

# Research

**Articles focusing on research in language teaching and learning, language acquisition, and world language education**

## From the Editor of Research

Welcome to the **Research Section** of the March 2026, Issue 96, of the *NECTFL Review*. Issue 96 is a milestone for our journal in that, for the first time, every Research and Language Classroom article bears a designated DOI (Digital Object Identifier). Not only will our articles continue to present a rich collection of scholarship and research-based practice, but hereafter they will now also be more readily accessible and easier to locate. A DOI is a unique, permanent identifier assigned to a digital publication. Unlike standard URLs, which may change over time, a DOI provides a stable, persistent link to a specific article. This serves to ensure the efficacy of the journal itself through the publications it contains, as the DOIs help to strengthen the visibility, credibility, and long-term impact of the work published in *NECTFL Review*.

The Research section contains four articles that provide current and relevant perspectives supporting research in language education. The four studies in this volume include quantitative, qualitative, and mixed-methods research approaches to tap into several areas of timely interest for our field, from elementary through higher education, and teacher education. The first article, a nationwide survey conducted by Huhn, Bell, Chambless, and Moser, reaches across the U.S. to provide insight into current instructional practices among language educators. The second study by Kankam and Fosu casts a broad net across diverse geographical contexts to capture language teacher resilience.

The third and fourth articles take us into two different classroom settings, one addressing early world language learning and the other in university level Japanese classes. The Liu and Niu study examines motivation and self-determination theory as critical factors in shaping learning outcomes. The Wake, Hince, and Lawrentz study determined that culturally integrated pedagogy can offer a model for sustained learner engagement. Strong and relevant literature reviews and research methodologies continue as important aspects of this issue's compilation of articles, each of whose results include sets of examples and conclusions that provide new ideas for WL education and instructional practice.

All *NECTFL Review* readers and language colleagues are encouraged to consider submitting a manuscript to *NECTFL Review*. Submissions from language educators at all levels and languages, administrators, and researchers are welcome! This section features research-based articles (5,000–8,000 word length) of original research in languages and language education, SLA research, and teacher education practices in domestic and international settings, as well as teacher leadership development, advocacy, and teacher and student voices.

I would like to particularly thank the reviewers and editorial board members, who continue to provide their expertise and valuable input to our authors and this journal. Each manuscript submitted undergoes a double-blind review process, which helps ensure the high quality of our published contributions. The research presented in this issue of the *NECTFL Review* provides a voice that clearly links research to our professional practice.

I would like to extend a most sincere thank you to NECTFL, our Board of Directors, and certainly our readership and authors for the voices you bring from your classrooms and to our profession.

Rebecca Fox, Editor  
 The *NECTFL Review*  
 George Mason University  
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