressive tense, the immediate future, comparisons, formal commands, *saber* and *conocer*, *por* and *para*, and some useful idiomatic expressions.

The Level Two intermediate textbook expands the thematic vocabulary from some of the beginning level lessons (e.g., travel, cooking, at home, sports, nature, and fashion) and includes new vocabulary for talking about the seasons, machines, weddings, jobs, interesting places, and handy words for tourists. The chapters in the intermediate textbook review and take a more in-depth look at some of the grammar points from the beginning level (e.g., regular and irregular present tense and “boot” verbs, preterit/imperfect, the progressive, (in)direct object pronouns, comparisons, *ser* and *estar*) and introduce additional concepts including (in)definite articles, the pluperfect, future and conditional tenses, informal commands, uses of the subjunctive, the passive voice, and new idiomatic expressions.

Unlike the first two levels, the Level Three advanced textbook includes a *Cultura* section with a number of cultural readings in Spanish, vocabulary, and follow-up exercises. Chapters one through four delve deeper into grammar points covered in the intermediate level text (e.g. preterit/imperfect, formal and informal commands, the future, the conditional, object pronouns). Lessons five through eight are largely dedicated to practicing the forms and uses of present and imperfect subjunctive. The remaining chapters introduce passive *se* constructions, expand on points covered earlier in the series (e.g., *por/para*, *ser/estar*, (in)definite articles, various uses of the adjective, among others), and touch on useful topics such as capitalization in Spanish, and the uses of *lo* and of *pero/sino/sino que*.

*Breaking the Spanish Barrier* thoroughly addresses a wide range of Spanish grammatical points and vocabulary. The website promotes the series as appropriate for home schooling and self learning, but it is also appropriate for secondary and post-secondary learners in a classroom setting, especially one where learners work with the material at their own pace outside of class and then make use of what they

have learned during interactive activities in class. Each level includes a great deal of material, and so the series if used in its entirety could easily be used over four years of secondary Spanish instruction. Depending on the number of contact hours offered in each program, at a post secondary institution the beginning and intermediate levels could be used for a three or four semester foreign language requirement. As a point of comparison, our beginning sequence consists of 80 minute classes, twice a week, across three semesters. Using this series we would be able to cover most of the material in the beginning and intermediate level text, with varying degrees of thoroughness. The advanced level would be appropriate for a more advanced grammar course beyond the preliminary language requirement.

Since this series is periodically updated, a few friendly suggestions might be considered for future editions. First, kudos to *Breaking the Spanish Barrier* for not assuming, as do so many text books, that learners will “get” the pronunciation and spelling rules of Spanish, presumably through some sort of osmosis. The succinct *práctica de pronunciación* explanations and practical spelling tips (e.g. [Spanish vowels] are crisp, short sounds, unlike many English vowels that seem to drag on” (3); “b” and “v” are pronounced exactly in the same way” (22); “u” is silent in “gue” and “gui” to make the “g” sound like the one in “goose” (29) offered up in the “First Steps” section of the beginner level could double or even triple their impact if they were recycled throughout the entire series, accompanied by pronunciation exercises of increasing difficulty and, perhaps, dictations of problems words (e.g. *guerra/ vergüenza*) that could be added to the audio CDs.

No single text that I have ever used has proven to be a panacea in and of itself. At my institution we use a popular text book with an online platform that offers many more materials than we are actually able to cover in class. Even so, we tend to supplement our text book with additional materials that address specific skill sets and cultural considerations. Especially when the *Breaking the Spanish Barrier* series is being used for home-schooling or self-learning without the advantages of in-class interactions and guidance from an experienced instructor, useful tips included at appropriate places could help learners supplement their learning on an individual basis. Incorporation of the ACTFL five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) could be enhanced by making learners aware of a number of excellent language exchange platforms (e.g., Conversifi) that would allow them to engage in more real-life communication at a nominal cost. In addition, many Spanish-language films with subtitles or closed captioning are available on streaming services (and many are free on You Tube). Suggestions could be included in the various chapters for students to view films that are linked thematically (e.g., Food: *Como agua para chocolate*) or geosocially/geopolitically (e.g., Argentina: *La historia oficial* or *Kamchatka*); Spain (*La lengua de las mariposas* or *Belle époque*) to the course content. Finally, the only skill area that appears to be less broadly developed or assessed in the textbooks and test packet until the advanced level is reading comprehension. The publisher’s website includes links to a few cultural articles, which it indicates are also available in the monthly newsletter. *Breaking the Spanish Barrier* could complement its rigorous development of the other skill sets by adding more cultural readings directly to the course materials at the earlier levels, or making learners aware of graded Spanish

readers (for example, the *Lola Lago* detective series) that can easily be purchased separately online and enjoyed as a supplement to the materials already provided in this robust series.

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### **Publisher's Response**

We are profoundly grateful for the beautiful review that Professor Morin completed for our *Breaking the Spanish Barrier* series. Her description of our curriculum is detailed and accurate, and she has most eloquently shared what we, too, feel are the most salient features of our approach to learning language. By presenting clearly the essential vocabulary and underlying structures of the language, along with key cultural information of Spanish-speaking lands, we feel we offer a dynamic pathway to fluency. Professor Morin's suggestions are quite thoughtful as well, and we will take them into consideration for future editions. *Breaking the Barrier* is looking forward to launching our own digital platform later in the year that will work easily on all devices, making our program more accessible to all.

John Conner  
 Author and Series Editor  
 Breaking the Barrier, Inc.

**Mar, Ann, Robert L. Davis, Maritza Sloan, and George Watson-Lopez.** *EntreCulturas 1: Communicate, Explore, and Connect Across Cultures*. 1<sup>st</sup> edition. Freeport, ME: Wayside Publishing 2019. Wayside offers a variety of student options, starting at \$46.00 and a price range based on the number of chapters needed and the Explorer platform selected. Hardbound and soft cover copies are available as well as an online text. Student editions start with *EntreCulturas I, Español*: a one-year subscription to a One-Year Student Package (FlexText and *EntreCulturas Level 1 Explorer*) costs \$46.00. ISBN: 997-1-942400-89-9. Teachers must purchase a *Teacher Digital Package* to gain access to the digital material. The teacher package starts at \$50.00. *EntreCulturas I, Español, A one-Year Digital teacher Package (Teacher FlexText plus Student FlexText plus Explorer)* costs \$50.00. ISBN: 978-1944876-56-2. The wide variety of teacher and student offers can be priced by calling Wayside at 888/302-2519.

The authors position their work as an innovative approach to learning languages through the lens of interculturality so that learners can discover appropriate ways to interact with others whose perspectives may be different from their own (xvii). The foundation of the work are the guidelines of the *World Readiness Standards for Learning Languages* (2015, xvii), which define the central role that world languages ought to play in the curriculum of every student. The five goals of the Standards establish an inextricable link between Communication and Culture, which is applied in making connections and

comparisons and in using this competence to be part of local and global communities (ACTFL publications website).

In other terms, the ambition of the authors is to make culture the vehicle for teaching grammar and written and oral/aural communication instead of just inserting a cultural vignette in each chapter as an afterthought. Other texts claim to use culture as a vehicle for learning the target language. So, the primary question is: Does *EntreCulturas* succeed in presenting L2 language learning through an authentic lens of the cultures of Spanish-speaking people from countries that offer an incredible amount of diversity in language, food, history, folklore and race? Another question arises: “Will this be another text with chapters that attempt to cover so much vocabulary, grammar, culture, and text-generated conversation that the instructor has to choose how much to leave out?” Usually, what is left out is the cultural exploration if it is not an effective thread of the acquisition of language. Of course, teachers need freedom to adapt a text to their own teaching styles but often too much material and too little time forces them to depart from the original presentational intent of the authors. They often are frustrated by the fact that they have excellent materials but a teaching model that is not workable on a practical level.

The text is based on backward design, with a focus on intercultural communicative competence. Instruction is augmented by **Explorer**, the online platform used to support learning with a broad variety of experience in order to build a sense of community among learners. The Text consists of seven *Unidades* (*Unidad Preliminar* plus six) easily adapted to a Beginning Spanish I course in a semester system. The amount of grammar meets ACTFL Standards for beginning Spanish. Each *Unidad* has the same section structure designed to *capture the interest of the student and then guide them through the learning goals*. **Explorer** integrates exceptionally well with the lesson. At each phase of the teaching process the corresponding section of Explorer is augmented with videos, blogs, or activities easily accessed because they are referenced to the page of the text being used. The activities are easy to incorporate into classroom instruction or assigned for out of class learning.

Each *Unidad* begins with essential questions and clearly stated goals for the unit. Each goal embraces comparative culture examination and encourages critical thinking.

The first section in the first *Unidad*, **Compara**, compares a part of the United States with another country (for example, Texas and Paraguay). The section is full of pictures of each country, using captions in Spanish that are easy to comprehend thanks to many cognates, simple language and effective pictures. The intent to push the student to identify differences and similarities and pique interest in exploring each culture is quite well executed in this section.

**Comunica** then employs, simultaneously, the page-referenced section of **Explorer** to provide a variety of teaching tools for each element of learning as it appears. The convenience and coordination of text and digital helps cannot be praised nor emphasized enough. The student is constantly being introduced to customs, authentic language and native speakers as each section transitions smoothly into the next.

**Sintensis de gramática** focuses on the grammar goals of the chapter. It is easy to teach because of the constant integration from **Explorer** and grammar that relates to cultural understanding and comparison. The excellent integration and flow of the steps to master goals make this text a success.

**Vocabulario** provides a complete listing of the vocabulary used in the chapter. It is typical of Spanish texts. It contains a good bit of vocabulary--the chapters are long—but vocabulary is easy to assimilate since it is given recursively in context with conversations and comparisons.

**En Camino** is a section of several pages that involve writing and blogging which interacts with **Explorer** and other students. The activities are designed to create authentic conversations around authentic subjects which facilitate the learning goals of the chapter.

*EntreCulturas 1* is an intricate program easy to use. Every activity, reading, and assessment encourages comparative culture, critical thinking, inquisitiveness and the desire to communicate. By the end of each unit, the student has taken part in several interactive activities with genuine native speakers, many their own age. They have literally “met” the speakers and have been provided a path to carry their learning and observations into classroom discussion with their peers and instructor. Self-assessment is also a key factor in the mission of *EntreCulturas 1*. Self-assessment is facilitated by a student portfolio which can be uploaded to the platform.

**Explorer** has much to offer the instructor to assist planning, teaching, self-assessment, and easy access to teaching paraphernalia. **Explorer** guides instructors through each Unidad with explanations, mini-tutorials and access to authentic images, text, audios, and videos. The tutorials are clear and easy to follow. This would be an excellent text for a beginning teacher.

In summary: An in-depth inspection of *EntreCulturas 1* provides positive answers to the questions posed above. The first question: “Does *EntreCulturas 1* succeed in presenting an authentic understanding of the cultures of Spanish-speaking people from 22 plus countries with a high degree of diversity? The answer is yes! *EntreCulturas 1* has succeeded with the integration of a culture-based presentation with Spanish language acquisition. Students learn by immersion into a cultural experience of Spanish-speaking natives and are then able to discuss their findings in class through authentic dialog. The key is the outstanding integration of the online component.

The second question: “Will this be another text with chapters that attempt to cover so much vocabulary, grammar, culture, and text-generated conversation the instructor has to choose how much to leave out?” No! Culture is truly the media through which students learn to speak, as well as to appreciate the unique “personality” of the target language. The presentation is not so ambitious that it presents time limitations. The model and “real” classroom presentation are a perfect fit.

*EntreCulturas 1* honestly meets the goals of its mission. *EntreCulturas 1* is an engaging, complete program that will result in successful teaching!

Joe LaValle  
Assistant Professor of Spanish  
University of North Georgia  
Watkinsville, Georgia

### **Publisher’s Response**

Thank you to Professor Joe LaValle for this review of *EntreCulturas*. Wayside Publishing is proud to support Spanish classrooms with what we feel is the only truly interculturality-focused, proficiency-based novice through intermediate series in

the market, fully aligned to the World Readiness Standards for Language Learning. In designing *EntreCulturas* levels 1-4, we strove to empower educators to teach for proficiency in all three modes through real-world tasks and activities, using a range of authentic resources, NCSSFL-ACTFL communicative and intercultural can-do statements, and performance assessments.

We have placed interculturality at the heart of *EntreCulturas*. We hope that by making interculturality relevant to a variety of learners, we've created a series that will inspire engagement, evoke interest in post-secondary language education, and build 21<sup>st</sup> century skills of global competence to interact with linguistic and cultural competence while investigating cultural objects, belief systems, and ways of being in the world. We appreciate Professor Lavalley's insights and welcome feedback from the Spanish education community. For readers who would like to learn more about *EntreCulturas*, our website offers digital sampling and a growing online collection of proficiency-based resources.

Jay Ketner, Director, Instructional Development Team  
waysidepublishing.com

**Foerster, Sharon and Anne Lambright.** *Punto y aparte: Spanish in Review, Moving Toward Fluency*. 6<sup>th</sup> edition. New York, NY: McGraw-Hill Education, 2020. ISBN: 978-1-260-26745-7. Price \$130.66.

*Punto y aparte* is a communicative-oriented intermediate level Spanish textbook that is organized around seven essential communicative goals (*metas comunicativas*) – *descripción* ('description'), *comparación* ('comparison'), *narración en el pasado* ('narration in the past'), *reacciones y recomendaciones* ('reactions and recommendations'), *hablar de los gustos y las opiniones* ('to talk about interests and opinions'), *hacer hipótesis* ('to hypothesize'), *hablar del futuro* ('to talk about the future') – and the seventeen grammar points needed to successfully achieve these goals. Guiding students toward a higher level of oral and written production, *Punto y aparte* integrates several communicative goals within individual activities, so that students work on the goals simultaneously rather than in isolation. In addition, the focus on these seven communicative goals helps students express themselves more elegantly in paragraph form rather than in discrete sentences. The engaging, communicative method adopted in *Punto y aparte* will empower students to express themselves confidently and with greater fluency and accuracy in both speaking and writing.

Students are provided ample opportunities to hone their command of Spanish and master the seven communicative goals throughout *Punto y aparte*, which is comprised of a preliminary *Para empezar* chapter and six content chapters. The preliminary *Para empezar* chapter introduces five friends, all graduate students or young professionals from different countries and cultural backgrounds living in Austin, Texas, who appear in the *La historia* section of each subsequent chapter. This preliminary chapter also includes a preview of the grammar that will be covered throughout the textbook, introducing students to the seven communicative goals and the seventeen grammar points needed to successfully fulfill these goals. For example, students need to have a solid grasp of gender/number agreement, the uses of the copulative verbs *ser* and

*estar* ('to be'), and the uses of participles as adjectives to successfully master the first communicative goal in *Punto y aparte*, which is description. The grammar preview in the *Para empezar* chapter consists of a *pista caliente* ('hot tip on each communicative goal') and engaging written and oral diagnostic exercises, allowing students to self-assess their skills at the beginning of the semester and tailor their grammar study outside of the classroom to their particular needs. This is one of many strengths of *Punto y aparte* since students enrolled in beginning and intermediate Spanish courses often have different previous experience with the language.

Following the preliminary *Para empezar* chapter, *Punto y aparte* is divided into six content chapters, each of which focuses on an interesting theme – 1. *Perspectivas*, 2. *Conexiones*, 3. *Pasiones y sentimientos*, 4. *La vida moderna*, 5. *El mundo actual*, 6. *Hacia el porvenir* – and highlights a particular country or region of the diverse Spanish-speaking world – 1. Spain, 2. the Caribbean, 3. Mexico, 4. the Southern Cone, 5. the Andean region, and 6. Central America. Each chapter is structured the same way, beginning with a dialogue relating to the chapter theme, in the *La historia* section, between friends introduced in *Para empezar*. Each chapter then continues with vocabulary, grammar, culture, reading, writing, and cumulative speaking activities. Vocabulary is presented within the context of each chapter's theme and there is a variety of engaging oral and written activities that can be completed individually or in pairs in which students are expanding their Spanish vocabulary while working on mastering the aforementioned communicative goals. In the *Puntos clave* section, the specific communicative goals and corresponding grammar points that are the focus of that particular chapter are first presented followed by a diagnostic quiz. Each *Puntos clave* section contains a mix of fill-in-the-blank grammar exercises and communicative activities completed in pairs. Crucially, both grammatical accuracy and the message students communicate are equally important in the grammar activities throughout *Punto y aparte*, as students work to become more proficient Spanish speakers.

While vocabulary and grammar exercises throughout the textbook introduce students to new cultural themes, the *Rincón cultural* section of each chapter contains a wealth of additional cultural information and activities. Each *Rincón cultural* section is divided into six subsections: *Lugares fascinantes para estudiar*, *¡Viaje conmigo!*, *Un/a artista hispano/a*, *La música*, *Lo hispano en los Estados Unidos*, and *Un evento histórico*. The first two subsections, *Lugares fascinantes para estudiar* and *¡Viaje conmigo!*, will be especially appealing to students, as they feature blog posts by American students studying abroad in different cities in each Spanish-speaking country included in *Punto y aparte* and a videoblog, available on the Connect online platform, about each city highlighted in *Lugares fascinantes para estudiar*. *Un/a artista hispano/a* features new contemporary artists including Rita Indiana and Violeta Parra, among others, while *La música* contains descriptions of musical genres from the country highlighted in each chapter and contemporary musicians including Luis Fonsi and Paulina Rubio, among others. *Lo hispano en los Estados Unidos* contains a video interview of Hispanics from different countries sharing their experiences while living in the United States and accompanying pre-viewing and post-viewing comprehension and interactive paired activities that are appropriately scaffolded. The final subsection in *Rincón cultural*, *Un evento histórico*, includes a brief reading about an important historical event in the

country featured in the chapter and comprehension activities. As a bonus, films, which may be viewed through Amazon, iTunes, or Netflix, relating to the historical reading in each chapter are referenced in an additional subsection, *Más allá del rincón cultural*, and related activities may be completed on the Connect online platform. The variety of materials and activities in *Rincón cultural* throughout the text will undoubtedly appeal to all students and deepen their knowledge of the rich and diverse cultures of the Spanish-speaking world. In addition, the *Lectura* section in each chapter serves to further students' cultural understanding and appreciation, as it features readings about contemporary Hispanic figures, such as Lin-Manuel Miranda, and authentic literary texts, such as *Uno no escoge* by Gioconda Belli, and accompanying pre-reading and post-reading activities that can be completed individually, in pairs, or in small groups. Finally, the *¡A escribir!* and *Hablando del tema* sections provide students the opportunity to hone their formal writing and speaking skills, respectively. Following a brainstorming pre-writing activity, *¡A escribir!* offers three options for writing a composition – guided narration, open-ended option, and graphic interpretation. *Hablando del tema* features cumulative speaking activities, in the form of small-group conversations or debates, focused on the chapter theme and the communicative goals.

After the last chapter, Chapter 6, the seventeen grammar points needed to successfully carry out the seven communicative goals are explained in sufficient detail. Each grammar explanation also includes practice activities that can be completed by students as homework or in class. Following these grammar explanations and practice activities, there is an additional grammar section, *Referencia de gramática*, in which other key grammar points, such as prepositions and relative pronouns, among others, are explained with accompanying practice exercises. Other helpful reference materials found at the end of *Punto y aparte* include a list of connecting and transition words, verb charts, and maps of the Spanish-speaking world.

In addition to the wealth of carefully-curated materials and activities included in the textbook, *Punto y aparte* has a companion website available through McGraw Hill's Connect online platform. Students who prefer to use a digital textbook may use the *Punto y aparte* eBook available on Connect, which features vocabulary audio, listening comprehension activity audio, recordings of select reading passages, and embedded videos. In addition, students can access *Lo hispano en los Estados Unidos* native speaker videos, *¡Viaje conmigo!* videos, and grammar tutorial videos on Connect. Students can even create their own videos through the Tegrity feature on Connect. Furthermore, adaptive vocabulary and grammar practice as well as adaptive countries and capitals practice are available through LearnSmart. Connect also features a variety of content that instructors can assign their students, including eBook, workbook/laboratory manual, grammar tutorial, and instructor-created activities as well as writing assignments with optional peer editing. In addition, Connect contains English-Grammar support modules and Heritage-Speaker support modules, which is a strength since heritage speakers' learning needs and goals often differ from those of second language learners. Similarly, Connect has a plethora of instructor resources, including additional activities, grammar PowerPoint presentations, audio and video scripts, writing prompts, instructor's manual, and testing program, which features assignable exam questions and Tegrity remote proctoring.

Instructors may use *Punto y aparte* with or without the Connect online platform, depending on their and their students' specific learning needs and goals. Many of the activities on Connect, such as workbook/laboratory manual and grammar tutorial activities are better suited to be assigned as homework, allowing more time to complete the interactive activities in *Punto y aparte* during class time. *Punto y aparte* may be used in a one-semester intermediate level Spanish course or in a two-semester sequence of intermediate Spanish courses.

The content and structure of *Punto y aparte* as well as the additional resources on Connect provide students the necessary tools to meet the learning objectives throughout the text. There are many strengths that make it a valuable textbook for the intermediate Spanish classroom. First, organizing *Punto y aparte* around the seven aforementioned essential communicative goals and their corresponding grammar points is one of the greatest strengths of this text. In addition, it is important that a textbook for language learners accommodate different learning styles and *Punto y aparte* does just that by incorporating a variety of formal and informal speaking and writing, reading, listening, and web-search activities. The emphasis on meaningful interaction in engaging pair and small-group activities that target the three modes of communication – interpersonal, interpretive, and presentational – is another strength. The grammar preview and diagnostic exercises in the preliminary *Para empezar* chapter are another strength, as they allow students to gauge their ability at the beginning of the course and identify areas where they should focus their attention. Similarly, self-evaluation (*autoevaluación*) at the end of each chapter is yet another strength of *Punto y aparte*, as it allows students to assess their progress in learning and correctly using the grammar points that correspond to each communicative goal. This self-evaluation is similar to the Integrated Performance Assessment (IPA) developed by the American Council on the Teaching of Foreign Languages (ACTFL), as students using *Punto y aparte* indicate whether they know and can use each grammar point needed to carry out its corresponding communicative goal very well, well, or not so well. Another strength is the inclusion of technology, such as Twitter and WhatsApp, in some textbook activities, which will surely appeal to language learners in the 21<sup>st</sup> century. An additional strength and feature that will appeal to today's language learners is the updated cultural content that highlights contemporary Hispanic artists and musicians.

Overall, *Punto y aparte* successfully fulfills its stated objectives of helping students express themselves in Spanish with greater fluency and precision by expanding their vocabulary, focusing on the seven communicative goals and using them simultaneously, speaking in paragraphs, and deepening their knowledge of Hispanic culture. A suggestion that would be worthwhile to consider in future editions of the text is to move grammar explanations to the chapter in which that particular structure is reviewed and practiced for ease of reference rather than presenting all grammar explanations at the end of the book.

In conclusion, *Punto y aparte* is a highly engaging intermediate level Spanish textbook that will foster students' continued development of oral and written proficiency. It is evident that the materials were meticulously selected, and the activities were well-designed following a learner-centered approach. The communicative method is at the heart of *Punto y aparte*, as specific communicative goals are embedded in every

type of activity and it is clear which communicative goals students are working toward in each activity. Offering students a wealth of resources and interesting activities, *Punto y aparte* will actively engage students in the learning process as they continue refining their Spanish language skills while also deepening their cultural knowledge.

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De Pere, WI

### **Publisher's Response**

McGraw-Hill Education is pleased to have the opportunity to respond to Christina A. Mirisis's review of the sixth edition of *Punto y aparte*.

In her review, Professor Mirisis calls *Punto y aparte*, 6e “a highly engaging intermediate-level Spanish textbook that will foster students' continued development of oral and written proficiency.” She begins by describing *Punto y aparte*'s seven essential communicative goals and how this engaging approach empowers “students to express themselves confidently and with greater fluency and accuracy in both speaking and writing... in paragraph form, rather than discrete sentences.” Indeed, this program is founded on the premise that intermediate Spanish is the perfect time to put into practice and combine the skills acquired in a student's first year of study, not point by point as if in a vacuum, but rather synthesized, as in life, to achieve true communication.

As Professor Mirisis notes, *Punto y aparte* begins with a preliminary *Para empezar* chapter in which students meet the five friends who appear throughout the program and receive an overview of the program's goals and approach. This section also aims to personalize each student's learning journey, by offering the first of several self-diagnostic activities, “allowing students to self-assess their skills at the beginning of the semester and tailor their grammar study outside of the classroom to their particular needs.” Professor Mirisis goes on to say that this is one of the *Punto y aparte*'s many strengths, as it acknowledges and responds to the challenge of level variance in the intermediate course. No two students will have the same needs or strengths, so *Punto y aparte* seeks to guide students to tailor their studies to help them best grow as language learners.

The approach and goals once established, chapters one through five each dive right into one or two of the program's communicative goals, while (new to this edition) chapter six serves as a refresher, calling students to work on all seven. Each chapter is also dedicated to particular region of the Spanish-speaking world and an intriguing cultural theme. Great pains are taken to keep this cultural content fresh and engaging, and so it is with pleasure that we receive the praise that this program successfully appeals to today's students with its up-to-date references to technology, contemporary artists and musicians. And of course, as Professor Mirisis notes, throughout these chapters “students are provided ample opportunities to hone their command of Spanish and master the seven communicative goals,” as they use these cultural topics as springboards for ever richer self-expression.

Next, Professor Mirisis observes *Punto y aparte*'s chapter structure. Each chapter begins with *La historia*, a dialogue in which the vocabulary and communicative goals are seen and heard in action. These dialogues, Professor Mirisis later comments, as well as all of the active vocabulary and selected readings, may be heard at the click of a button in the

eBook to allow our students to have even greater exposure to Spanish spoken by native speakers from different parts of the Spanish-speaking world. And in this 6<sup>th</sup> edition of *Punto y aparte* you will find even more listening activities than in previous editions. What's more, we at McGraw Hill Education have been working to enrich our eBook experience so that students can listen to audio and watch video seamlessly within their lessons, with no searching for resources, no popups or linking out, just one smooth, embedded flow. We're thrilled to hear this is being well received.

Vocabulary words grouped in thematic clusters are presented in the *Vocabulario del tema* section, followed by pair- and group-practice activities, and then the *Puntos clave* section jumps right into the chapter's communicative goals with a self-diagnostic check. "Crucially, both grammatical accuracy and the message students communicate are equally important in the grammar activities throughout *Punto y aparte*, as students work to become more proficient Spanish speakers," comments Professor Mirisis.

The next section, *A escribir*, *Punto y aparte's* dedicated writing section, now welcomes several options for writing assignments—guided narration, open-ended option, and graphic interpretation—to allow for more personalization and flexibility, while our *Hablando del tema* section offers skills and tips for small-group conversations or debates.

While culture abounds at every turn in this program, it was important to us to also include a dedicated cultural section broken out by topics, to allow instructors the flexibility to select what interests their particular class. This is the thinking behind *Rincón cultural*. Fascinating places ("especially appealing to students"), artists, music, important moments in history – there's much to discover. Instructors can alternate which topic they explore from chapter to chapter, choose one area they'll focus on consistently (for example, an intermediate program with a focus on music of the Spanish-speaking world), or allow students to select the cultural area that most appeals to them (and then report back to the class to exchange their findings!). It is a section that celebrates exploration and encourages students to develop their passions.

The video subsection within *Rincón cultural*, *Lo hispano en los Estados Unidos*, is an area we expanded in the 6th edition, creating pre- and post-viewing activities and encompassing even more cultural content. Professor Mirisis describes *Lo hispano en los Estados Unidos* as "a video interview of Hispanics from different countries sharing their experiences while living in the United States and accompanying pre-viewing and post-viewing comprehension and interactive paired activities that are appropriately scaffolded." What was of utmost importance to us while crafting these video activities was the idea of cultural observation and comparison. In the recurring activity *Lo hispano a mi alrededor*, for example, we highlight aspects of the Spanish-speaking world and then call upon students to consider and compare the Hispanic cultures represented within their own communities.

Professor Mirisis says of *Rincón cultural's* effectiveness, "The variety of materials and activities in *Rincón cultural* throughout the text will undoubtedly appeal to all students and deepen their knowledge of the rich and diverse cultures of the Spanish-speaking world." We could not be happier to hear this assessment, for it is precisely our goal, and we thank Professor Mirisis for also noticing that we have been working to keep this program's culture timely, exciting, and diverse.

Next comes *Lectura*, *Punto y aparte's* reading section. Once again, in an effort to appeal to the varied interests of our students, we have striven for a wide range of types of readings.

Pre-reading questions to consider and post-reading comprehension and expansion activities, all scaffolded, help students approach and appreciate readings from around the Spanish-speaking world.

¿Cómo le va con estos puntos clave? rounds out each chapter and offers students the opportunity to self-evaluate their progress on the chapter's communicative goals.

After the main chapters, students find grammar resources. First, *Explicación grammatical* lays out the seventeen main grammar points needed to achieve the program's communicative goals "explained in sufficient detail," followed by practice activities. Next, *Referencia de gramática* explains and helps students practice other grammar topics they may have questions about.

But, as Professor Mirisis notes, the resources do not end there. Instructors may find a wealth of additional materials on Connect, our online learning platform, with helpful items including activities to accompany popular feature-length Spanish-language films, adaptive learning LearnSmart activities, Spanish grammar tutorial videos, English grammar support modules, Heritage Speaker modules, and our brand new communication tools (powered by GoReact) for both synchronous and asynchronous video and audio assignments. Professor Mirisis notes, "Connect has a plethora of instructor resources, including additional activities, grammar PowerPoint presentations, audio and video scripts, writing prompts, instructor's manual, and testing program, which features assignable exam questions and [...] remote proctoring." There are so many tools for you to build your perfect class, be it face-to-face, hybrid, or fully online.

Professor Mirisis concludes by enumerating some of the major strengths of *Punto y aparte*, from its organization around the seven communicative goals, its wealth of resources, self-diagnostic assessments, updated culture, and emphasis on meaningful interaction. She states that this program "successfully fulfills its objectives" and "will actively engage students in the learning process as they continue refining their Spanish language skills while also deepening their cultural knowledge."

McGraw Hill Education is committed to publishing high quality print and digital content for World Languages, and we are proud to include *Punto y aparte* among our many successful programs. We again thank Professor Mirisis for sharing her review of *Punto y aparte*, 6<sup>o</sup> with the readership of the NECTFL *Review* and we invite you to explore the program yourselves.

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**Muñoz-Basols, Javier, Nina Moreno, Inma Taboada, and Manel Lacorte.** *Introducción a la lingüística hispánica actual: teoría y práctica*. New York: Routledge, 2016. ISBN: 9781138209213 (hardback), 9780415631570 (paperback), 97880203096758 (eBook).

*Introducción a la lingüística hispánica actual: teoría y práctica* is a volume conceived and designed to introduce students to the field of Hispanic Linguistics. This is a vast undertaking considering that the Spanish language is spoken by close to five hundred million speakers in more than twenty countries. As the authors state in the introduction, their goal was to write a broad and stimulating introduction to the field of Hispanic Linguistics. Students who

approach the study of linguistics for the first time may have very different motivations and goals but the authors are aware of this and, therefore, their book can be used for different purposes. The authors want their audience not only to learn about the field of linguistics from a theoretical standpoint but also to reflect about the mechanisms and structures of the language.

The book is written entirely in Spanish and includes clear and concise explanations. It is best used in upper-level undergraduate Spanish courses or introductory courses in graduate programs. As the authors point out, the book is intended for “students of Spanish with little or no linguistic background who need to understand the key concepts and constructs of Hispanic Linguistics.” The ultimate goal is to provide students with a comprehensive foundation in the field of Hispanic linguistics.

*Introducción a la lingüística española actual* is divided into eight chapters. The first five chapters cover formal and functional aspects of the field. The opening chapter is devoted to key linguistic concepts, different theories of language, and the main areas or fields of study. The next four chapters focus on the more formal aspects of Hispanic linguistics: phonetics and phonology, morphology, syntax, and semantics. The last three chapters delve into historic and social aspects such as the history of the language, linguistic variation, and language acquisition. Each chapter follows a similar structure. The chapter opens with an introduction to the topic or field of study at hand and progressively presents key concepts and ideas. Activities are interspersed throughout the chapter. This allows students to reflect on and put into practice what they have learned. At the end of each chapter, there is a list of possible research projects, additional readings, a list of key concepts and terms, and a specialized bibliography. At the end of the book, there is a glossary of bilingual terms and a thematic index.

Introducing undergraduate students of Spanish, who may still be in the process of learning the language, to the field of linguistics is always a challenge. Most students have never approached the study of Spanish from a theoretical perspective and may find the content too challenging or abstract. *Introducción a la lingüística española actual*, nonetheless, finds the right balance: its explanations are concise, clear, and easy to follow. The book presupposes no prior knowledge and students learn key concepts and ideas about the different components of the language (phonology, morphology, syntax, and semantics) methodically. As already indicated, activities are introduced at different points in the chapter. Students can focus on different concepts or aspects at a time and they are given ample opportunity to work and reflect on these aspects before moving onto more complex ideas. Another unique feature of this volume is the use of drawings and figures. These are simple drawings that help students grasp key concepts. Some are even funny and this humorous aspect makes it easier for students to relate to the concept. For example, in Chapter 2, the authors include several figures explaining how strong and weak vowels are combined in diphthongs; or in Chapter 3, students can easily understand how compound words such as *sacacorchos* (corkscrew) and *correveidile* (gossipmonger) are formed. These drawings are well designed, funny, and they definitely help students understand key ideas and concepts.

At the end of each chapter, *Introducción a la lingüística española actual* includes valuable sources for both the instructor and students. Instructors will have no difficulty assigning research projects as four or five possible projects are included in each chapter.

Some of these projects require students to do their own research; other times, students have the option of consulting different sources in order to come up with their own theory or explanation. These are interesting and thought-provoking projects that will be appealing to students with different interests or goals. Moreover, a list of additional readings is provided. These readings provide students who want to learn more about a certain topic with valuable resources.

It is worth mentioning that *Introducción a la lingüística española actual* can be used in combination with *Lingüística Española actual: Guía didáctica y materiales de apoyo*, written by Muñoz-Basols and Lacorte, and published by Routledge. This guide can be a great asset as it provides instructors with instructions on how to plan, design, and teach an introduction to linguistics course. The guide can be useful to students too. The volume includes, among other things, the answer key to the activities found in the textbook, additional activities, which can be used in the classroom or assigned as homework, essay questions, and additional research projects.

*Introducción a la lingüística española actual* affords instructors and students a great deal of flexibility. This textbook is appropriate for undergraduate courses that introduce students to the field of Hispanic linguistics for the first time. Undergraduate students majoring in Spanish should have no problem with the content material and will have ample opportunities to conduct basic research. Given the additional materials and more in-depth research projects, the book can also be used in introductory courses at the graduate level. Many undergraduate students do not study linguistics in college so they might need a true introductory course to linguistics as they start their graduate education.

Throughout my career as a Spanish instructor teaching undergraduate students, I have taught this introductory course using different textbooks and *Introducción a la lingüística española actual* clearly stands out. It approaches each field of study in a very matter-of-fact fashion. The explanations are easy to follow and the learning process is supported by clear charts, examples, figures, and tables. The large number of activities included in each chapter gives instructors flexibility while it provides students with opportunities if they want to practice outside class time. If instructors want a more applied and first-hand approach to linguistics, the essay questions, research projects, and additional readings will help them achieve this goal. Without a doubt, *Introducción a la lingüística española actual* will provide students with a strong foundation in the field of Hispanic Linguistics.

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**Rodrigo, Victoria.** *La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica.* New York, NY: Routledge, 2019. ISBN: 978-1-138-65175-3 (hbk); ISBN: 978-1-138-65177-7 (pbk); ISBN: 978-1-315-62466-2 (ebk).

*La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica* provides readers with a comprehensive, state-of-the-art guide for integrating reading into the teaching of Spanish. The target audience for this book is teachers of Spanish at all levels. Important features include research-based activities and suggestions for integrating reading

into the language curriculum, ready-to-use activities, and digital resources for teaching and practicing reading in Spanish language teaching. Written in Spanish, this book consists of 12 chapters, each featuring the following sections: chapter objectives, reflection questions, topic presentation, application activities, pedagogical considerations, discussion questions, and further readings. Answers to selected activities and a bilingual glossary of key terms are also included.

The book begins with “*Conceptos preliminares*,” a brief introduction to the role of reading in developing L2 competence, as well as explanation of the reading proficiency levels outlined in the American Council on the Teaching of Foreign Languages (ACTFL) and the European Common Framework of Reference for Languages (CEFR). In Chapter 1, “*El proceso de la lectura: fundamentos teóricos*,” the author describes the reading comprehension process. Special attention is given to bottom-up and top-down reading, the role of schemata in interpreting and assigning meaning, and the interactive model of reading.

Chapter 2, “*La mecánica de la lectura. Características del lector eficaz*,” focuses on the physiological aspects of reading and the contributions of research on eye movement during the reading process. The characteristics of effective and ineffective readers are also presented. Exercises for developing reading speed are provided. In Chapter 3, “*El poder de la lectura: la lectura en L2*,” the author makes the case for incorporating focused reading instruction into the L2 Spanish curriculum. Krashen’s Input Hypothesis is discussed in relation to language acquisition. Studies on the cognitive and linguistic benefits of reading are also presented. Chapter 4, “*Estrategias de lectura: los buenos lectores*,” focuses on pre-, during, and post-reading strategies to promote comprehension.

In Chapter 5, “*La comprensión lectora: la importancia del léxico*,” the author discusses the importance of vocabulary in reading comprehension. Two approaches are examined: incidental vocabulary acquisition and explicit instruction. Specific activities for teaching vocabulary during reading activities are provided. Chapter 6, “*Tipos de texto y formas de leer: criterios para su selección*,” describes the relationship between reading materials and the reading purpose or goal. The chapter concludes with useful criteria and suggestions for selecting reading materials. In Chapter 7, “*Material auténtico y pedagógico: las lecturas graduadas*,” the author examines issues surrounding the use of authentic versus pedagogical or simplified reading materials. The advantages and disadvantages of employing simplified materials are outlined. Guidelines for selecting these materials are also presented.

Chapter 8, “*Programas de lectura extensiva: su implementación*,” focuses on extensive reading to develop learners’ interest in reading and general reading skills. Considerations for creating an extensive reading program center on three aspects: the role of the instructor, the role of the reader, and the role of the institution and educational context. In Chapter 9, “*Diseño de tareas y actividades: cómo trabajar con un texto*,” the author focuses her attention on designing tasks for each stage of the reading process: pre-reading, during, and post-reading. Specific activities for the short story *Los niños estaban solos* by Jorge Bucay and the novel *Como agua para chocolate* by Laura Esquivel are provided. In Chapter 10, “*La lectura a prueba: la evaluación de la comprensión lectora*,” the author explores a wide range of reading assessments (e.g., multiple choice, true/false, open-ended questions, cloze test). The concepts of reliability and validity are discussed. Criteria for designing assessments are also provided. Chapter 11, “*Fomentar la lectura: componentes afectivos*,” focuses on the affective factors that encourage reading or interfere with it. Chapter 12, “*Nuevos hábitos de lectura*

*y nuevos retos. Lectura digital y recursos en internet,*” investigates the role of technology on reading, digital literacy, and language acquisition in general. Resources to support learners and instructors are shared.

Written by an expert in the field, this authoritative, well-written book is an important resource for teachers of Spanish at all levels. It could also be used in undergraduate and graduate teacher preparation programs.

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**Rubio, Fernando and Timothy Cannon. *Juntos*. Boston: Cengage Learning, Inc., 2019. Annotated Instructor’s Edition ISBN: 978-1-305-11259-9. To learn more about Cengage platforms and services, visit [www.cengage.com](http://www.cengage.com)**

As a natural outgrowth of transformations taking place in the traditional face-to-face foreign language classroom come innovations in blended and online learning. With faculty members now often finding themselves in the position of teaching in all three formats, identifying the appropriate resources that work for all three or even two of them can be challenging.

Providing extensive and easily adaptable input and interactive practice, Fernando Rubio and Timothy Cannon’s *Juntos* is a notable resource for the introductory blended Spanish-language course. The authors explain to the student that “... the program takes advantage of online learning and combines it with the benefits of classroom learning to ‘blend’ them into a program that delivers the best of both environments. We did this because we know that is how people learn in the 21st century: we benefit from both face-to-face interactions with others as well as interaction with technology. And that’s where *Juntos* needs your involvement. Your instructor will provide all the necessary support in the classroom, but *Juntos* will help you to become a successful language learner only if you also do your part by being a diligent online learner” (iii).

Inspiring students to be “diligent online learners” is a key requirement to teach a successful blended or online course. In order to do so, the proper curriculum structure is essential. The chapter structure of *Juntos* is comprised of five steps: “Ready?, Learn it!, Try it!, Practice it!, Use It!, and Got it?” “Ready?” provides low-stakes activities that set the stage for student learning: “The purpose of this step is to prepare you for learning either through learning objectives for the upcoming section or by reflecting on and drawing from our prior knowledge of the topic” (iv). “Learn it!” presents materials in doable “chunks” that appear on the same page as concise “Try it!” comprehension activities: “Presentational material ranges from photos and illustrations with audio-enhanced labels to readings, videos, or written explanations with charts, model sentences, and sample dialogues” (iv). “Practice it!” does more than provide practice in different contexts and formats: “All Practice it! Activities in the grammar section contain embedded hints that identify and reinforce the key concepts addressed in the activity one you have submitted your answers” (v). The fact that feedback appears whether

or not the student answers correctly or incorrectly is helpful as it serves as positive reinforcement to the student who might have been hesitant about his/her response. “Use it!” encompasses both instructor-graded and computer-graded activities. “Got it?” activities review chapter concepts as a whole: “In this chapter-end section, you are provided with references back to the relevant presentations associated with each skill, so that you can review whatever you need to before moving on to the next section” (v).

Reviewing the activities, one will find that they are based on real-life contemporary scenarios that will appeal to students. For example, in *Capítulo 6: De viaje*, Step 1 of the “*En el aeropuerto*” vocabulary activity asks students to imagine that they (meaning a student and a partner) are in an airport and are searching for a WiFi connection. One student’s phone needs to be charged so the two students must work together on one device to complete an airport survey with the opportunity to win a free domestic flight. Step 2 extends the survey by requiring students to provide details of their airport experience knowing that the best responses will be used for a promotional video (which can be expanded by asking students to create a promotional video). Step 3 asks students to share their descriptions with the entire class. Another example based in real-life contemporary scenarios is “El blog de Bella: Mi apartamento nuevo” from *Capítulo 4: En la casa*. In this activity, students need to be able to prioritize their preferences. Moreover, what is particularly appealing about *Juntos* is the six carefully-constructed *proyectos* [Looking for a new roommate (*Capítulos 1 y 2*); *Una fiesta* (*Capítulos 3 y 4*); *Feria de turismo* (*Capítulos 5 y 6*); *Metas profesionales* (*Capítulos 7 y 8*); *Elaboración de película* (*Capítulos 9 y 10*); and, *Artículo de opinión* (*Capítulos 11 y 12*)]. Extremely useful for both student and instruction are the project components and corresponding points that are laid out at the very beginning of each *proyecto*. For example, for *Feria de turismo* (*Capítulos 5 y 6*) there are five components. The five components and corresponding points are *Encuesta* – 20 points (10 individual/10 group), *Propuesta* – 5 points (group), *Presentación* – 30 points (20 individual/10 group), *Blog* – 20 points (group), and *Análisis* – 25 points (individual).

From a practical standpoint, *Juntos* has the potential to be attractive to students as this softbound text is approximately 8”x10” with a notebook-ring binding that allows the book to lay completely flat (convenient when working with a computer keyboard). Also from a practical standpoint is the fact that *Juntos* can serve as a stand-alone text for an introductory blended Spanish-language course or as a complement to other instructional materials as the chapter themes (*La familia y los amigos*, *Que te gusta hacer?*, *La comida*, *En la casa*, *Por la ciudad*, *De viaje*, *la tecnología*, *Profesiones y carreras*, *Cultura popular*, *La moda*, *La salud*, and *El mundo de hoy*) and subtopics, as well as the six *proyectos*, easily can be adapted to a variety of scenarios.

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### **Publisher’s Response**

Cengage would like to thank Eileen Angelini for the detailed review of the first edition of *Juntos*, an introductory language program for the 21<sup>st</sup> century classroom. We welcome feedback and use it to inform current and future editions of our products.

As Professor Angelini mentions, *Juntos* is well suited for a blended classroom. In the AAUSC 2012 *Volume: Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*, the author of *Juntos* and Director of the Second Language Teaching and Research at University of Utah, Fernando Rubio speaks to the possibilities or the “affordances of technology” which encourage active, self-motivated language learning. The mixture of classroom activities in the *Juntos* student text and guided activities in the MindTap online platform build student confidence and equip them with life-long language learning skills. Based on the principle of backward design, the *Juntos* program features project-based assessment tasks specifically created to measure course competencies for each unit. The interplay of the online activities as either preparation for or follow up to classroom activities enable students to complete the assessment tasks successfully. These projects occur at the end of each two-chapter unit, providing a more holistic approach to proficiency assessment. The program structure, as noted, for each chapter of *Juntos* follows a guided 5 step process developed to assist online language learners. This structured learning path serves as an organized experience as students begin their Spanish course. The MindTap learning path consists of the Ready?, Learn it!, Practice it!, Use it!, and Got it? steps empowering students to move confidently from the basics of language acquisition into meaningful communication. Video and audio recording as well as discussion forum activities within MindTap offer students the opportunity to communicate creatively in a collaborative online platform.

An additional benefit for students using *Juntos* with MindTap are the numerous opportunities to immerse themselves in the language through a mobile experience. The Cengage Mobile App is free with a purchase of MindTap and is accessible to students and instructors with online assignments, notifications and reminders, study tools such as flashcards, and an online textbook for learning on the go. In addition, the mobile app provides pronunciation practice. With a built-in voice recognition tool, students receive immediate feedback to master vocabulary words on their own.

To learn more about *Juntos*, please visit [Cengage.com](https://www.cengage.com), or consult a local Cengage Account Executive. *Juntos* is also available with a student subscription to Cengage Unlimited which includes access to MindTap and our library of online textbooks, study tools and resource centers.

Natalia Perez, Product Assistant  
Lara Semones, Senior Product Manager  
McGraw Hill

**Sánchez, Margarita M., Katica Urbanc, Pablo Pintado-Casas, and Enrique Yepes.** *On the Move! Spanish Grammar for Everyday Situations*. Indianapolis: Hackett Publishing Co., Inc., 2019. ISBN-13: 978-1-58510-927-2.

Every grammar textbook takes a thematic approach and what distinguishes *On the Move!: Spanish Grammar for Everyday Situations* from other Spanish grammar textbooks is its focus on twelve cities (Madrid, Seville, Barcelona, Havana, San José, Cartagena, Buenos Aires, La Paz, Cusco, Mexico City, San Juan, and New York City). The presentation is supported by eighty original artworks by Jacobo Isaza, a native of Medellín, Colombia and a student of José Antonio

Suárez, a highly celebrated Colombian artist. Geared to intermediate-level learners, the primary aim of *On the Move!* is to offer cultural content that is both relevant and practical for today's learners: "We welcome students to embark on a journey that brings together language and culture through the exploration of twelve vibrant Spanish-speaking cities. We begin in Spain, the birthplace of Castilian, and cross the Atlantic to the Americas, where Spanish spread, creating linguistic variations according to regional and cultural particularities. Our journey ends in New York City, home to millions of Spanish speakers in the 21st century" (x). Thus, while learning key grammatical concepts, students are exposed to linguistic variations and accents which are reinforced with literary excerpts by the likes of Gustavo Arango, Alejandro del Río Herrmann, Fernando Castanedo, Laura Freixas, Margarita Mateo, Fernando Contreras, Gabriel García Márquez, Tomás Eloy Martínez, Edmundo Paz Soldán, José María Arguedas, Carlos Monsiváis, Mayra Santos-Febres, and Elizabeth Acevedo, as well as by twelve freely-streamed online audio recordings.

A truly unique feature of *On the Move!* is that each chapter opens with original drawings by Isaza, offering beautiful panoramic views of the chapter's "ciudad." For example, *Capítulo uno*, "De Madrid al cielo," opens with "Vista panorámica del centro de Madrid, con el edificio Metrópolis (a la izquierda) y el inicio de la calle Gran Vía" (22) and *Capítulo seis*, "Cartagena: la más hermosa del mundo" with "Panorámica de la ciudad con el edificio de la Universidad de Cartagena al frente. En el fondo se observan los barrios más modernos como Bocagrande, Castillo Grande y El Laguito" (184). Moreover, throughout each chapter are additional original drawings of peoples and places throughout the city's varied neighborhoods, such as "Mercado de San Pedro" (309) in *Capítulo nueve*: "Cusco: donde las piedras hablan" and "Mariachis en la Plaza de Garibaldi" (354) in *Capítulo diez*: "La Ciudad de México: Tenochtitlan reencarnada." Isaza's graceful drawings are sure to inspire class discussion.

Each opening panoramic drawing is followed by a short introductory text on the city and short-answer comprehension questions. Then, each grammatical structure is presented in a concise and clear format, along with ample practice exercises. Preceding each chapter's literary excerpt is a ¿Sabías que...? section, beginning with "The Origin, Development and Presence of Spanish Around the World" in the introductory chapter, "La voz de las ciudades." All readings, both ¿Sabías que...? and the literary excerpts, have difficult vocabulary set off in bold font and then defined in a peach-colored box that appears immediately after the reading. Each chapter concludes with a "Repaso general." The text culminates in an appendix of "Grammatical Terms." Via <https://www.hackettpublishing.com/catalogsearch/result/?q=978-1-58510-927-2>, instructors are able to request an *On the Move!* textbook answer key that is provided in a PDF format. In sum, *On the Move!* is a carefully structured intermediate-level Spanish-language textbook that because of its unifying "ciudad" theme can be used as a stand-alone course textbook or as part of a broader Hispanic Studies course.

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### **Publisher's Response**

As publisher of the Focus imprint, Hackett Publishing Company is grateful for the opportunity to thank *The NECTFL Review* and Dr. Eileen Angelini for this thoughtful review of Margarita Sánchez, Katica Urbanc, Pablo Pintado-Casas, and Enrique Yepes's *On the*

*Move! Spanish Grammar for Everyday Situations.* We are especially grateful for Dr. Angelini's recognition of the efficacy and innovation of the authors' approach, which draws on the language and culture of twelve vibrant Spanish-speaking cities to introduce students to foundational grammatical concepts, and reinforces those concepts via excerpts from literary works (both classic and contemporary), stunning original illustrations, and freely-streaming online audio recordings. If instructors would like to request an examination copy of this or any other title published under the Focus imprint, they may do so at [hackettpublishing.com](http://hackettpublishing.com).

Brian Rak  
Hackett Publishing

## Reviewers Wanted

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

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

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

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## Guidelines for the Preparation of Manuscripts — NECTFL *Review*

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

- Guidelines for the Preparation of Manuscripts: [http://www.nectfl.org/wp-content/uploads/2017/07/Review-Guidelines\\_2017.pdf](http://www.nectfl.org/wp-content/uploads/2017/07/Review-Guidelines_2017.pdf)
- Checklist for manuscript preparation: <http://www.nectfl.org/wp-content/uploads/2017/07/Review-Checklist.pdf>

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

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

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

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

## Checklist for Manuscript Preparation

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

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

- ❑ All numbers above nine must appear as Arabic numerals [“nine school districts” vs. “10 textbooks”]; numbers below 10 must be written out.
- ❑ Page number references in parentheses are not part of the actual quotation and must be placed outside of the quotation marks following quoted material.
- ❑ Use standard postal abbreviations for states in all reference items [e.g., NC, IL, NY, MS], but not in the text itself.
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## NECTFL Mailing List Available to Foreign Language Educators

Our mailing list of 14,000 names throughout the region and the country represents the most active, dynamic, and professional educators in the field. These are the individuals who seek out opportunities for continued growth in their teaching, administration, research, and personal knowledge. The mailing list is available for purchase to those with a demonstrated interest in and commitment to foreign language education. It will not be sold to anyone outside the field. If you wish to present information about your program, district, or materials, please contact us at 716-777-1798 or at [info@nectfl.org](mailto:info@nectfl.org) for further information.

### **IMPORTANT!**

#### **How to contact The Northeast Conference**

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2400 Main Street  
Buffalo, NY 14214  
Telephone: 716-777-1798

E-mail:

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Web Page:

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