

The Language Classroom

**Articles focusing on research-based teaching and
learning in language education**

From the Editor of The Language Classroom

Welcome to a new issue of **The Language Classroom**. The three articles in this spring issue present important contributions to classroom practices across levels and languages. The article by Allison Lai describes a creative, interactive method for teaching Chinese characters to young learners. Her fifth- and sixth-grade students made meaningful connections to character structure through imagination and personal associations, maximizing their engagement with each other and the target language while reducing learning anxiety. Valentina Fulginiti shares a curricular revision centered around sustainability in an intermediate-level Italian course. Her university students explored current issues related to tourism by engaging with various media, practicing all language skills and advancing critical thinking. The course design also resulted in promising effects on study abroad participation and program retention. In the third article, Megumu Tamura provides practical examples on how picture books and their translations can foster metalinguistic awareness and interpretive skills for advanced-level language learners. By analyzing translations of *The Giving Tree*, her Japanese learners deepened their awareness of language and meaning while enhancing critical interpretive skills and reflection on cultural and ethical implications of word choice. All three contributions underscore the importance of adjusting our teaching practices to address our students' interests and help them develop as critical thinkers.

Publishing in *NECTFL Review* would not be possible without the thoughtful feedback from our expert reviewers. Each article undergoes a double-blind review process, which helps ensure the high quality of our published contributions. Of course, there would be no journal without colleagues who are willing to share their ideas. I invite all *NECTFL Review* readers to submit your ideas of what works (and doesn't work) in your classrooms. Submissions from language educators of all levels and languages, administrators, and researchers are welcome. This section features shorter articles (8+ pages/1,500–3,000 words) focused on classroom practices and experiences, including topics such as classroom instruction, curriculum design, assessment and feedback, leadership and advocacy, planning and program design, technology integration, and student experiences. Articles can be submitted online at <https://bit.ly/langclassnectfl>. Your voice and experiences are important, and I hope you will consider contributing to the field.

As always, thank you to all language educators for creating communities in which our students can thrive each and every single day.

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