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## *Dialog on Language Instruction*

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# ARTICLES

## Implementing ePortfolios in Foreign Language Learning

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*In an effort to use enhanced assessment as part of learning, student ePortfolios were implemented in the Urdu and Pashto basic course programs. The main objectives of the ePortfolios were to (1) create a platform for holistic evaluation; (2) offer an opportunity for students to share their reflections on language learning; (3) keep and share the evidence of academic growth over time; and (4) open channels of communication to all stakeholders. The ePortfolios were designed to measure student progress in linguistic competence, cultural competence, and strategic competence. The paper illustrates how the ePortfolios were used and discusses lessons learned and instructional implications, which may help those who manage other language programs to adapt the system successfully.*

### INTRODUCTION

Student portfolios have been around for a long time but typically restricted to fields such as writing and fine arts. In the mid-1990s portfolios received growing attention in other disciplines as an effective tool to “demonstrate student learning and foster the expansion of a learner-centered environment” (Reynolds & Patton, 2014, p. 9). The mid-1990s also experienced the explosion of the Internet and technology, which allowed the transformation from traditional hard-copy to electronic portfolio (i.e., ePortfolio).

By 2010, ePortfolios had spread to many higher education institutions in the United States. According to a member survey conducted by the Association of American Colleges and Universities, 96% of 400 institutional respondents were using or considering the use of ePortfolio in 2009 (Penny-Light, Chen, & Ittelson, 2012). The trend of using ePortfolios parallels the recent movement in education asserting that assessment should be used *for* student learning and as part of the learning *process*, not merely as an assessment *of* student learning.

Formative assessment—various forms of in-process evaluations—seeks to provide students with information about strengths and weaknesses in order that they work to improve their learning (Black & Wiliam, 2009). Timely feedback regarding aspects of student performance and understanding encourages them to take ownership of their learning (Hattie & Timperley, 2007). Students take an increasing important role in assessment as they reflect on and monitor their learning (Education Services Australia 2002; Goullier, 2007).

Some studies (Black & Wiliam, 2009; Nicol & Macfarlane-Dick, 2006) support the notion that formative assessment nurtures self-regulated learning. Self-regulated learners, with or without guidance, are able to manage resources, monitor, regulate, and control their cognition and motivation, and then make the effort to use external feedback to reach their goals. Self-regulation is particularly important in adult learners, which applies to the students at the Defense Language Institute Foreign Language Center (DLIFLC).

To maximize the benefits of formative assessment, one undergraduate school at the Defense Language Institute Foreign Language Center (DLIFLC) initiated a student ePortfolio project. The initiative incorporated student ePortfolios as part of the instructional processes both as an alternative assessment and as part of the official grade. This paper describes the student ePortfolio project, including its structure and implementation, shares lessons learned, and discusses instructional implications, which may help interested programs adapt the system successfully.

## SCHOOL PRACTICE

To make assessment more useful for teachers and students, the Multi-Language School introduced student ePortfolios in a systematic way in the Urdu language program in the summer of 2016 and in the Pashto language program in August 2017. The main objectives of the ePortfolios were to (1) create a platform for a holistic evaluation where teachers could go beyond achievement- oriented assessments and expand formative assessment opportunities; (2) offer an opportunity for students to share their reflections on language learning; (3) keep and share evidence of academic growth over time from multiple angles of competencies; and (4) facilitate communication regarding student academic progress across all stakeholders, including teachers, students, military personnel, and school managers.

The ePortfolio format was adapted using SharePoint—the DLIFLC approved intranet content management system, making it easy to save, update, and share materials with pertinent stakeholders. The system also added security by requiring a password to access materials. The materials were available several months until student graduation. Afterwards, the ePortfolios could be moved to an appropriate venue where students' future supervisors could access them.

## Implementation of the ePortfolios

When the first student ePortfolio was implemented in the summer of 2016, the Urdu language program had just started a “semester-based” team-teaching approach. A team of teachers taught only one designated semester. Thus, students were taught by three different teaching teams throughout the course.

The Pashto language program implemented student ePortfolios in August 2017. This program used the conventional team-teaching system at the DLIFLC—a single teaching team taught the whole course.

To facilitate and standardize this formative assessment, rubrics were developed and made available to students and teachers. Students could review the rubrics in advance, making them aware of the elements that they needed for successful language learning.

For both the Urdu and Pashto programs, an orientation of ePortfolios was provided. An assessment task force team met with the students early in each semester to guide them through the ePortfolio requirements, including rubrics, time management in establishing and maintaining their ePortfolios throughout the semester. To minimize conflicts of interest, the task force consisted of teachers from various teams who reviewed and graded the ePortfolios. The task force also went through frequent norming sessions of the rubrics to enhance reliability and consistency of the assessment. In the ePortfolios orientation session early in each semester, students were asked to reflect on their learning experiences and learning strategies, as well as present their work at the end of each semester. To stimulate student participation, the work of student ePortfolio accounted for 10% of the overall grade of Area Studies.

EPortfolio conferences were a venue for students to reflect on their learning experiences in depth, share their strategies and challenges, and present their best work samples to peers, teachers, and school managers. Students in junior classes of the same language program were also invited to the event to ask questions and learn strategies from the senior classes. Student ePortfolio reviews at the end of the first and the second semesters also played a pivotal role for the new teaching team to learn about student learning outcomes, styles, and experience.

## Components of Student ePortfolios

Student ePortfolios were designed to measure progress in the following three competences at the end of each semester: linguistic, cultural, and strategic. First, students presented their two best speaking and writing samples to show their linguistic competence. Second, they demonstrated their cultural competence through essays and presentations where students reflect on understanding of the target culture. Third, students presented reflection papers and learning plans to demonstrate their strategic competence. Students also shared experiences and learning strategies with peers during the ePortfolio conference sessions.

## *Linguistic Competence*

Students submitted speaking and writing work as part of regular assignments. They were then given an opportunity to improve the original work and submit the best speaking and writing samples to demonstrate linguistic competence. Students usually submitted one original work produced in the first half of the semester, and then one revised work in the second half. This way, students and teachers could measure the improvement. Only the revised versions were evaluated.

Rubrics to evaluate student linguistic competence included pronunciation, fluency, grammar, and vocabulary using an analytic scale (see Appendix A for audio sample rubrics and Appendix B for writing sample rubrics). By using the rubrics, teachers could minimize common possible pitfalls of vague scoring criteria, excessive time involved in scoring, lack of validity, and relative absence of reliability (Ediger, 2000; Gregori-Giralt & Menéndez-Varela, 2015; Griffith & Lim, 2012).

## *Cultural Competence*

Students demonstrated cultural competence through various venues. One example was that of an Area Studies report, revised for the ePortfolios. They also worked on weekly essays on readings designed to improve Intercultural Communicative Competence through Critical Thinking (ICCCT) (Lim & Griffith, 2016). After reading an English article on the core values and Final Learning Objectives (FLOs) topics in the target country, students were asked to compare, contrast, and evaluate or create their own opinions. For example, after reading an article about public transportation and women in Pakistan, students were asked to address how this social issue in Pakistan could be related to public transportation and African Americans during the 1950s in the United States. They were required to write an essay about what they thought would happen if a Pakistani woman, as did Rosa Parks in the United States, failed to comply with seating regulations on a Pakistani bus. The purpose of the ICCCT project was to increase understanding of the target culture through awareness of their own cultures. Students exchanged ideas and opinions and developed critical thinking skills.

Overall, students were asked to place their best works from each section of the curriculum (i.e., culture project, Area Studies report, and essay from the ICCCT project) in the ePortfolios. Once they included their best works in the portfolios, they received full credit for this portion.

## *Strategic Competence*

Students demonstrated improvement of strategic competence related to language learning in several ways. First, they reflected on their learning experience and presented their reflection papers about which strategies worked and did not work, and how they managed the learning challenges. Second, they set a goal for each semester with strategic plans for each area of study, including listening, reading, speaking, vocabulary, grammar, and culture. Third, most importantly, each class conducted a student ePortfolio conference at the end of each semester.



This was an opportunity to celebrate student accomplishments by having students share their best work and learning strategies with peers, teachers, and other stakeholders. For those in the semester-based program, student reflections also gave the new teaching team a better understanding of incoming students' struggles and successes.

Student reflection papers and learning goals were graded using the rubrics (see Appendix C for reflection paper and Appendix D for learning goals). These rubrics were given to students early in the semester as guidance for what to reflect on and how to monitor learning processes. For example, students were asked to reflect on past learning background and current language learning experience to enhance metacognitive skills. They were also asked to elaborate on personal learning experience to enhance self-awareness. By relating to personal experiences, they had an opportunity to voice and own their learning experiences (Benson & Nunan, 2004).

## LESSONS LEARNED AND SUGGESTIONS

One of the most successful elements of the project was the ePortfolio conference. The event not only allowed students to present their best work but also to share their reflections and learning experiences with peers, teachers, and other stakeholders. As students may lack the study habits and strategies to tackle the rigor of learning a foreign language in an intensive language learning program, they should be aware of how to become "good" learners (Rubin, 1975; Nunan, 1995; Brown, 2001) and develop ownership of learning while activating metacognitive strategies; e.g., goal setting, planning, reflections (Farahian & Avarzamani, 2018; Turkey, 2017) to reach higher levels of competencies in a foreign language.

The ePortfolios were opportunities for students and teachers to understand the diverse dimensions of learning a foreign language. By including several aspects of competencies in the ePortfolio, students and teachers understand that language learning encompasses not only linguistic competency but also other dimensions, including cultural and strategic competencies. By using alternative assessments, teachers also enjoyed a more comprehensive understanding of student progress. With an understanding of each student's performance beyond a letter grade, teachers could provide meaningful feedback and tailored instruction.

Whereas this initiative achieved some positive effects, aspects of implementing the ePortfolio needed further investigation. Some students found the ePortfolio a duplicate submission of their work—giving it to teachers and placing it in the ePortfolio. Although the purpose was to revise and improve the work, some students did not do so because it did not result in a higher grade (the ePortfolio was only 10% of the Area Studies grade). Their grades came mainly from unit tests, which were designed as achievement tests, rather than those based on competency.

To address this issue, we may consider 1) allocating more weight to the ePortfolio; 2) using the ePortfolio as a summative assessment (using external grading cadre) as a graduation or gateway project at the end of each semester to move on to the next semester; or 3) requesting students to provide their best work to stakeholders in charge of grooming military linguists throughout their careers.

Once an ePortfolio system is established, teachers may make it more flexible to accommodate the characteristics of a language program. For example, the content of the ePortfolio may be made more flexible by allowing students to choose their own projects. When

students may decide on how to demonstrate their competences, they have more ownership of their work, making the ePortfolios truly representative of themselves as learners (Bertolotti & Beseghi, 2016).

Although an orientation was given on the practice and expectations of the ePortfolio requirements early in each semester, some students did not commence to work until the end of the semester. They regarded the ePortfolios as burdens while meeting other assessment requirements (e.g., unit tests, project submissions, and presentations). On some occasions, a lack of buy-in and engagement derailed an otherwise useful portfolio development and implementation. Whereas this hesitancy could in part result from the fact that ePortfolios were not implemented across the Institute, it is critical, as Yancey (2009) noted, to devise well-thought out ePortfolio projects in which students and teachers could involve themselves.

Teachers should norm the ratings to sustain a valid grading system. Although a task force was formed to ensure the objectivity of ratings, it was a challenge to coordinate a team of teachers for consistent grading. Assistance from a testing team had its limits. That is, the importance of education on assessment literacy (Popham, 2003; 2018) cannot be emphasized enough. Subsequently, assessment literacy for teachers should be offered covering topics on types of assessment, assessment *for* learning, and assessment *as* learning, instead of the dominant view of assessment *of* learning (Goullier, 2007; Popham, 1998), along with how to provide constructive feedback and how to develop and use rating rubrics.

## INSTRUCTIONAL IMPLICATIONS AND CONCLUSIONS

As we try to help students reach higher levels of foreign language proficiency at the DLIFLC, it is more important than ever to critically review instruction focusing on learner competencies. Student ePortfolios may assist teachers holistically monitoring and evaluating student performance. Simultaneously, students can also monitor own progress and become more reflective on the learning process. Well-designed and implemented ePortfolios are one means of cultivating an ongoing and interactive assessment that actively involves both teacher and student in the learning process.

To maximize the benefits of ePortfolios, regular and frequent norming sessions and discussions on the use of ePortfolios may minimize any ambiguity in the function and value of portfolio assessment. The school management team (i.e., supervisors and academic support teams) must work together with teachers to bridge the gap between a teacher's knowledge and skill in using ePortfolios and students' buy-in whenever they feel burdened with tests and other curricular requirements.

The institution-wide system support that includes ePortfolios as part of regular assessment should be considered. We cannot just add more to the curriculum and to students' workload. We should willingly restructure the curriculum and revise the assessment system so that we do not merely measure student progress through achievement-oriented tests (e.g., unit tests and quizzes). Institution-level efforts are needed to create a culture that encourages teachers to be creative in adapting alternative and formative assessments to evaluate student progress and learning outcomes. We recommend a review of the efficacy of the student ePortfolio, both as a formative and a summative assessment.

The ePortfolio can be an essential tool for students to monitor language development as military linguists throughout their careers. Unfortunately, the Sharepoint system that we used for ePortfolios was not available to other users, including the Command Language Program Managers. By reaching consensus on a technology wherein all military service units have access to ePortfolios, our students can continue to build portfolios throughout their military linguist careers. Students can share their work efficiently and effectively with parties interested in their careers. Scholars have already stated that, by establishing a partnership between teachers and students in the language classroom, portfolios are the most useful tools for assessing progress in language development (Delett, Barnhardt, & Kevorkian, 2001).

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## APPENDIX A

### Scoring Rubrics for Audio Samples

Scoring Rubrics for Audio Samples (2nd audio, student's own revised version)					
	Topic:				
Assessment Criteria	Performance Levels and Points				Student Name
	3 Point	4 Points	4.5 Points	5 point	
Pronunciation	Occasional words are understandable (to someone used to dealing with non-native speakers).	Understandable some of the time (to someone used to dealing with non-native speakers).	Understandable most of the time (to someone used to dealing with non-native speakers).	Understandable all of the time (to someone used to dealing with non-native speakers).	/5
Fluency	Language is halting, with long pauses between words.	Flow of language is slow, but without excessively long pauses.	Flow of language is somewhat slower than normal, with a few short pauses between words or sentences.	Flow of language is natural (within the range of normal native speech), with minimal pauses between sentences.	/5
Grammar	Correct grammar use is sporadic and control of features is random.	Control of grammar is limited (only simple sentences and basic grammatical structures are used, but with errors).	Grammar control is somewhat consistent, but there are errors. (uses a variety of sentence structures).	Grammar is consistently correct with only occasional errors. (uses a variety of structures and cohesive devices)	/5
Vocabulary	Vocabulary is used very sporadically and only the most basic words are used (frequently at a loss for words).	Vocabulary is used sparingly (frequently searches for words)	Appropriate vocabulary is used some of the time, or circumlocution is used to substitute for vocabulary	Appropriate vocabulary is used most of the time; circumlocution is used as a substitute for vocabulary and expressing new ideas	/5
Rater:				Sub-total:	/20

## APPENDIX B

### Scoring Rubrics for Writing Samples

Scoring Rubrics for Written Samples (2nd essay, student's own revised version)					
Assessment Criteria	Performance Levels and Points				Student Name
	3 Point	4 Points	4.5 Points	5 point	
Spelling and Punctuation (except verb conjugation)	Due to frequent errors, occasional words are understandable (to someone used to dealing with non-native writers).	Due to errors, understandable some of the time (to someone used to dealing with non-native writers).	Despite errors, understandable most of the time (to someone used to dealing with non-native writers).	Despite errors, understandable all of the time (to someone used to dealing with non-native writers).	/5
Organization	Flow of language is not smooth at all or rarely smooth.	Flow of language is sometimes smooth.	Flow of language is usually smooth, but has a definite transition between works and parts.	Flow of language is natural and smooth.	/5
Grammar	Correct grammar use is sporadic and control of features is random.	Control of grammar is limited (only simple sentences and basic grammatical structures are used, but with errors).	Grammar control is somewhat consistent, but there are errors. (uses a variety of sentence structures).	Grammar is consistently correct with only occasional errors. (uses a variety of structures and cohesive devices)	/5
Vocabulary	Appropriate vocabulary is used very sporadically and only the most basic words are used.	Appropriate vocabulary is used sparingly.	Appropriate vocabulary is used some of the time, or circumlocution is used to substitute for vocabulary.	Appropriate vocabulary is used most of the time; circumlocution is used as a substitute for vocabulary and expresses new ideas.	/5
Rater:				Sub-total:	/20

## APPENDIX C

### Rubrics for Semester Reflection Paper

Scoring Rubrics for Semester Reflection Paper (EN)					
Assessment Criteria I	Performance Levels and Points				Student Name
	6 Points	8 Points	10 Points	12 Points	
Past and present background: academic and language learning (30%)	Demonstrates little or no self-awareness and self-disclosure.	Demonstrates some self-awareness and self-disclosure.	Demonstrates a self-awareness and self-disclosure.	Demonstrates an in-depth self-awareness and self-disclosure.	/12
Metacognitive knowledge: understanding of yourself as an adult language learner (30%)	Demonstrates little or no knowledge of the topic with no personal example.	Demonstrates some knowledge of the topic with limited personal example.	Demonstrates knowledge of the topic with some personal example.	Demonstrates substantial knowledge of the topic with sufficient personal example.	/12
Challenges and accomplishments in learning the TL (30%).	Demonstrates little or no actual reflection.	Demonstrates some reflection.	Demonstrates reflection.	Demonstrates thorough reflection.	/12
Scoring Rubrics for Semester Reflection Paper					
Assessment Criterion II	Performance Levels and Points				
	1 Point	2 Points	3 Points	4 Points	
Resourcefulness: Utilizes counseling, homework, and assignments, ILS documents, etc. (10%)	Demonstrates little or no ability to utilize a full repertoire of available materials.	Demonstrates some ability to utilize a full repertoire of available materials.	Demonstrates an ability to utilize a full repertoire of available materials.	Demonstrates an exceptional ability to utilize a full repertoire of available materials.	/4
Rater:				Sub-total:	/40

## APPENDIX D

### Rubrics for Learning Plan

Scoring Rubrics for Learning Plan					
Assessment Criteria I	Performance Levels and Points				Student Name
	3 Points	4 Points	4.5 Points	5 Points	
Thorough responses	Few or no questions and prompts are answered.	The majority of questions and prompts are answered.	Most questions and prompts are thoroughly answered.	All questions and prompts are thoroughly answered.	/5
Connection to the Reflection Paper	Makes little or no connection to the Semester Reflection Paper.	Makes some connection to the Semester Reflection Paper.	Makes connection to the Semester Reflection Paper.	Makes and excellent connection to the Semester Reflection Paper.	/5
Rater:			Sub-total:		/10



# Enhancing Students' Critical Thinking in Contemporary Chinese Prose Reading

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*It is commonly accepted that mere knowledge of the target language and culture is not sufficient for students to achieve higher-level language proficiency and cope with real-world challenges. In order to adapt to today's rapidly changing world and meet educational goals, students need critical thinking skills. This article (1) offers a definition of critical thinking for application in higher-level language learning; (2) describes the role of contemporary Chinese prose in promoting students' critical thinking; and (3) proposes a 3C model to help enhance critical thinking in reading prose literature.*

## INTRODUCTION

When it comes to language learning, critical thinking moves students beyond rote memorization and repetition of the target language and culture knowledge, enabling them to analyze, synthesize, and evaluate real-world challenges. It also allows students to take charge of their own thinking and engage in a meaningful and self-directed learning process. One way of exposing students to real-world issues in language learning is through authentic materials. The Defense Language Institute Foreign Language Center (DLIFLC) uses a plethora of authentic materials for language instruction and assessment, requiring students to think critically to identify subtle linguistic and cultural nuances, distinguish facts from opinions, make valid inferences, and determine the narrator's tone and intent. Most importantly, recent studies have indicated that critical thinking has a significant correlation with higher-level language proficiency (Shirkhani & Fahim, 2011; Sanavi & Tarighat, 2014; Yousefi & Mohammadi, 2016; Snider, 2017). Language teachers should assist students in developing critical thinking abilities, especially those in advanced-level language learning programs where the primary goal is a higher-level language proficiency of 2+/2+/2 and beyond. This paper (1) offers a definition of critical thinking that can be applied in higher-level language learning; (2) describes the role of contemporary Chinese prose in promoting critical thinking; and (3) proposes a 3C model to enhance critical thinking in reading prose.

## CRITICAL THINKING DEFINED IN HIGHER-LEVEL LANGUAGE LEARNING

Leaver and Shekhtman (2002) posit that unlike lower-level language learning when students acquire the basic linguistics and limited cultural knowledge, higher-level language learning emphasizes linguistic precision and sophistication, as well as sociocultural observation and appropriateness. This leads to the following question: What critical thinking skills do students need to achieve the educational goals in higher-level language learning? Before answering this question, we will examine how critical thinking is generally defined in the literature.

According to Hughes (2014), the term *critical thinking*, with intellectual roots traced back to the Socratic method more than 2,500 years ago, emerged in the field of education in the mid to late 20<sup>th</sup> century. The past few decades have witnessed extensive studies delineating this concept; however, as pointed out by Siegel (1988), “despite widespread recent interest in critical thinking in education, there is no clear agreement concerning the referent of this term” (p. 5). Significant definitions of critical thinking, developed over the course of time, are displayed in Figure 1 (Shukri & Mukundan, 2015), reflecting different views of this term, which may help us understand what the term encompasses.

No.	Author	Definition	Year
1.	Dewey	“active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of grounds which support it”	1934
2.	Glaser	“(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods”	1941
3.	Paul	“Critical thinking is the ability to reach sound conclusions based on observation and information”	1988
4.	Facione	“Critical thinking is to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as an explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based on”	1998
5.	Ennis	“Critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do”	2002
6.	Cosgrove	“Critical thinking is an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experiences”	2009
7.	Mulnix	“Critical thinking includes a commitment to using reason in the formulation of our beliefs”	2012

Figure 1

*Definitions of Critical Thinking* (Shukri & Mukundan, 2015, p. 5)

The definitions, somewhat broad and vague, represent different schools of thought when considering critical thinking. Some adopt a philosophical approach to view critical thinking as an attitude, belief, or mindset arising from pure curiosity and healthy skepticism rather than subversiveness and cynicism. Others, from a cognitive psychological perspective, take it as an umbrella term covering the complex cognitive processes involved. The range of mental activities implied in critical thinking is also represented in the three highest levels in Bloom's taxonomy—analysis, synthesis, and evaluation (Kennedy, Fisher, & Ennis, 1991). Despite the differences, some essential critical thinking skills or abilities are captured in the recurring themes of the definitions, including (1) analyzing arguments, claims, or evidence; (2) drawing inferences through inductive or deductive reasoning; (3) judging or evaluating with reasonable justifications; (4) making decisions or solving problems; and (5) reflecting critically.

These skills or abilities are fundamental to higher-level language learning as learners engage in materials brimming with figurative language, opinions, and biases. They serve as an impetus to improve linguistic and sociocultural competence. As a result, I define critical thinking in higher-level language learning as “the abilities to conduct in-depth analyses, draw valid inferences, make sound judgments, identify and solve problems, and engage in purposeful and critical reflection.” This definition helps calibrate the instructional focus on teaching critical thinking in higher-level language classrooms. Brookfield (2012) postulates that critical thinking is not a one-time proposition, but a linear and recursive process in which one's ideas are revalidated or refined in light of new evidence or fresh perspectives. Critical thinking skills are developed incrementally throughout the learning process. The 3Cs (Close examination, Critical evaluation, Creative writing) model for developing critical thinking skills discussed in this paper is based on this definition.

## CONTEMPORARY CHINESE PROSE LITERATURE AND CRITICAL THINKING

Various forms of literature have been traditionally integrated into language classrooms to improve vocabulary and grammar and increase reading proficiency. Recent studies have proven that, if carefully chosen and instructed, literary texts are effective in developing critical thinking skills (Van, 2009; Khatib & Alizadeh, 2012; Bobkina & Stefanova, 2016). According to Tung and Chang (2009), there are two reasons that literature contributes to critical thinking. First, close literature reading requires students to understand implied meanings, build relations between the events or actions, evaluate from different perspectives, make moral reasoning, and apply what they have learned to daily life. These skills are part of the critical thinking process: analysis, interpretation, synthesis, evaluation, problem-solving, and reasoning. Second, the subject matter and cultural milieu of literary works provide real-life scenarios and compel thinking and rethinking of opinions and actions.

In literature, prose generally means a work that follows a natural flow of speech and ordinary grammatical structure instead of the formal metrical patterns typically seen in traditional poetry. Contemporary Chinese prose, based on the orthodox Chinese literature periodization, refers to literature created from 1949 to the present. Those literary works were conventionally written in vernacular Chinese, or standard Mandarin, as opposed to Chinese classical prose, *Pianwen*, written in classical Chinese. In a narrow meaning, contemporary

Chinese prose is confined to lyric prose which uses elements of prose while adding poetic techniques to elicit heightened artistic and emotional appeals; however, in a broad sense, it covers any literary forms other than poetry, fiction and drama, including memoirs, reports, essays, and so on (Hong, 2007).

Contemporary Chinese prose provides an ideal setting to cultivate critical thinking because of its idiosyncratic characteristics. In addition to authenticity, its variety of genres, specifically, the so-called narrative, expository, and argumentative prose (Hong, 2007), expose students to different styles and points of view, thus enabling them to evaluate critically and to make rational judgments. Whereas this type of literature addresses universal topics of nature, relationships, humanity, and so forth, it bears unique perspectives, cultural sentiments, historical allusions, and philosophical ideas. To uncover the different layers of meaning embodied in the literary text, students must recall, retrieve, and reflect on prior knowledge, carefully searching for and weighing all the evidence in the text to substantiate interpretations. Besides, in some contemporary prose writings, for instance, the lyric prose, a wide range of sophisticated vocabulary and grammatical structures are exquisitely woven into the texts to fulfill certain purposes. Abundant literary devices and techniques such as different figurative speech, symbolism, imagery, foreshadowing, and irony are employed, all of which provide rich soil in which to nourish critical thinking abilities by identifying the relationships between linguistic form and meaning and between linguistic form and literary function.

Despite the fact that contemporary Chinese prose does not pose as much of an impediment in language learning as does classical prose, we still need to be judicious in choosing them. First, the prose selected should be level- and length-appropriate. Prose essays that are too obscure to understand or too lengthy should be avoided. This will ease students into prose literature learning, instead of thwarting confidence and motivation. Second, it is better to choose masterpieces by influential writers. Masterpieces are usually held high in esteem and are most likely to be repeatedly cross-referenced to help shape the society and culture. Exposing students to masterpieces may facilitate deeper understanding of the target language and culture. Last but not least, the selection of prose should align with the instructional purpose of promoting critical thinking skills. Prose writings that are typical of the aforementioned characteristics help engage students in the critical thinking process.

## **THE 3C MODEL: DEVELOPING CRITICAL THINKING IN PROSE READING**

Having discussed what critical thinking entails in higher-level language learning and why contemporary Chinese prose can help with critical thinking, this part focuses on how critical thinking can be developed in prose reading. Based on the writer's own teaching experiences, a 3C model consisting of three steps is proposed; namely, close analysis, critical evaluation, and creative writing, which will be detailed in the following discussion. These three steps are cumulative in nature and gradually hone critical thinking skills.

## Step 1: Close Analysis

This enables students to perform a thorough and critical analysis of the literary text. Students first read the prose on their own and summarize the main ideas, based on preliminary understanding. Then they research, analyze, and discuss various aspects of the prose, including the author, sociocultural implications, hidden symbolic meanings, rhetorical devices, literary style, theme, author's tone, attitude and intent. This is done by having students take on different roles according to the prose circle (see Figure 2), which is revised based on the literature circle.<sup>1</sup>

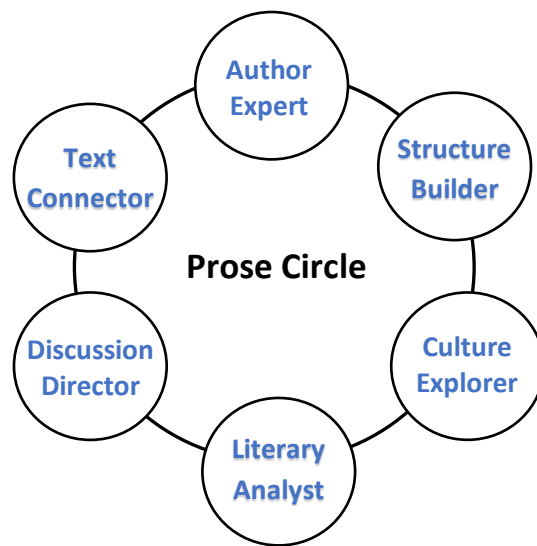


Figure 2  
*Prose Circle Roles*

There are six different roles in the prose circle, with each one focusing on one or two aspects of the prose. Each role is tasked with specific assignments, as indicated in Table 1.

Table 1  
*Assignments for Prose Circle Roles*

<b>Roles</b>	<b>Assignments</b>
<i>Author Expert</i>	<ol style="list-style-type: none"> <li>1. After reading the prose, state your impressions, conclusions and inferences about the author with justifications;</li> <li>2. Research the author, including his/her personal life, educational background, career experiences, social influences, writing styles, literary works, etc., and then compare your research findings with your speculations;</li> <li>3. Based on your research findings, examine how the author's experiences and writing styles are reflected in this prose writing;</li> <li>4. Present your research findings and opinions to the whole class.</li> </ol>
<i>Structure Builder</i>	<ol style="list-style-type: none"> <li>1. Analyze the text structure by grouping it into several parts;</li> <li>2. Summarize the main ideas for each part;</li> <li>3. Assess the pros and cons of the text structure, and how the structure contributes to the theme;</li> <li>4. Prepare to discuss your ideas with the class.</li> </ol>
<i>Culture Explorer</i>	<ol style="list-style-type: none"> <li>1. Locate the symbols, concepts, and events that are crucial to understanding the prose and increasing sociocultural knowledge;</li> <li>2. Conduct extensive research about the symbols, concepts, and events, and compare their sociocultural implications with those in your own culture;</li> <li>3. Be prepared to discuss your findings with the class.</li> </ol>
<i>Literary Analyst</i>	<ol style="list-style-type: none"> <li>1. Identify and illustrate the common rhetorical devices and other literary techniques that are repeatedly found in the prose;</li> <li>2. Contemplate how they may contribute to special effects, literary style,</li> <li>3. author's tone and intent, and theme;</li> <li>4. Discuss your findings with the class.</li> </ol>
<i>Discussion Director</i>	<ol style="list-style-type: none"> <li>1. Design at least six HOT (higher-order thinking, open, and thick) questions to involve the whole class in discussing the MAIN IDEAS in the prose;</li> <li>2. Write your own responses to the questions;</li> <li>3. Engage everyone and facilitate the class discussion.</li> </ol>
<i>Text Connector</i>	<ol style="list-style-type: none"> <li>1. Find out how this literary text connects to your own life (text to self), to other texts (text to text), or to the world (text to world);</li> <li>2. Draw an illustration to show the connections OR compose journal entries to narrate the connections;</li> <li>3. Present your illustration or journal to the class and solicit feedback.</li> </ol>

The prose circle is designed to facilitate in-depth analysis and discussion where students are encouraged to formulate and express unique views stemming from interpretation of the writing. In a blended learning environment, some of the role assignments may be delivered as homework, while the in-class instruction centers around students sharing and discussing their findings, ideas, and opinions, thereby increasing understanding of the prose. Meanwhile, the

prose circle helps support differentiated learning. The roles may be assigned according to individual interests, needs, strengths, and weaknesses. Students take turns assuming different roles and assignments. It is worth mentioning that the roles and assignments are not fixed, and new roles and assignments are added in accordance with learning objectives. Additionally, this activity also provides diagnostic information to the teacher regarding students' comprehension level of the prose.

## Step 2: Critical Evaluation

A critical evaluation of the literary text is a catalyst to enhance critical thinking skills. This can be carried out in two different ways. One is to provide students with various perspectives to judge the merits and demerits of the prose. Students can first work independently on some of the prompts listed below:

- What do you like most and least about this prose? Why? What are your suggestions for improving it?
- If you were a contemporary literary critic of the author, what would you think were the weaknesses and strengths of this prose? Why? What are your suggestions for improving it?
- If you were the editor-in-chief of a highly-regarded prose periodical, what would you think were the merits and demerits of this prose? Why? And what are your suggestions for improving it?

Then, in pairs, students share opinions and the reasons for them. Each pair pools its arguments coherently, and then presents them to the class. The class selects the best two viewpoints at the end of this activity.

Another way to engage students in critical evaluation is to have them compare the prose they have read with another one on the same subject by a different author. Students can gather in pairs or groups to identify the similarities and differences between the two prose writings with the aid of a comparative organizer (Figure 3).

	Similarities	Differences
Theme		
Language (including choice of words, degree of formalities, sentence patterns, rhetorical devices, etc.)		
Text Structure		
Literary Techniques		
Intended Audience		
Purpose		
Tone		

Figure 3

*Comparative Organizer*

Then the class reflects on these questions:

- What do the similarities between the two prose writings reveal about the underlying core beliefs or values of the culture and society?
- In what ways do you think the authors' background may cause the differences in the two prose writings?
- Besides the author, what other factors do you think contribute to the differences?

This activity empowers students to make cross-text connections, promote deeper understanding of the target language and culture, and develop ideas with greater clarity and precision.

### **Step 3: Creative Writing**

Now that students have critically analyzed and evaluated the literary text, they can build on critical thinking skills for more creative purposes. In this step, they compose literary prose of their own.

The writing process involves students in decision-making, reflection, and higher-order thinking. It starts with planning—brainstorming a topic, determining purpose, and developing an outline. Student writing should meet the standards of this particular literary type, including diction, syntax, style, and content organization. In addition, they need to incorporate the takeaways from the prose they have read; among these are words, idiomatic expressions, rhetorical devices, and literary techniques to be melded into their writing. To facilitate the writing process, the teacher should provide clear instructions, guidelines, and rubrics. After students finish the first drafts, they share them with their peers for feedback—every student provides peer critique with constructive comments and suggested modifications. Based on the peer feedback, students redraft, reedit, and compose a final draft. The prose writings not only enable students to demonstrate learning, but also help the teacher to assess their learning.

### **CONCLUSION**

By applying the learner-centered 3C model into contemporary Chinese prose reading, students become involved in various activities, which provide ample opportunities to enhance critical thinking skill. They move from being a critical reader to a creative writer, connecting language learning with real-world situations. This instructional model can be applied to teaching other forms of literature. Throughout the learning process where critical thinking is exercised, students expand linguistic knowledge, increase aesthetic appreciation of Chinese literature, improve communicative and sociocultural competence, strengthen skills of analysis, evaluation, and problem-solving, and enhance abilities to design meaningful and creative projects.



## NOTE

1. The literature circle was introduced in 1982 by Karen Smith. It is equivalent to a structured book club discussion where a list of roles with a thinking task are given to each group member. The common roles in a literature circle are vocabulary enricher, discussion director, summarizer, commentator, illustrator, connector or reflector.

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**Engage**

**Innovate**

**Apply**

**Reflect**

**Discuss**

... DIALOG ON LANGUAGE INSTRUCTION

# A Step toward Open Curriculum: Incorporating Scenario-Based Instruction into a Textbook Unit

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*Open architecture is a new and transformative curriculum approach that aims to meet the raised proficiency goals of 2+/2+/2. One of the key features of the open curriculum is to allow flexibility in designing and sequencing curriculum to maximize individual learning outcomes. Students take a more active role in the learning process by engaging in activities that require them to utilize various strategies and Higher Order Thinking Skills (HOTS) in a scenario-/content-/task-/project-based framework. Through open curriculum, students can take ownership of their learning and become autonomous, which is conducive to positive learning outcomes.*

*Transitioning to open curriculum may present additional challenges in some language programs. The Korean language program, for example, uses textbooks that are aligned with official unit tests, many of which are achievement tests measuring student understanding of the contents of the textbook. Teachers and students feel obliged to study the textbook in order to prepare for the unit tests, consequently leaving little or no room to try open curriculum. Incorporating open curriculum into the existing textbook-based curriculum should consider “when, how, and to what degree” to achieve desired outcomes. This paper documents the process of designing and implementing a three-week hybrid scenario-based syllabus for one 2<sup>nd</sup> semester Korean language class in the Undergraduate Education (UGE) Program. Some preliminary findings and challenges are discussed, along with recommendations for future directions in the implementation of scenario-based instruction.*

## INTRODUCTION

Scenario-based instruction (SBI) provides situated, context-based learning (Lave & Wenger, 1991), emulating authentic situations, i.e., an “essential slice of reality” (Stewart, 2003), with themes and problems relevant to learners (Errington, 2011). In SBI, students work through a storyline to perform assigned tasks in real-life scenarios. Some SBI tasks are problem-based and students apply their linguistic and content knowledge to solve problems or make appropriate decisions in the target language. Problem-solving components imbedded in SBI facilitate deeper processing of information and bolster Higher Order Thinking Skills (HTOS) (Bonwell & Eison, 1991).

The contextualized, problem-solving components of SBI promote an active and self-regulated learning experience (Boekaerts, 1997; Chickering & Gamson, 1987; Dababneh, 2018). By engaging in a broad range of problem-solving activities, students become more conscious of strategy use (Bonwell & Eison, 1991; Prince, 2004), and may autonomously manage and implement various metastrategies<sup>1</sup> (Oxford, 2011) that are known to be conducive to positive learning outcomes. Seker’s (2016) study of 222 undergraduate foreign language learners about the impact of self-regulated learning (SRL) strategies<sup>2</sup> in learners’ language achievement revealed that SRL strategies were a strong predictor for foreign language achievement. Learners’ strategic competence, particularly meta-cognitive strategy, would positively affect the learning outcomes. As enveloping strategy to a metacognitive level requires long-term determination with continuous guidance and encouragement from instructors (Boekaerts, 2002; Vermunt & Verschaffel, 2000; Winne & Perry, 2000), interactive SBI may facilitate students to develop meta-cognitive strategy competence.

## SBI AT DLIFLC

The concept of SBI has been applied in various forms to different instructional contexts at the Defense Language Institute Foreign Language Center (DLIFLC). Examples include role-play activities, half-/full day team-based mini-immersion, and two-day school-wide immersion every semester. Some key features of SBI, e.g., real-life scenarios and tasks, were also included in teaching training, such as the Instructor Certification Course (ICC) and the Instructor Re-certification Course (IRC).

The concept of SBI matches the institute’s directives towards a more flexible, open curriculum with the goal of pushing students to higher proficiency levels. Some programs at DLIFLC has adopted SBI. Dababneh (2018) reported that a *theme-scenario based learning program* was integrated into the existing *theme-based curriculum* of the Post-basic Arabic Resident Program in Resident Education, helping learners acquire and practice the target language in a more contextualized manner. By emphasizing the practical, life-long value of foreign language learning, Dababneh (2018) claimed that SBI would facilitate learners to practice the language in culturally appropriate ways.

Despite the reported benefits of SBI, implementing *theme-scenario-based curriculum* into the current Korean basic program entails challenges. First, using well-established and solid textbooks, the school’s teaching teams share the 64-week course schedule template featuring the dates/duration of each unit, test dates, and dates of various academic/administrative activities,

e.g., sensing session, immersion, Interim/end of student feedback, and academic break, leaving little or no room for flexibility. Second, the contents of the textbooks are closely bound to unit tests. Most of the tests up to the end of semester 2 are achievement-based, measuring the contents covered in the textbooks. Therefore, teachers feel obliged to focus on covering textbook materials to prepare students for the tests. Third, it takes a considerable amount of time to design SBI lessons, a process which includes brainstorming ideas, organizing the ideas into a coherent storyline, designing/implementing interactive activities, and conducting quality control. Fourth, teachers need to consider the issue of when, how, and to what degree SBI lessons may be implemented, to ensure maximal student outcomes. Lastly, there is always the possibility of resistance from some teachers. Considering all these factors, we decided to tweak a textbook unit to develop a three-week hybrid SBI, the details of which are reported in the next section of the paper.

## **SBI IN ACTION**

### **Tweaking a Textbook Unit in a Theme-Scenario-Based Curriculum**

The current Korean textbooks follow a theme-based model. There are 18 units (units 1-7 for semester 1, 8-14 for semester 2, and 15-18 for semester 3). Each unit for Semesters 1 and 2, containing four chapters, takes about 14 school days, including one review day and one test day, to complete. Most unit tests in semesters 1 and 2 are achievement-based and are designed to assess students' understanding of the textbook contents.

Accordingly, weekly instructional schedules are largely based on the textbook, leaving little or no room for flexibility in the curriculum. With such curricular constraints, implementing the SBI curriculum required a subtle approach. We decided to tweak the contents/sequence of one unit to design hybrid SBI lessons, so that most contents in the unit would be covered in a more meaningful, interactive, and contextualized manner in the SBI framework.

We chose unit 11 for piloting SBI for the following reasons. The first was student readiness. By unit 11, which was in the middle of the 2<sup>nd</sup> semester, students were equipped with a basic understanding of the Korean language and the functional abilities to handle various tasks in the target language. Second, the assessment of unit 11 measured students' general proficiency in Korean as well as comprehension of the textbook contents. This assessment measure allowed the teaching team more flexibility in choosing activities and materials beyond the textbook that were more aligned with the scenarios.

In designing the SBI curriculum, we ensured that lesson topics and sub-topics, which were thematically related but presented independently in the textbook, were seamlessly weaved into a coherent storyline while enhancing student linguistic and content knowledge. We strived to cover the textbook material in a more contextualized manner by tweaking the sequence of the textbook activities within a scenario. Implementing SBI into the Korean curriculum was a time-consuming and daunting task. The following table shows the organization and sequence of Unit 11 in the textbook.

Table 1

*Textbook Sequence, Unit 11 (Weeks 35-38)\**

<b>Chapter 41</b> <b>T1**:</b> <b>Korean Culture I</b> <b>(3 days)</b>	<b>Chapter 42</b> <b>T2:</b> <b>Korean Culture II</b> <b>(3 days)</b>	<b>Chapter 43</b> <b>T3:</b> <b>Religion &amp; society</b> <b>(3 days)</b>	<b>Chapter 44</b> <b>T4:</b> <b>Various Aspects of</b> <b>Korean Society (3 days)</b>
ST1.1***: Korean clothing in the past ST presentation Four skills activities	ST2.1: Festivals ST presentation Four skills activities	ST3.1 Religious activities ST presentation Four skills activities	ST4.1 Lunar new year & Chuseok ST presentation Four skills activities
ST1.2: Korean Food ST presentation Grammar Four skills activities	ST2.2: Daehak-Ro & Insadong ST presentation Grammar Four skills activities	ST3.2 Immigrant Thai women ST presentation Grammar Four skills activities	ST4.2 Sport events ST presentation Grammar Four skills activities
ST1.3: Housing, Hanbok village ST presentation Grammar Four skills activities Glossary	ST2.3: The Korean folk village ST presentation Grammar Four skills activities Glossary	ST3.3: Changes of women's role/status ST presentation Grammar Four skills activities Glossary	ST4.3: Teenagers' future career ST presentation Grammar Four skills activities Glossary

\*For this particular class, the lesson started on Thursday of week 35 to Tuesday of week 38

\*\*Topic; \*\*\*Sub-Topic

As seen in Table 1, Unit 11 has four chapters, each with a main topic and three sub-topics. The sub-topics were introduced through presentation of key words and grammar features imbedded in narrative texts or dialogs, followed by listening, reading, and skill-integrated activities. Although the sub-topics of a chapter were thematically related to one another (e.g., Korean clothing, Korean food, and Korean housing in Chapter 41), it was difficult to find thematic commonality across chapters (e.g., Korean folk village, immigrants to Korea, sports event in Chapters 42-44). Therefore, the first challenge was to put seemingly unrelated sub-topics across chapters in a scenario-based framework, which ensured “coherent transitions across themes and sub-themes” (Dababneh, 2018, p.17).

## Developing Overarching Scenarios, Missions, Tasks, and Objectives

We carefully reviewed the contents of the unit and chapters to identify the best way to tie the topics and sub-topics. Through trial and error, we developed the following scenario to guide the content and sequence of Unit 11.

*The Overarching Scenario:* While stationed in Osan, South Korea, you are invited to teach, as a guest speaker, a course on “Korean culture from foreigners’ perspectives” for students who are attending a 24-week intensive language training program near the Osan Military Base. The students are US military members, their spouses, and foreign students from various countries.

The course will be three hours, held on three Fridays, with one hour for each Friday. You will present the following cultural topics:

- 1<sup>st</sup> hour: Tangible cultural properties, e.g., clothing, food, and housing;
- 2<sup>nd</sup> hour: Intangible cultural properties, e.g., role of women, Confucianism, etc.; and
- 3<sup>rd</sup> hour: Cultural festivals/places

In a nutshell, students were to prepare three hours for a Korean cultural course. We established three missions (*what to prepare*), accompanying tasks (*how to prepare*), and performance goals (linguistic and content) for each task (see Table 2).

Table 2

*Missions and Performance Goals*

Missions	Tasks	Performance Goals: Linguistic & Content
Prepare the 1 <sup>st</sup> hour about tangible cultural properties.	<ol style="list-style-type: none"> <li>1. In groups, conduct research on Korean traditional clothing, food, and housing.</li> <li>2. Prepare presentation materials using PowerPoint.</li> <li>3. Co-present the materials in Korean.</li> </ol>	<ol style="list-style-type: none"> <li>1. To identify and extract key information from authentic reading/listening.</li> <li>2. To analyze and synthesize the acquired information.</li> <li>3. To share information on the assigned topics in Korean.</li> </ol>
Prepare the 2 <sup>nd</sup> hour about intangible cultural properties.	<ol style="list-style-type: none"> <li>1. In groups, conduct research on one of the following topics:               <ul style="list-style-type: none"> <li>• The changing role of women in Korea</li> <li>• Changes in Korean traditional holidays</li> <li>• Sports in Korea</li> <li>• Pursuing a career in Korea</li> </ul> </li> <li>2. Develop instructional materials on the assigned topic, incorporating technology.</li> <li>3. Conduct a 30-minute demo lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. To identify and extract information from authentic reading/listening.</li> <li>2. To expand vocabulary and content knowledge on the topic.</li> <li>3. To analyze and synthesize the information.</li> <li>4. To create instructional materials incorporating technology.</li> <li>5. To deliver content information in Korean.</li> </ol>
Prepare the 3 <sup>rd</sup> hour about cultural festivals/places	<ol style="list-style-type: none"> <li>1. Watch the videos of               <ul style="list-style-type: none"> <li>• Seoul Rose Festival</li> <li>• Daehak-ro Festival</li> <li>• Bukchon Village</li> <li>• Kyungbok Palace</li> </ul> </li> <li>2. Each student pick one festival or a place and create a flyer. Post it on the classroom wall.</li> <li>3. The class selects a festival or a place for an upcoming field trip.</li> </ol>	<ol style="list-style-type: none"> <li>1. To extract key information from the videos.</li> <li>2. Summarize the information.</li> <li>3. Synthesize the information in an appealing manner.</li> <li>4. Analyze the information in the flyer.</li> </ol>

Once an overarching scenario, missions, tasks, and performance goals were identified, weekly instructional schedules were prepared reflecting the content/sequence of the SBI curriculum (See Appendix A). The weekly schedule featured a hybrid form of textbook-based lessons in the morning and SBI lessons in the afternoon. The sequence of the textbook-based morning lessons was adjusted in accordance with the missions in the scenario. For example, mission 1 relates to textbook Chapter 41, mission 2 to Chapters 43 & 44, and mission 3 to Chapter 42. Table 3 shows the sequence of Unit 11 lessons in a hybrid SBI framework.

Table 3

*A Hybrid of Textbook and SBI Sequences, Unit 11 (Week 35-38)*

Lessons in the Textbook	SBI lessons	Duration
Chapter 41. Korean Culture I  Presentation A: Korean clothing Presentation B: Korean food Presentation C: Hanbok village Grammar lessons	<b>Mission 1.</b> Prepare one-hour lesson about tangible Korean cultural properties, i.e., Korean clothing, food, and housing. <b>Tasks/activities</b> a. Group A: Co-conduct research about Korean traditional clothing. Group B: Co-conduct research about Korean traditional food. Group C: Co-conduct research about Korean traditional housing. b. Co-develop presentation materials about the assigned topic on Ppts. c. Co-present the materials in Korean.	8 hours
<b>Chapter 43. Religion and Society</b>  Presentation A: Korean religion Presentation B: Foreigners in Korea Presentation C: Changing roles of women in Korea Grammar lessons  Chapter 44: Various Aspects of Korea  Presentation A: Changes of Korean traditional holidays Presentation B: Sports events Presentation C: Teenagers' future careers Grammar lessons	<b>Mission 2*.</b> Prepare a demo lesson about intangible cultural properties, i.e., Korean society and values. <b>Tasks/activities</b> a. Each group is assigned to conduct research on one topic: - Group 1. The changing role of women in Korea - Group 2. Changes in Korean traditional holidays - Group 3: Sports in Korea - Group 4: Pursuing a career in Korea b. Develop instructional materials incorporating technology. c. Each group co-conducts a 30-minute demo lesson.	17 hours
Chapter 42: Korean Culture II  Presentation A: Cherry blossom Presentation B: Daehak-Ro and Insadong Presentation C: Korean folk village Grammar Lessons	<b>Mission 3:</b> Prepare a flyer for a cultural festival/place in Korea <b>Tasks/activities</b> a. Watch videos of the cultural festivals/places: Seoul Rose Festival, Kaehak-Ro Festival, Bukchon village, Kyungbok Palace. b. Each student prepares a flyer for one festival or place.	8 hours

\* Mission 2 encompasses the contents of both chapters 43 and 44 in the textbook.



As seen in Table 3, the morning hours were allotted for topic presentations and grammar of the textbook whereas the afternoon hours were for various tasks aimed to accomplish the missions in the scenario. To help students accomplish the missions/tasks, instructors of the afternoon SBI lessons prepared their own supplementary materials relevant to the assigned tasks, based on the textbook and/or authentic resources, which were relevant to the assigned tasks.

## Assessing Performance

Besides the existing pro-achievement style summative unit test, we conducted additional formative assessment to monitor student on-going performance. Students were asked to produce the following observable outcomes for each mission, and their performance was evaluated by instructors and peers using a rubric (see Appendix B).

*A. PowerPoint and Oral Presentations for Mission 1.* To fulfill Mission 1, students were divided into three groups. Each group was assigned to prepare a 15-minute presentation on one cultural topic— traditional clothing, Korean food, or traditional housing. When one group presented, students in other groups filled out the rating rubric and provided written feedback. Then, the entire class of 11 students worked together to revise and consolidate the slides for the final presentation, using the textbook and the authentic materials/resources provided by teachers.

*B. Instructional materials and a demo lesson for Mission 2.* Students were asked to select one of the four topics on intangible cultural properties— nationalism and attitudes toward foreigners; the changing role of women in Korea; religion of Korea; and “lookism” among the younger generation in Korea. They prepared instructional materials incorporating technology, e.g., Kahoot, Linoit, YouTube, Ppt slides, etc. Students who picked the same topic worked together. Once the materials were prepared, each group conducted a 15-minute demo lesson, which was evaluated by the instructor using the rating rubric.

*C. Informational flyers for Mission 3.* Each student was asked to develop and informational flyer about a cultural festival or a cultural spot for tourists in Korea and to post it on the classroom wall. The entire class reviewed the flyers and voted for a festival or a cultural spot for a future field trip.

## STUDENT FEEDBACK FOR THE SBI PROJECT

Upon completion of the 3-week hybrid SBI lessons, we conducted a survey, using a 19-item questionnaire. Part A of the questionnaire measured the level of metacognitive awareness of students (Schraw & Dennison, 1994, See Appendix A), and the four questions in Part B were to solicit student opinions of the SBI lessons. Out of the 11 students who took the survey, three (27%) preferred SBI over a textbook-based approach, five (45%) preferred a textbook-based approach over SBI, and three (27%) had no preference. The group of three students preferring the SBI showed the highest average metacognitive awareness score (3.7), followed by the group with no preference (3.1). The group that preferred the textbook-based approach had the lowest metacognitive awareness scores (2.8). There seemed to be a positive impact of SBI on

metacognitive awareness for those who enjoyed SBI over a traditional textbook-based approach, but the role of SBI in metacognitive awareness needs further research.

Some students mentioned that SBI tasks sparked their interests and made them more engaged in the activities. The tasks gave them a reason to locate and identify relevant information in the target language, the process of which bolstered their motivation and autonomy. Students also noted that they were able to build confidence in speaking the Korean language while preparing and rehearsing oral presentations. In addition, the goal-oriented SBI tasks constantly reminded students of the short-term linguistic and content goals while they were fulfilling the assigned missions in the scenario.

On the other hand, teachers raised some concerns related to time constraints and quality control. For example, locating and adapting authentic, level-appropriate materials relevant to the situation, tasks, and missions in the scenario was a time consuming and daunting task for some teachers. Each instructor was asked to prepare additional materials relevant to the tasks for their teaching hours, but the types of materials that each teacher prepared varied, which might have affected the quality and appropriateness of the materials. It is consequently important to establish an organized material resource pool at school, in which authentic materials are organized by topic, subject, genre, and level, so that teachers can easily select suitable materials. In fact, some students expressed frustration at being introduced to unusual, out-of-textbook materials/activities in a somewhat abrupt and disorganized manner.

In addition to the aforementioned quality control issue, some students responded that SBI lessons did not allow them to practice grammar, vocabulary, and speaking skills adequately when comparing to regular textbook-based lessons. In particular, previous one-on-one speaking time was replaced by independent task preparation and rehearsing of oral presentations, which they believed was not as effective as regular speaking lessons in terms of improving speaking skills.

## CONCLUSION

Designing meaningful and engaging SBI lessons requires much thought, planning, and expertise. One advantage of the SBI is promoting contextualized learning, e.g., learners engage in simulated real-life activities within intentionally created space, called “active third space where [new information] could be explored, worked through, and researched” (Routledge, 1996, p. 399). In theory, learners in SBI should engage in vicarious experience (Ireland, Nickson, Sorin, Caltabiano, & Errington, 2013) through critical engagement in the activities. In practice, however, being consistently aware of their roles in the scenarios when performing tasks was not easy; students had to be regularly reminded.

Considering that there is no cure-all method in language development, SBI may be one available approach to more powerful learning outcomes. On the other hand, the introduction of any new teaching method/strategy requires a shift of mindset for teachers and students. Roehl, Reddy, and Shannon (2013) contend that it may even require students more than a semester to adapt to a new method of instruction and to recognize its value. Training must be provided for both teachers and students when applying the existing and emerging methods. Teachers need to

be open-minded and willing to experiment with alternative methods/approaches and periodically reflect on their teaching effectiveness.

In parallel with the current milieu of incorporating technology into language lessons, SBI could be better expanded with the support of web-based technology. One method to be implemented into foreign language classrooms is creating branching scenarios<sup>2</sup>, in which learners navigate through a series of problems/tasks in an online environment and make timely decision/choices through critical analyses of information in the target language. Learners set their goals and monitor their progress to solve given problems/tasks and become more autonomous and self-regulated in their learning (Boekaerts, 1997).

This SBI project may serve as an impetus for more innovative learner-centered methods that would help students become more autonomous and responsible for their own learning. Once SBI lessons are expanded in the curriculum and more positive learning outcomes are observed, further empirical evidence of SBI effectiveness on student learning outcomes in the DLIFLC context should be obtained through rigorous and longitudinal research.

## NOTES

1. Metastrategies are “more than just that of metacognitive strategies alone.... [It] reflects the multidimensional reality of the L2 learner, [which] includes metacognitive, meta-affective, and metasocial strategies (Oxford, 2011, p. 176).” Therefore, metastrategies encompass not only the cognitive domain, but also the affective and social dimensions.
2. Branching scenario has gained its popularity in the E-learning environment. It is an interactive form of learning, requiring learners to navigate various choices/problems in the scenarios and making decisions in an online platform. Learner decisions lead to different consequences, new challenges, and more choices, thereby making learning more engaging and fun. Branching scenario is an excellent tool to promote active learning and learner autonomy, which enables learners to utilize metacognitive knowledge while analyzing information and solving various problems (<https://elearningindustry.com/branching-scenarios-need-know>).

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**APPENDIX A****Exit Survey**

Name: \_\_\_\_\_

This is a brief survey about your experience of learning Korean within Scenario-Based syllabus (Unit 11).

Part A. Please read and a. check the appropriate section below (#1-15) and b. answer the questions (#16-#19).

**SD:** Strongly Disagree, **D:** Disagree, **A:** Agree, **SA:** Strongly Agree

By engaging in activities & missions, I was able to		N/A	SD	D	A	SA
1	Use various learning strategies that have worked for me in the past					
2	Set specific goals before I began assigned tasks/missions					
3	Think about what I really need to learn					
4	Pace myself while performing tasks					
5	Know what kind of information is most important to learn					
6	Consciously focused my attention on important information.					
7	Consider several options/alternatives in performing and choose the best					
8	Reflect on how well I did once I finished a mission					
9	Remember linguistic/content information better					
10	Control over how well I learn					
11	Ask other for help when I don't understand something					
12	Motivate myself to learn					
13	Analyze, synthesize, and/or create information					
14	Focus on the meaning/significance of new information					
15	Become more confident in using the Korean language					

*(Adapted from Schraw & Dennison, 1994)*

Part B: Answer the following questions.

16. What was the most positive aspect of the course?

17. What was the least beneficial part of the course?

18. Which instructional approach/curriculum helped you learn Korean better? Please circle one.

- a. Following textbook sequence (U1-10)
- a. Scenario-Based approach (Unit 11)
- b. No preference

19. Any suggestions for improvement?

## APPENDIX B

### Feedback form for Missions 1 & 2

Names of presenters: \_\_\_\_\_

Please circle the appropriate boxes.

		<b>Not satisfactory</b>	<b>Fair</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Language</b>	<b>Delivery</b>	Produces halting and fragmented speech most of time	Speech is usually quite slow and contains some pauses, halting, or incompleteness	Speech is slightly slower than normal speed, but contains only short, occasional pauses	Produces complete sentences with normal rate of speech most of the time and contains minimal pauses
	<b>Vocabulary/grammar</b>	Demonstrate very limited use of relevant vocabulary/grammar	Demonstrate limited and inaccurate use of relevant vocabulary/grammar	Demonstrate adequate use of relevant vocabulary/grammar with occasional misuse.	Demonstrate maximal use of relevant vocabulary with a few errors.
	<b>Comprehensibility</b>	Speech is mostly incomprehensible	Speech is understandable some of the time	Speech is understandable most of the time.	Speech is almost all understandable.
<b>Content</b>		Produces completely insufficient content to cover the topic(s)	Produces less than fully adequate content to cover the topic(s)	Produces the adequate content to cover the topic(s).	Produces content that thoroughly covers the topic (s) in detail.

*(Adapted from Scoring rubrics for unit 11 & KP240 portfolio guidelines, UAB-DLIFLC)*

Comments:

# The Relationship between Participants' Training Preferences and Their Satisfaction with Training

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## INTRODUCTION

In-service training programs are a leading resource for language teachers to keep abreast of new teaching methods and practices (Celik, 2016). Program developers often receive diverse opinions, sometimes opposite opinions, regarding the same program or the same training activity (Baniasad-Azad, Tavakoli, & Ketabi, 2017). Whereas some language teachers view in-service training programs as “idealistic, impractical, generalized, and decontextualized” (Baniasad-Azad et al., 2017, p. 97), others regard the training as informative; some find the training transmissive and teacher-centered (Baniasad-Azad et al., 2017), but others complain about too many hands-on activities; and still some resist adapting to new teaching methods, but others call for more innovative teaching strategies (East, 2013).

It is important for any training department to investigate the diverse responses to the same training program and understand its audience/clients (Nicolaidis & Mattheoudakis, 2008) — not only their professional development needs but also their mental/emotional needs (Pekrun, 2016). Emotional reactions to training may influence the response to, and reputation of, the training program, which further affects the training department's development. Additionally, understanding the cause of diverse opinions offers program developers valuable information for future program development. Diversity in opinions can be attributed to a great variety of personal and professional factors, including race, gender, beliefs, background knowledge, education, and socioeconomic status (Kluegel & Smith, 2017). Research reveals that opinions regarding learning experiences are generally associated with teacher/trainer professionalism, content (Bress, 2016), activities (Dunlap & Lowenthal, 2010), and trainees' learning preferences (Li, Medwell, Wray, Wang, & Liu, 2016).

This action research examines the diversity of responses to the same training with the same facilitators, training content, and activities, focusing on trainees' learning preferences. Othman and Amiruddin (2010) find that when the content is delivered through a learner's preferred method, the learner is more comfortable with the learning process and therefore more satisfied with learning. The purpose of this study is to identify if there exists a relationship between participant learning preferences and satisfaction. The research question is:

Do participants' learning preferences correlate with their satisfaction with specific training activities?

## LITERATURE REVIEW

Research on learning preferences began in the field of psychology (Cassidy, 2004), and then spread to other disciplines, such as medicine, business, and education (Li et al., 2016). For more than 50 years, findings about learning preferences have met with criticism (Ortega, 2008) and skepticism, particularly the idea of *learning style* (Kirschner, 2017). In general, arguments against the notion of learning style are based on four grounds for skepticism. The first is the impossibility to clearly define learning-preference categories (Li et al., 2016). Second, people are complicated and therefore do not belong to only one category; thus cannot be comprehensively described with one word (Manolis, Burns, Assudani, & Chinta, 2013). Third, the validity of instruments used to identify learning preferences is debatable (Kirschner, 2017). Fourth, the application of learning-preference theory does not improve the learning outcome (Li et al., 2016).

Despite the criticism, learning preferences theory remains popular among teachers and teacher trainers. Edekker, Lee, Howard-Jones, and Jolles (2012) show that 93% of teachers in the U.K. believe in a positive relationship between knowing students' learning preferences and better academic performance. Another study (Dandy & Bendersky, 2014) reveals that 64% of U.S. higher-education faculty members think that teaching to students' learning preferences will enhance learning. In Meyer and Murrell's (2014) study of 39 higher-education institutions, 72% taught at least some information about learning preferences to online-course teachers. Learning style theories remain popular partly because people tend to agree with information that aligns with their worldviews (Colombo, Bucher, & Inbar, 2016), and because there is research showing that learning-preference theories do have a role in learning (Naimie, Siraj, Piaw, Shaghali, & Abuzaid, 2010).

Despite the disagreement among scholars regarding the impact of learning-preference theories on learning outcomes, almost all agree that these theories raise both teachers' and students' self-awareness during teaching and learning (Pajares, 1992) and promote learner motivation and satisfaction (Othman & Amiruddin, 2010).

## Learning-Preference Theories Raise Teacher and Student Self-Awareness

When teachers are aware of learning preferences, they are more likely to holistically consider these preferences when designing lesson plans, teaching, and assessing students (Pajares, 1992). Similarly, Gyeong and Myung (2008) suggested that after assessing students' learning preferences, teachers could enhance students' strengths and improve their weaknesses through systematic planning. For students, being aware of their learning preferences not only allows them to utilize their strengths to assist learning, but also encourages them to develop other learning preferences (Gyeong & Myung, 2008). Moreover, knowing their learning



preferences may help students plan and conduct autonomous learning. Garcia-Otero and Teddlie (1992) further asserted that by understanding their learning preferences, students have a better chance of transferring their learning into practice and becoming a transformative learner.

## Learning-Preference Theories Promote Learner Motivation

According to Othman and Amiruddin (2010), understanding and applying learning preferences improves student motivation. Students who learn in their preferred way are more comfortable with the learning experience (Cornwell & Manfredi, 1994). Learning new information is challenging; if knowledge can be presented in learner preferred ways that make students engage in activities that they are most comfortable with, then students are more motivated to learn (Pashler, McDaniel, Rohrer, & Bjork, 2008). The evidence is conclusive that adults do have a preferred way of receiving new information and show different attitudes to various presentation methods (Pashler et al., 2008). When learners are motivated, they are more engaged cognitively and metacognitively in learning, positively influencing the learning outcomes.

## Kolb's Experiential Theory and Model of Learning

Among learning-preference theories, Kolb's learning model (1976) is the most influential (Kayes, 2005). Kolb concluded that there are two bipolar dimensions of learning preferences: 1) *active to reflective* (defined as *active experimentation to reflective observation*) and 2) *concrete to abstract* (defined as *concrete experience to abstract conceptualization*). Active experimentation (AE) means that learners prefer applying knowledge to real life, whereas reflective observation (RO) indicates that learners prefer observing and reflecting on an experience. Concrete experience (CE) refers to learners who prefer learning from a new experience or situation, whereas abstract conceptualization (AC) describes learners who prefer learning abstract concepts (McLeod, 2017). The two dimensions together create four quadrants, each of which represents one learning style: *diverging, assimilating, converging, or accommodating* (Kolb, 1976). According to Kolb (1984), divergent learners have higher scores in CE and RO, assimilative learners have higher scores in RO and AC, convergent learners have higher scores in AC and AE, and accommodative learners have higher scores in AE and CE (see Figure 1). This classification of learning styles was considered a methodological breakthrough in the late 70s (Kayes, 2005). The present study focuses on the variables that define the four learning styles: CE, AC, AE, and RO.

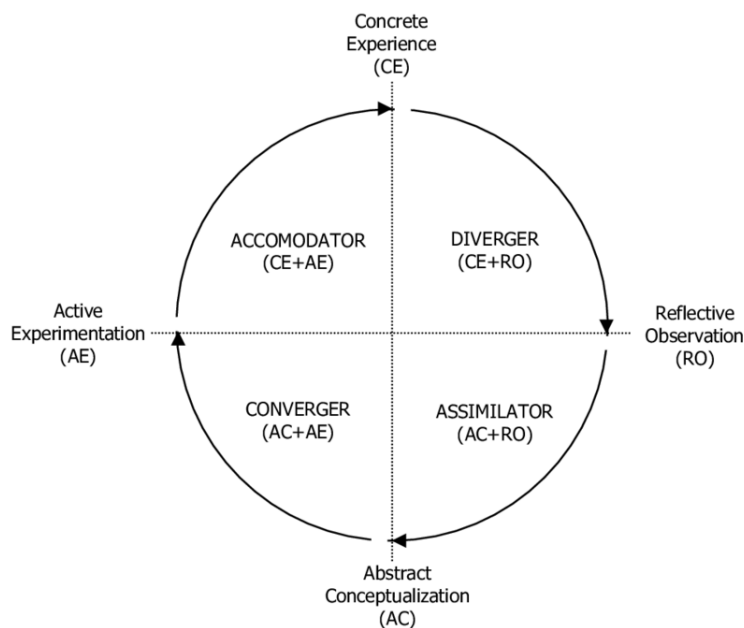


Figure 1

*Model of Experiential Learning Process (Kolb, 1984, p. 42)*

## Summary

Researchers have discussed learning-preference theories from various perspectives. In particular, the definition and classification of learning preferences are complicated, and the validity of key instruments may still be questionable. However, the evidence suggests that the application of learning preferences helps raise learners' self-awareness, motivate learning, and increase learning satisfaction; therefore, it is a useful approach in some learning contexts (Li et al., 2016). Although there are conflicting findings regarding the influence of learning-preference theories on learning outcomes, contexts related to motivation or the learning experience benefit from incorporating learning-preference theories into pedagogical design. The present study explores the impact of learning preferences on learners' motivation and their learning experiences, evaluating the inclusion of Kolb's Experiential Theory and Model of Learning.

## METHODOLOGY

### Context

At the Defense Language Institute Foreign Language Center (DLIFLC), the Faculty Development Department offers several in-service training programs, one of which is the Instructor Certification Course (ICC). This study was conducted at an ICC workshop because the ICC was the most widely taken workshop at the DLIFLC, and the ICC participants were more diverse than those in other workshops. Participants were either Military Language Instructors

(MLIs) or civilian instructors (CIs). They came from different countries with various educational backgrounds and diverse learning preferences.

Participants included five MLIs (all male) and six CIs (five female and one male). They were from the U.S. (2), China (2), Korea (1), Spain (1), Iran (2), Russia (2), and Indonesia (1). They held academic degrees ranging from a high-school diploma to a doctorate degree.

## Data Collection

This study required two sets of data for analysis: the participants' learning preferences and their levels of satisfaction with specific activities. As this study was to identify the relationship (if any) between participant learning preferences and satisfaction with the workshop activities, the researcher decided to use a survey.

Kolb's Learning Style Inventory (LSI) was used to gather the first set of data. The four-week workshop had 89 activities. To gather the second set of data, the author created a survey for each week's activities (see Appendix). Participants rated their degree of satisfaction with the activities on a Likert scale from 1 to 4 (1 dislike, 2 somewhat dislike, 3 somewhat like, and 4 very much like). Without the option of "neutral" or "no opinion," the survey encouraged participants to provide more analyzable data.

## Data Analysis

The data were analyzed in a three-step process. First, the data from Kolb's LSI was used to divide participants according to their learning preferences. Then, the second set of data was analyzed to identify the activities with the most discrepancies among responses. Finally, these activities were categorized into groups according to the targeted learning preferences.

Seven out of the eleven participants responded to the LSI: three MLIs (all male) and four CIs (one male and three female). As the LSI is lengthy, some of the eleven did not wish to take the time to complete it. The responses revealed that the MLIs all fell to the left side of the learning style profile (LSP), and the CIs all to the right (see Figure 2). The large bubbles represented MLI data, and the small bubbles CI data. There were almost the same number of MLIs and CIs on the CE side of the scale (the top part) (one MLI and two CIs) and the AC side (the bottom part) (two MLIs and two CIs). This indicated that participants preferred either concrete experiences or abstract conceptualization, showing no difference between military and civilian. However, all MLIs were on the AE side, whereas all CIs were on the RO side of the scale. This indicated that MLIs preferred active experimentation and CIs preferred reflective observation.

The seven participants' responses to the survey on the satisfaction level with activities were analyzed and the activities that received the same rating from these participants were removed. The goal was to identify the relationship between participants' learning preferences and their level of satisfaction with different activities, and not to identify which activities were universally most or least popular. After this filtering, 41 activities remained.

All activities in the satisfaction survey included both abstract theory and past experiences, exhibiting the CE and AC characteristics. It was therefore not necessary to consider the CE and

AC factor when identifying the participants' learning preferences. As such, this study divided the participants into only two groups, rather than four, as Kolb suggested. One group focused on practical applications and pragmatic concerns with what works, emphasizing doing tasks, which is the learning preference AE (Kolb, 1984). The other group focused on understanding the meaning of theories or ideas by observing and describing them, emphasizing the reflection process and how things happen, which is the learning preference RO (Kolb, 1984). Activities with characteristics of both AE and RO learning preferences or neither were eliminated, after which 28 activities remained. These represented the AE (active experimentation) learning preference or RO (reflective observation) learning preference. The 28 activities were categorized into two groups: 1) active experimentation activities group (AEAG), and 2) reflective observation activities group (ROAG).

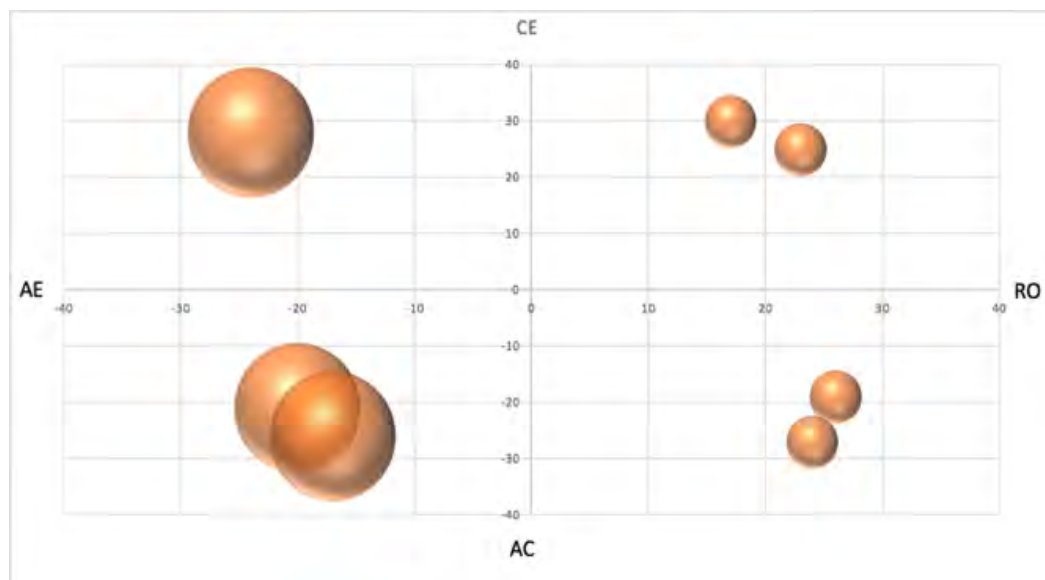


Figure 2  
*Learning Style Profile Result*

## FINDINGS

As shown in Figures 3 and 4, the mean of the AEers' (those who preferred active experimentation) satisfaction level with AEAG was higher than that with ROAG, indicating that AEers preferred activities based on AE learning preferences. ROers' (those who preferred reflective observation) satisfaction level with ROAG was higher than that with AEAG, indicating that ROers preferred activities based on RO learning preferences.

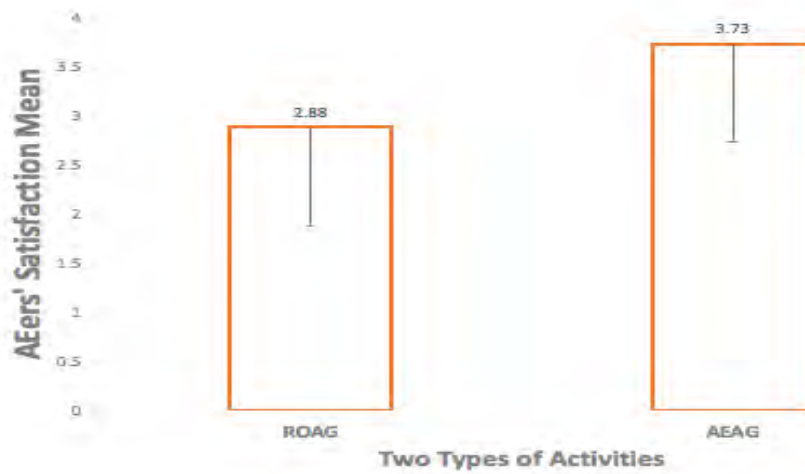


Figure 3  
*AEers' Satisfaction Mean*

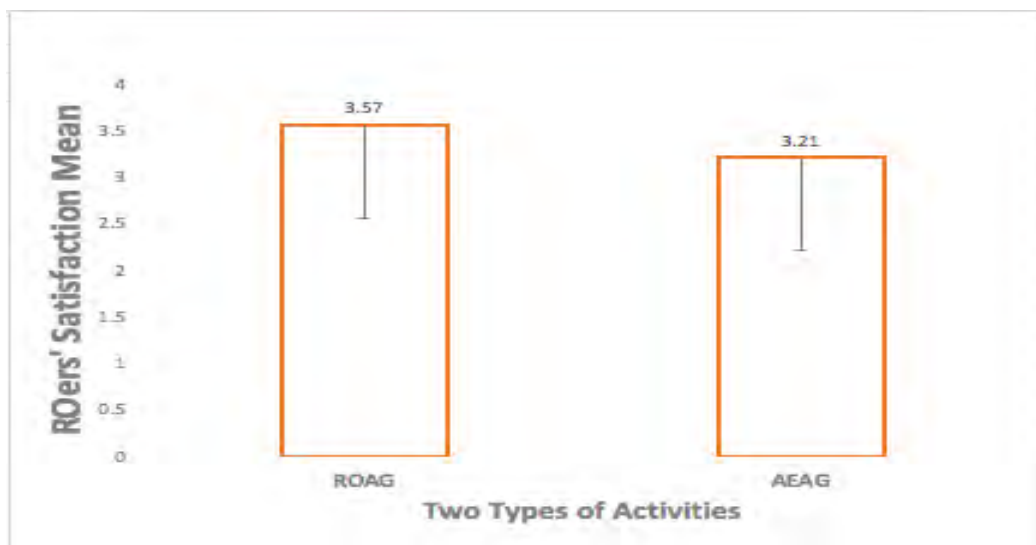


Figure 4  
*ROers' Satisfaction Mean*

Furthermore, as shown in Figures 5 and 6, the mean of ROers' degree of satisfaction with ROAG was higher than that of AEers, indicating that the ROers liked ROAG more than the AEers. The mean of AEers' satisfaction with AEAG was higher than that of ROers, indicating that the AEers liked AEAG more than the ROers.

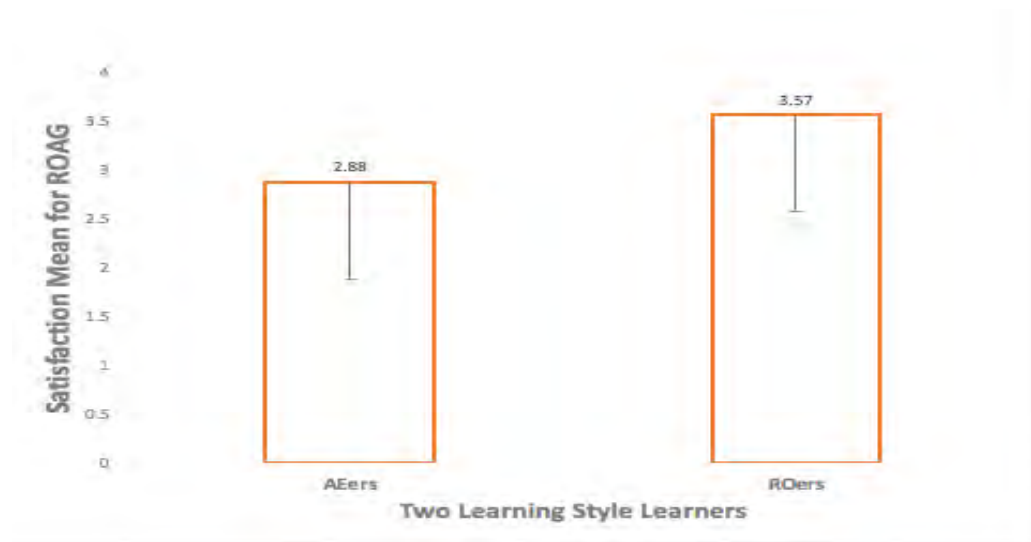


Figure 5  
Comparison of Satisfaction Mean for ROAG



Figure 6  
Comparison of Satisfaction Mean for AEAG

## DISCUSSION AND CONCLUSION

Data analysis showed that the participants demonstrated a higher degree of satisfaction with activities that match their preferred ways of learning. As such, the answer to the research question of whether participants' learning preferences correlate with their degree of satisfaction with specific activities in training was affirmative. Although learning preferences *did* contribute

to participant opinions about activities, the difference found in this action research was not statistically significant. The very small sample size might be a factor.

Given the findings, training-program developers may consider participants' learning preferences when designing training activities. For example, it may be ideal to design a hands-on activity for those who prefer active experimentation. Because ICC or other workshop participants are different from iteration to iteration and participants in one iteration have various learning preferences, it is impossible for developers to satisfy all participants all the time. Thus, activities should not be limited to satisfying one learning preference. It is better to design activities that contain the characteristics of various learning preferences, which means that the activity design should go through Kolb's Experiential Learning Cycle (see Figure 7).



Figure 7

*Kolb's Experiential Learning Cycle (McLeod, 2017)*

According to Kolb's Experiential Learning Cycle, an activity should first draw participants' attention to their past experiences related to the training item (the Concrete Experience stage). If participants do not have previous experience with the training item, the activity should be designed to let them experience it without any input or guidance. For example, if the training is on how to write lesson objectives, the activity may have the participants actually write lesson objectives. Then, in the Reflective Observation stage, the activity should guide participants to reflect on this experience. The participants may reflect on (1) the process of writing lesson objectives, and (2) the quality of the written objectives. They can do a self-reflection or peer review. After that, the activity moves on to the Abstract Conceptualization stage, which introduces abstract theories. From the theories, participants receive meaningful information that guides them in improving their knowledge/skills of the training item. For example, participants may learn how to write specific, measurable, achievable, realistic, and timely objectives (the SMART model), which helps them refine the objective-writing process and improve the quality of objectives. Finally, the activity should conclude in the Active Experimentation stage, emphasizing applying learned knowledge or skills to real life. For instance, the objective activity can end with participants rewriting the objectives that they produced at the beginning of the activity. When

participants do this again by applying the SMART model, they enter the next cycle of CE, RO, AC, and AE. This upward spiral motion continuously improves participants' ability to write lesson objectives.

This action research has several limitations. First, the sample size is too small to validate the research findings. Limited by time and access, the author was able to collect only seven sets of data for Kolb's LSI and eleven sets of data for the satisfaction survey. Second, gender variation was not considered when analyzing the data because there was no even distribution of male and female in each learning-style group—the majority of MLIs were male, and the majority of CIs female. Third, the activity-elimination and categorization processes would have been improved if multiple researchers had been involved, as a solo researcher could be biased. Nonetheless, the research findings demonstrated that participants preferred training activities that matched their personal learning style, a factor that may contribute to our understanding of the effectiveness of a training program.

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## APPENDIX

### SURVEY ON SATISFACTION WITH ACTIVITIES

	Activity	dislike (1)	somewhat dislike (2)	somewhat like (3)	very much like (4)
W1D1	Something in Common				
	PPT Presentation				
	Watch Videos & Graphic Organizer				
W1D2	Non-language teaching demonstrations				
	Venn diagram showing "adult vs child learners"				
	A Day in Monterey County—Ss centered				
	"Good morning Vietnam"				
	Grouping statements of communicative learning				
W1D3	Class observation and discussion				
	Facilitator demo Eclectic Teaching				
	Info gap-three articles sharing				
	Flipped classroom-article reading				
W1D4	Lesson plans analyze				
	Sorting Activity				
	Vote with your feet				
W1D5	Japanese class observing and critiquing				
	Blue sheet & Pink sheet				
	Matching principles with explanation				
	Make judgment (revise exercises into tasks)				
	Chicken cloze				
	Reading "Jabberwocky" -				
	Sorting text ILR levels				

	Activity	dislike (1)	somewhat dislike (2)	somewhat like (3)	very much like (4)
W2D1	Jigsaw: Stranger than Fiction				
	Question each other for Vocabulary reading				
	Use Japanese Class as example analyze LP structure				
	Reconstruct LP				
	PPT slids & practice write obj				
	introduce the concept with an analogy, then discussion				
W2D3	Teaching Demo				
	Vocabulary Learning Stations				
	Semantic Network-memorize words				
	FengShui-fill in semantice fields				
	Feng Shui-Word Pyramid				
	DLI challenge-make story with words list				
	Tic Tac Toe				
	Handout of SB instruction				
W2D4	Vote with your feet elict opinin about Tech				
	BookWidgets-Eat Drink				
	Video: School Bus to introduce Linoit				
	application of Tech for textbook				

	Activity	dislike (1)	somewhat dislike (2)	somewhat like (3)	very much like (4)
W3D1	PPT & Group discussion				
	info-gap: classroom Management scenarios				
	Video: Mr. Baseball & discussion				
	Group discussion: definition of culture				
	PPT Iceberg with Cs				
	Watch video and determine intercultural levels needed to understand				
	Brainstorm Culture-Tied Value in L groups				
	NS & Non NS write culture points				
	design a task to teach culture				
W3D2	experimental model: Bottom Fishing				
	experimental model: Hawaii Earthquake				
	experimental model: Apple Tree Restaurant				
	ILR listening Grids to familiar with ILR L levels				
	compare ILR descriptors with the Grids filled out				
	connecting dots with numbers				
	description of picture				
	Non-participatory listening-Mike Mansfield				
W3D4	Discuss the article read for HW				
	Fs demo to compare deductive and inductive teaching-negative adverbs				
	compare different approaches to teach grammar-TPR/Structured input/grammaticization				
	interweave form-focused instruction with skill-focused activity(grammar and listening)-big three US automobile companies are at stake				
	PPT presentation-input-based & output-based grammar instruction				



	Activity	dislike (1)	somewhat dislike (2)	somewhat like (3)	very much like (4)
W4D1	Jigsaw				
	Alibi				
	Family Decision				
	Dinner Party				
	Art Dealers				
	Ask about Values				
	Hotel Receptionist				
	Hamburger Scene-The Pink Panther				
	Ranking Error Correction Techniques				
	Practice Recasting w/ Emphasis				
W4D3	Assessing Learning Styles				
	Hurricane-design task for you preferred learning style				
	New York City-design task for you LEAST preferred learning style				
	Brainstorming preferred activities				
W4D4	Group discussion-Different types of tests				
	Matching-identify varieties of tests				
	ppt-tests & DLI application				
	Interview MLI re. DLPT				
	DLPT Sample analysis				
	whole group discussion-differences between teaching & testing				
	group discussion 5 Qs about teaching & testing				
	group case study-students' issues				
	reflective survey & Transformative Learning				
	Composing personal Vision				
	professional development info.				
W4D5	final presentation & feedback				
	ICC certification briefing				

# REVIEWS

## *How Vocabulary is Learned*

*By Stuart Webb & Paul Nation, 2017. Oxford University Press. Pp. 327.*

Reviewed by **Jon Phillips**, *Faculty Development, Educational Technology & Development*

David Wilkins once wrote that “. . .while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed” (pp. 111-112). Language teachers and students know first-hand the crucial role that vocabulary has in second language (L2) proficiency, both in fluent language production and efficient language comprehension. It is always a critical challenge in how teachers can best help students to learn the massive amounts of vocabulary needed to reach a high level of language proficiency. Now there is a new book, *How Vocabulary is Learned*, by Webb and Nation, two leaders in the field of L2 vocabulary development, written explicitly for classroom language teachers.

The central aim of this book is to introduce readers to the major ideas behind the teaching and learning of vocabulary with a practical focus on using vocabulary learning techniques and designing a program for incorporating vocabulary development in daily instruction. The information in the book is strongly research-based, and does not promote any particular language teaching approach. The authors describe the conditions that are needed for vocabulary development to occur, suggest how various activities can best be used and adapted to optimize vocabulary learning, and highlight a range of useful resources.

The book is divided into ten chapters. Each chapter includes several activities to help readers evaluate their understanding of the discussion and answers to these activities are provided at the end of the chapter. Each chapter also has questions for reflection, followed by a list of suggestions for additional reading to explore the topic further.

The introduction presents 12 key questions about the learning and teaching of vocabulary that are addressed throughout the book. Chapter 1 focuses on the importance of strategic decision making in selecting which vocabulary should be learned utilizing word frequency lists based on corpora. Chapter 2 presents the learning burden of vocabulary acquisition and the many factors that go into learning a word. Chapter 3 explores vocabulary size and potential for vocabulary growth, based on extensive review of the literature: how many words L2 learners can be expected to know after learning the language for different periods of time. The authors stress

a combination of deliberate and incidental vocabulary learning, recommendations on effective teacher explanation and dictionary use. Chapter 4 provides a framework of learning conditions contributing to vocabulary learning, including repetition, quality of attention, the effects of errors and wrong examples on learning, and implications for learning collocations. Chapter 5 presents and analyzes 23 different vocabulary learning activities, and provides principles for the selection of activities.

The second half of the book, Chapters 6-10, examines other aspects of teaching and learning vocabulary. Chapter 6 discusses the different contexts for learning vocabulary, such as English as a second language (ESL) vs. English as a foreign language (EFL) classes, small vs. large classes, and teaching vocabulary where time is limited. Chapter 7 on strategies for developing autonomous learners of vocabulary is the most useful, particularly for intensive language programs such as the Defense Language Institute Foreign Language Center (DLIFLC). The central idea of the chapter matches the reality for DLIFLC instruction in meeting the mission goals of raising student language proficiency to a high level: there is not enough time in the classroom context to teach students all of the vocabulary they need to become proficient users of the target language. Consequently, it is critical that students become autonomous vocabulary learners and that teachers provide opportunities and resources for their students to learn vocabulary outside the classroom. Chapter 8 discusses how to put everything together to develop an effective vocabulary learning program. Chapter 9 provides an overview of different resources for effective vocabulary learning, and Chapter 10 concludes the book by returning to the 12 key questions about learning and teaching vocabulary in the Introduction.

There are four Appendices with Essential Word Lists; Vocabulary Levels Test; 25 Useful Word Stems; and Word Part Levels Tests, as well a Glossary, Website References, Bibliography and Index.

This is an excellent resource for the range of instructor professional experience at any educational institution, including the DLIFLC. It provides a useful and practical research-informed guide to vocabulary instruction. My critique includes the following: the aspect of technology supported learning and teaching vocabulary is not addressed. Chapter 5: Analyzing Vocabulary Learning Activities includes activities that are probably familiar to many teachers, i.e., extensive listening and reading; flashcards, keyword techniques, guessing from context, etc. Still, there are enough variations and new ideas for even the most experienced teachers to explore and experiment with in their classes. As mentioned, Chapter 7 on Developing Autonomous Learners of Vocabulary is especially enlightening and relevant to DLIFLC teachers. In conclusion, for teachers who have a desire to expand their professional development with knowledge about the teaching and learning of vocabulary in the L2 classroom, this is a highly recommended resource.

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## ***Optimal Language Learning: The Strategies and Epiphanies of Gifted Language Learners***

*By Noumane Rahouti & Lawrence Baines, 2017. Rowman & Littlefield Group, Inc. Pp120.*

Reviewed by **Mishakat Al Moumin**, *Middle East School I, Undergraduate Education*

### **Introduction**

*Optimal Language Learning: The Strategies and Epiphanies of Gifted Language Learners* inspires foreign language teachers and students to create meaningful learning experiences. The book analyzes the vast body of research on language acquisition along with the techniques that learners utilize to acquire a second language. The authors—Dr. Rahouti, Director of the English Language Institute at the University of Central Florida, and Professor Lawrence, Associate Dean of College of Education at the University of Oklahoma—synthesize the concept of *flow*, which is an optimal psychological state that the learner experiences when engaged in activities that appropriately challenge his or her skill level.

The book explores the implications of *flow* in the context of language learning. The authors argue that language is acquired when the learner is challenged with an activity in which one's body and mind are focused on completing the task at hand. People may achieve *flow* through various experiences, including running a marathon, writing a book, playing a musical instrument, or solving a scientific problem. Whereas the concept of *flow* is coined by Csikszentmihalyi and Csikszentmihalyi (1990), the book advocates for transforming learning a new language into a *flow* experience by showing learners the tools needed for creating an optimal language learning environment. These tools run the gamut from connecting the old experience with the new to having the learner exert control over the learning experience.

### **Overview of the Book**

The book is spread over seven chapters along with a concluding chapter (Chapter Eight), exploring the practical aspects of language learning from the learner's perspective. The authors dedicate the first two chapters to analyzing the theory of learning and identifying its connections to the concept of *flow* in language learning. Chapters Three to Seven examine the strategies that five language learners used to meet the challenges of learning a second language. The common denominator among these five language mavens is that they created a *flow* experience centered around consciousness and self-growth in language learning. Incorporating the *flow* concept in learning leads to achieving a higher level of language proficiency. Each of the five chapters examines the learning journey in detail, provides an analysis of the *flow* experience, and investigates the techniques to overcome challenges.



The authors dedicate Chapter One to learning theories, answering the questions of when learning occurs and how the learning process unfolds. The chapter makes a smooth transition from examining the cognitive processes of language comprehension and production to revealing how language is acquired. Analyzing the role of psycholinguistics, the authors assert that language acquisition is an innate capacity that the human brain possesses—a language is acquired when it is internalized.

Chapter Two examines the importance of having high-quality experiences in life and its connection to language acquisition. People find genuine satisfaction during a state of consciousness called *flow*. In this state they are completely absorbed in an activity, especially an activity that involves their creative abilities. In this context, people can achieve the psychology of optimal experience in language learning just as in sports, art, literature, or activities in any other field. *Flow* is built on two elements: consciousness and self-growth. When the information is intentionally selected, the cognitive process stimulates the senses needed to comprehend and produce the information. The pieces of information that merge as consciousness are labeled as experiences. When consciousness grows to be more multiplex, learners achieve growth. For developing tasks, Chapter Two lists eight components of a task that contribute to the *flow* experience, including: the task 1) is challenging and attainable, 2) allows concentration to occur, 3) has clear goals, 4) offers immediate feedback, 5) requires deep involvement or full engagement, 6) allows the learner to experience mastery over the action, 7) makes the learner stronger after completing the task, and 8) alters the learner's sense of time—making hours feel like minutes.

Chapters Three to Seven explore the techniques that five learners used to employ *flow*, which maximized their learning experiences. Each chapter uses the first name of a learner as its title. Starting with a brief background introduction of the learner, each chapter explores the steps that the learner took to learn a language. Each of the five chapters concludes with a detailed analysis of how the concept of *flow* is linked to language learning.

The chapters reveal that each learner identified a personalized task to generate *flow*, such as conversing with natives, perceiving language as a puzzle that needs to be decoded, and utilizing chunking to engage in conversations. The authors suggest that when several activities are created leading toward the *flow* experience, then a tipping point occurs, connecting these initiatives in one harmonious direction creating the *flow* momentum. Thus, the successful learner is the one who can connect two or more areas of the language to achieve proficiency. As such, the walls between grammar, vocabulary, and sentence structure melt away. It is essential to understand *flow* as a perpetual circle in which the language learner is moving continuously to complete a new task. With each move, the learner is negotiating between the learning goals and language acquisition. Furthermore, the book suggests that the learner should exert control over the experience. Rather than settling for the stimuli that are easily achievable, the successful language learner is actively and deliberately pursuing new experiences. The conclusion chapter, Chapter Eight, summarizes how the five learners optimize their *flow* experience in language learning.

## Critique of the Book

While examining the idiosyncrasy approach of five gifted learners, the authors notice that all learners purposefully designed an intensive period of independent study. These five language mavens possessed an impeccable discipline that they channeled to create their *flow* experiences. In a way, the book treats language learning as an exclusive experience available only to those who can engage in a lengthy quest to explore a foreign language. Although the authors analyze the best practices of optimizing language learning and encourage learners and teachers to explore opportunities for optimal language learning, they do not provide guidance on how to create a *flow* experience that maximizes learning. Without recommending specific strategies, the book argues, in general terms, that being dedicated opens the door for a *flow* experience—learners who avoid challenges may quit learning a language altogether.

The five language learners featured in the book went through trial and error to find their optimal language learning experiences, a luxury that may not be available to all learners. The book does not provide any suggestions for learners who may have a limited time to learn a language. In fact, the book admits that learning a language is a lengthy process and operates under the same premise.

Despite the fact that the book sees the teacher performing a secondary role in the learning journey and does not provide any specific suggestions on teaching, educators may still find the book helpful when exploring useful tools to anchor their teaching, including designing tasks that optimize language learning, providing tips to fully engage the learner in exploring a language, and using the *flow* concept to motivate learners. It may also serve as an in-depth guide for language learners to reflect on their learning and generate learning strategies. In conclusion, *Optimal Language Learning: The Strategies and Epiphanies of Gifted Language Learners* provides the learner with a roadmap to language learning. In this context, the book examines a variety of solid strategies that learners may apply when acquiring a second language.

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Csikszentmihalyi, M., & Csikszentmihalyi, I. S. (1990). Adventure and the flow experience. In J. C. Miles, & S. Priest, (Eds.), *Adventure programming* (pp. 149–155). State College, PA: Venture.

## ***Deep Work: Rules for Focused Success in a Distracted World***

*By Cal Newport, 2016. New York: NY: Grand Central Publishing. Pp 296.*

Reviewed by **Ivanisa Ferrer & Tatyana Neronova**

*European and Latin American School, Undergraduate Education*

The book, *Deep Work: Rules for Focused Success in a Distracted World* by Cal Newport, examines our hectic work habits and provides recommendations on how to improve them for more productive and fulfilling work environments. There is something for everyone: Who does not feel the day is too short for what needs to be accomplished? Who does not complain of too many deadlines in short periods of time? Who does not have a “to do” list that does not seem to get shorter?

Overall, the book provides useful insights on how and why we approach work the way we do and the types of changes that would make it more fulfilling and productive. The intended audience is adult workers eager to explore different work practices. Following the introduction, the book is divided into two parts. Part I is comprised of three chapters focusing on the author’s thoughts about the habits of today’s workforce, supplemented with examples of very productive people. Instead of “chapters,” Part II discusses four topics or “rules” to observed for best practices and greater benefits.

### **Summary of the Book Content**

In the first three chapters the author highlights the importance of *deep work*. He defines *deep work* as activities performed in a state of distraction-free concentration that increase cognitive abilities, whereas *shallow work* consists of non-cognitively demanding activities that can be completed without much attention. As such, deep work, as opposed to shallow work, is described as essential for increased productivity and to maintain focus in a “distracted world.” The author posits that completing tasks distraction-free can expand cognitive capabilities to their potential, making us better in what we do, enhancing the quality of our work, and increasing the amount of work that can be done.

Chapter I explains how deep work helps us learn hard things more quickly to generate top quality work. The author illustrates his point by sharing the story of a young professor’s meteoric academic career at a prestigious American university. The professor was awarded tenure and full professorship in just a few years. According to the author, the professor accomplished this feat by consolidating his work into intense and uninterrupted phases, thus leveraging his productivity, placing a clear separation between these highly productive phases with times when he was involved with the less critical requirements of his job. Chapters II and III articulate the rarity and meaningfulness of deep work, especially in today’s internet age where deep concentration seems

to be a thing of the past. Most of us acknowledge that engaging with social media is generally expected and has become the norm. Assuming this trend lasts, the value of deep work will continue to increase, given that few are able to stay away from social media. The author argues that an added benefit of learning to exercise more concentration, especially in the work environment, is that life as a whole would become more pleasant while our brains construct our world based on where we place our focus.

Part II discusses the four ground rules for generating more productive work. They are:

- 1) Rule 1: Work Deeply – Focus deeply on one task at a time. When a task is finished, stop thinking about it completely and move on to the next task.
- 2) Rule 2: Embrace Boredom – Schedule breaks from focus and give your brain moments of productive meditation. Return to the problem at hand after breaks. Due to the way our brains are currently wired, they expect distraction. Take a break at scheduled intervals.
- 3) Rule 3: Quit Social Media – Identify positive and negative aspects of staying connected through social media. Test your hypotheses by staying away from social media for 30 days. Evaluate the impact of being away.
- 4) Rule 4: Drain the Shallows – Plan every minute of your day. Even if we are unable to maintain the schedule, we will feel more in control of our time and be more productive. Insist on time constraints and try to follow them.

## **Book Strengths, Weaknesses and Applicability**

Without reservations, we recommend this book to colleagues because it serves the dual purpose of explaining the benefits of distraction-free concentration to our cognitive capabilities and the value of more productive work environments. Since we first read it, we returned to the book several times to check highlighted sections. Hsueh and Wu (2018) reviewed Burchard's (2017) self-improvement, life-coaching handbook, which is also about high-performance habits that eliminate distractions and improve quality of life. Although Burchard's book is substantiated with evidence from coaching celebrities and professionals in different industries, the identities of the high performers were never disclosed and the book included mostly comments about the author's own experience or that of anonymous parties. Newport's book is different because it contains numerous summaries and examples of known individuals that provide useful thoughts for consideration.

The four arguments that follow are the ones that we consider more meaningful as guidance on how to adjust work habits for higher productivity and fulfillment:

*Rethinking time management.* We value the author's ideas on how to manage time. The author identifies different strategies for planning time depending on our own philosophy of integrating deep work into professional life. One in particular resonated well with us. Individuals should attempt to maximize deep work efforts by drastically reducing obligations and focusing on well-defined goals. The success of individuals adopting this strategy of deep work comes from choosing one thing and doing it well. This approach is commonly used by many teachers who focus mostly on teaching, while reducing collateral duties. In essence, it is up to each individual

to decide his or her own philosophy of deep work. We concur that underestimating how long a certain task will take, and that new tasks appear out of nowhere replacing the priority of those pre-planned ones, could happen anytime in a fast-paced environment. However, we believe that dividing our working days into time-blocks and assigning activities to each block would make them more productive.

*Building a deep work ritual and conditioning the mind.* An important focus of the book is to create deep work habits by allocating specific periods of focus during the day. We could turn the phone and Internet off for this period of time, stay away from any distractions, and set progress or success goals for ourselves (pages read or words written, for instance). It is up to us to set specific and explicit rules that we should follow during the deep work session. We especially valued the view of “productive meditation” posited by the author. When occupied physically, but not mentally while walking, jogging or driving, try to focus on a challenging professional problem. Being in a state of “productive meditation” two or three times a week, according to the author, will improve our ability to think deeply and ignore distractions.

*Collaborating with others.* Whereas deep work by its definition presumes that we are working alone, working with others helps us to generate ideas. If we make time to engage in interesting conversations with co-workers before starting our deep work ritual, we may have a more productive deep work session. As long as we do not try to juggle conversations and working deeply at the same time, we will benefit from collaborative work and succeed in our deep work efforts.

*Considering personal time.* This is one of the most important sections of the deep work method. Many among us tend to minimize the necessity of downtime, making work the priority. The author, however, provides multiple reasons why working non-stop for a long time could make deep work practice less effective. In our hectic days, it is hard to pay full attention to only one task; we are distracted by multiple priorities constantly bombarding us. The author argues that if we give the activity we are engaged in a break, we would be able to redirect our attention after the break. It is important to give our mind some rest after work and to spend time with family.

A minor weakness of the book is that there is some repetition of ideas throughout. However, the book is well written and provides concrete ideas on how to manage time for maximum productivity. It also provides effective tools to enhance concentration and stay on task. Concentration requires practice. The author suggests several approaches that help with concentration for longer periods of time. This book helps us to adopt productive work practices.

## Reference

Hsueh. S. & Wu. X. (2018). Review of the book *High performance habits: How extraordinary people become that way*, by B. Burchard. *Dialog on Language Instruction*, 28(2), 57-62.

# MEET A TEAM

## The Office of the Registrar

An interview with **Dr. Jack Franke**, Registrar in the Directorate of Academic Administration (DAA), Office of the Assistant Provost for Academic Support (APAS)

**Editor:** *Dr. Franke, could you briefly tell the readers about the Office of the Registrar at the Defense Language Institute Foreign Language Center (DLIFLC)?*

**Dr. Franke:** Certainly. The Office of the Registrar works under the Director of Academic Affairs. There are five key services performed by the registrar:

- 1) We provide transcripts, graduation certificates, diplomas, and academic awards for all students at the Defense Language Institute Foreign Language Center.
- 2) We document student administration and academic records for all resident programs and Language Training Detachments (LTDs) for basic, intermediate, and advanced courses.
- 3) We implement and monitor DLIFLC policies pertaining to academic records and student administration. Through these policies we maintain databases on over 230,000 students since the eve of World War II to the present, to include DLIFLC diplomas and Associate of Arts degrees.
- 4) We facilitate coordination of the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) with the American Council on Education's (ACE) College Credit Recommendation Program.
- 5) We advise students on courses and requirements for DLIFLC's Associate of Arts degree.

**Editor:** *Why would students want a transcript for a DLIFLC diploma or a DLPT?*

**Dr. Franke:** The Defense Language Institute is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Additionally, the American Council on Education (ACE) provides academic credit recommendations based on the results of the DLPT and OPI. In accordance with Army Regulation 621-5, the Registrar's Office provides transcripts for a valid DLPT or OPI. In order to receive a transcript for an OPI or DLPT, simply go to <http://dliflc.edu/administration/registrar/dlpt-ace/> and complete a DLI FORM 420. To obtain a

DLIFLC transcript, fill out DLI FORM 220. Requests can be sent securely online or mailed by hard copy.

**Editor:** *Have there been any recent changes in the Registrar's Office?*

**Dr. Franke:** Indeed, 2020 has seen several changes for academic credit. Recently DLIFLC converted the 06/07 courses (intermediate and advanced) from ACE-accredited to DLIFLC-accredited courses. With this change, the credits awarded have also changed from 18 semester hours to 33 semester hours. The change in credits applies to both resident programs and the Language Training Detachments. In addition, the Defense Threat Reduction Agency (DTRA) course has significantly increased the number of credits awarded.

**Editor:** *What other functions does the registrar perform?*

**Dr. Franke:** The Registrar's Office seeks to facilitate the transfer of credit by developing articulation agreements with other institutions. When patterns of enrollment are identified, DLIFLC seeks to facilitate agreements with these institutions. As an accredited institution, DLIFLC is encouraged to conclude articulation agreements by ACCJC.

**Editor:** *Can a student receive an AA degree after graduation?*

**Dr. Franke:** Yes, as long as the servicemember or dependent is in the U.S. Military on Active Duty, Reserve, or National Guard. To obtain more information, go to <https://www.dliflc.edu/administration/registrar/aa-faq/> or stop by Bldg 634 Room 3 for assistance.

**Editor:** *Dr. Franke, thank you for taking the time to inform our readers about the Office of the Registrar. This information helps the DLIFLC community comply with the policies of the Department of the Army and the Accrediting Commission for Community and Junior Colleges.*

# QUICK TIPS

*Quick Tips* welcomes readers' contributions. We are particularly interested in previously unpublished, novel or innovative, easy to follow ideas for use in the language classroom or in any aspect of foreign language teaching, such as technology tips, useful classroom activities, and learner training tips.

## ***Tips for Integrating Virtual/Augmented Reality into Language Instruction***

**Youngju Koo**, *Asian School II, Undergraduate Education*

It is crucial to use appropriate educational technology for effective language instruction. This paper shares, through a sample activity, tips for using readily available resources in teaching. Teachers can add virtual reality (VR) and Augmented Reality (AR) to daily instruction by utilizing 360° immersive images/videos and QR (quick response) code. Teaching augmented by these immersive contents generates learner interest and provides a simulated experience of “actual reality” (Shen, Rosario & Benton, 2002).

### **360° Immersive Images and Videos**

360° images and videos, which are created by using an omnidirectional camera, provide users with a more realistic experience. Users can control the viewing direction, which makes them feel that they are actually in that space.

Even without an omnidirectional camera, you still can obtain 360° images or videos from online resources including *YouTube* and *Google Maps*. A simple key word search for “360° images/videos” or “VR images/videos” leads to rich resources. Although users may have an enhanced experience using VR goggles, pedagogical goals in language class can be reached utilizing mobile devices such as an iPad or a smartphone.



## QR Code

QR code is a type of matrix barcode with embedded information. QR code is commonly seen in manufactured goods, providing product details and price. To access the embedded information, users simply scan the code with the built-in camera on their smartphone or iPad. Using this everyday technology, language teachers can creatively develop VR/AR-integrated learning activities. For example, the URL address of online cultural resources can be embedded in the QR code and posted to the class for easy access. Students do not need to type a long web address to check the resources, instead they simply scan it. Several free QR code generators are available online, one of which is <https://www.the-qrcode-generator.com/>

After the URL address is put in, a unique QR code is generated instantly, which can be saved as an image file (PNG, JPEG, etc.). Figure 1 shows a QR code that allows users to access the website ([www.youtube.com/watch?v=Y6nKJyR3PHo](http://www.youtube.com/watch?v=Y6nKJyR3PHo)) by scanning the QR code with the camera of their iPad or smartphone:



Figure 1

*QR Code Created by the QR Code Generator*

## Sample Activity

The following is a sample activity integrating 360° immersive videos and QR codes, which was used in several first-semester classes of the Korean Basic Program and which received positive student feedback.

### *House Hunting (Koo, 2019)*

- Step 1: Students pair up. One 360° immersive video of an apartment in Korea is assigned to each pair.
- Step 2: Using the iPad, students access the video link by scanning the QR code posted to the classroom wall. They watch the video clip and prepare an oral description of the apartment.
- Step 3: Role play—one as a real estate agent who orally describes the apartment while showing the 360° video with the iPad; the other as a prospective home buyer who walks around the classroom to listen to the presentations of other agents.
- Step 4: Students in each pair switch roles and repeat Step 3.
- Step 5: Students choose one apartment that they like the most. In Korean, they write a description of the apartment they have chosen and the reasons for their choice.

## Additional Ideas

360° immersive images and videos can also be used as prompts for speaking practice. Examples include:

- Use 360° street view of *Google Map* for description and direction activities;
- Design student-led projects (i.e., creating v-logs using immersive videos about the tourist attractions in the target-language country);
- Present cultural displays (i.e., adding the QR codes of online cultural resources to pictures displayed in the classroom or in the schoolhouse building); and
- Experience virtual field trips with related real-life or pedagogical tasks.

In conclusion, technology brings to the classroom interesting cultural experiences that would otherwise only be available in the real world. Teachers can integrate existing technology into language instruction without much professional technical support or additional cost. The use of virtual reality and augmented reality provides students with an enhanced, immersive learning experience, triggers their curiosity and interest about the target culture, and engages them in learning.

## References

- Koo, Y. (2019, November). Bringing virtual reality into the language classroom. Paper presented at the 2019 ACTFL Annual Convention & World Language Expo, Washington DC.
- Shen, Y., Rosario, M., & Benton, P. (2002). Using immersive 360 degree images to enhance active involvement and comprehension in the learning process. *Proceedings of SITE 2002: Society for information technology & teacher education international conference* (pp. 1508-1509). Retrieved from <https://www.learntechlib.org/primary/p/10245/>

## ***Language Learning with Student-created Video Projects***

**Sonia Estima**, *Middle East School II, Undergraduate Education*

**Natalia Barley**, *European and Latin American School, Undergraduate Education*

**Edgar Roca**, *Multi Language School, Undergraduate Education*

Communication is increasingly shaped by new technologies and new ways of dealing with text, image, action, and sound. Advances in technology have implications for how people learn and how technology may be incorporated into the language classroom. Over the past 20 years, we have seen a quantum increase in digital formats incorporating video and sound, which have called for a review of traditional pedagogies, as education shifts to multimodal approaches.

The growth of, and interest in, multimodality may be traced to the seminal work of The New London Group (1996), a collaboration of scholars from around the world who explored the influence of new technologies on the ways people communicate, advocated for a review of conventional print-based teaching and learning, and laid out the principles of multiliteracies, instigating discussion of what schools can do and how to engage in a critical dialog of developing curricula that made the student the center of the learning process.

Traditionally, videos have been used in language teaching as linguistic input mainly for listening comprehension. New technologies, however, enable students to become producers of rich media content, which engages them in meaningful language production. Multiple tools available today allow for the creation of various types of videos: video recording (built-in cameras on smartphones, iPads, laptops, etc.), digital editing suites (*iMovie*, *Windows Movie Maker*), easily accessible methods of distribution (*YouTube*, *Vimeo*, *Microsoft Stream*), and online educational platforms for creating, editing and publishing various types of videos (*Flipgrid*, *Adobe Spark*, *Educreations*, etc.). This paper discusses various video styles and suggests ideas for student video projects.

### **Genres of Video Projects**

Student-created video projects offer endless possibilities in the language classroom and may be integrated easily into the curriculum. Researching, reporting, storytelling, and roleplaying are just a few possible applications of student-created videos. The following provides a brief description of different uses of video in language learning.

#### ***Personal Narratives***

Personal narratives may be incorporated at any level of language proficiency, but are particularly useful at the beginning and intermediate levels. Students can create a video business

card with a brief personal introduction or a video resume with a detailed employment and education history. Additionally, students can maintain a weekly video journal describing their daily routines, hobbies, lifestyle updates, etc. At higher levels, they may record responses to teacher-provided questions or prompts. One-take videos are most appropriate for personal narratives. These typically do not require editing and can be shot using the built-in camera of a mobile phone or tablet.

To view an example of this type of video project, scan the QR code below:



### *Commercials, Infomercials, and Promotional Materials*

To practice specific vocabulary (e.g., travel), rhetorical functions (e.g., persuasion) and grammatical constructions such as question formation and imperatives, students can create advertisements and promotional materials. The subjects may be international travel, cruises and tours, essential businesses, services, and products. Slideshows are most suitable for such projects because they are videos built upon a series of still images combined with a voiceover. This type of video may contain text or narration. Slideshow videos may be created in PowerPoint, but there are multiple mobile apps that make the creation of narrated slideshows very quick and easy to record (see the Appendix).

### *Instructional Videos*

Educational or instructional videos are some of the more versatile types of video projects. Students can create instructional (“how to”) videos, sharing their expertise in a particular area, similar to the Oral Proficiency Interview (OPI) instructional tasks (e.g., learning to play a musical instrument, surf, pack for a camping trip, cook pancakes, buy a train ticket, make a hotel reservation, etc.). Depending on the type of instructions, slideshows or one-take videos may be appropriate for this project. Another type of video, a screencast, may be particularly useful for instructional videos. This style of video is widely used by teachers to create instructional videos (e.g., Khan Academy). Screencasts record everything that happens on the computer screen and allow audio narration.

To view an example of this type of video project, scan the QR code below:



### *Remakes and Reenactments*

Content and materials used in the language curriculum can serve as the basis for reenactment projects. Students can reenact episodes and scenes from books or short stories as well as movies and TV shows. They may change a story line or create a parody. Remakes can also be useful in reinforcing a grammar point by selecting popular movie scenes that contain the target grammar. It is important to keep in mind, however, that these types of projects require more advanced technical skills because remake videos often involve extensive video editing.

To view an example of this type of video project, scan the QR code below:



### *Short Stories*

Creating short stories in video is a great way to reinforce present, past, and future narration. One way to bring a story to life, be it a remake or a completely original student creation, is by making an animated video. Animated videos, or cartoons, can serve as a creative outlet for particularly tech-savvy students eager to invest time into a video project. Other interesting video formats suitable for that purpose are stop-motion and time-lapse videos. They are a good way to demonstrate how a story develops frame by frame. It is similar to the process of making a Claymation (i.e., clay animation) in which a story is told by the use of clay figures in motion. Instead of clay, students can also use paper cutouts, Legos or even common household objects. Several apps simplify the creation of these types of videos; among these are *Powtoon* and *OSnap!* (see the Appendix).

To view an example of this type of video project, scan the QR code below:



### *News Reports*

Creating a local (e.g., school, department, or classroom) news channel is a great way for students to not only stay abreast of world and target-country events, but to practice delivering news reports, weather forecasts, sports news updates, and conducting interviews. Combining multiple video segments and one-take videos is most suitable for this project.

To view an example of this type of video project, scan the QR code below:



### *Mini-documentaries*

Mini-documentaries are more extensive classroom video projects best suited for the third semester. Students may create documentaries to explore a topic discussed in class or as an Area Studies project. Multiple video clips, still images, and slides can be edited and assembled to compose a lengthier finished product. Mini-documentaries, however, demand advanced technical skill in editing videos.

To view an example of this type of video project, scan the QR code below:



## Video Project Guidelines

The first step in incorporating video projects into the language classroom is determining the nature and scope of the project. It is important to set project expectations from the beginning. Some of the factors that should be considered prior to assigning video projects to students are the following:

- Selection of topic
- Setting level-appropriate language requirements
- Inclusion of a project completion timeframe
- Selection of the most appropriate genre and the projected length of the video
- Group composition (pair, group or individual work)
- Choice of application(s)

A rubric to evaluate student work should be created and shared with students at inception. It is also important to think about the method of video distribution and the target audience. Depending on the purpose of the project, teachers should plan for, and allocate classroom time to, viewing and peer evaluating of classmates' videos.

Depending on the complexity of the project, teachers can determine the number of steps necessary for project completion; among these may be writing a script for teacher review, recording multiple takes, video editing, and final presentation.

## Available Online Platforms

There are countless mobile applications and online platforms. The Appendix below lists currently available applications and provides a basic comparison of their key features. Most applications offer a free version with limited functionality, allowing teachers to experiment before deciding to upgrade.

One platform that stands out is *Flipgrid* by Microsoft. *Flipgrid*, an educational social video startup, is currently available free of charge for educators. It allows for the creation of "grids" to facilitate video discussions. In a safe, access-controlled space, students can view, create, and post various types of videos (one-takes, slideshows, or screencasts). Each grid is a message board organized by topic, or by discussion prompts, created by the teacher. In response to the teacher's prompt, students create and post video responses. *Flipgrid* has multiple video recording and editing features; among these are recording pauses, adding uploaded images and other videos, adding text, whiteboard, video styles, emojis, and more. Each *Flipgrid* video can also be shared outside online space by creating QR codes unique for each video. These QR codes can then be shared in classrooms and at school events, creating augmented reality with embedded student voice.

## Conclusion

The projects described above do not represent an exhaustive list of the possible video projects. Students can use videos to produce skits, talk shows, political campaign ads, or presentation of various topics like *TED Talks*.

Encouraging students to experiment with video production may be an effective way to engage and motivate them to use the target language for meaningful communication. Given the opportunity to share their stories and to hear and interact with diverse peer voices, students become not only consumers, but active agents in their own learning. Video projects offer endless creative possibilities that reinforce learner agency and can be designed to fit the specific needs of each language learner.

## Reference

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.

## Appendix

### Video Recording Software and APPS

Slideshow				
Tool	Platform	Features	Cost	Bottom Line
<b>Adobe Spark</b>	Web app	Add images, video, audio, captions, filters. Can be shared on various platforms	Free Starter Plan Individual: \$9.99 mo.	Easy and intuitive
<b>UTellStory</b>	Web app	Add image, video, audio, captions  Ads in free version	Free version \$2.99/mo.	Allows a variety of content
For more information: <a href="https://www.thebalancesmb.com/best-slideshow-apps-4580214">https://www.thebalancesmb.com/best-slideshow-apps-4580214</a>				



Whiteboard/Screencast				
Tool	Platform	Features	Cost	Bottom Line
<b>Educreations</b>	iPad	Simplicity Cannot be edited	Free version/ \$11.99/mo. (40 licenses)	Great for casual use Ideal for novices
<b>Explain Everything</b>	iOS (best; more features) Android Chromebook or Chrome browser	Detail (zoom in/pinch) Edit recorded videos	\$6.99 per license	Many features
<b>Screencast-O-Matic</b>	Chromebook or Chrome browser	<b>Can be edited</b> (paid version only)	Free version/ \$1.65/mo. (billed annually)	
For more information: <a href="https://www.fractuslearning.com/best-screencasting-software-classrooms/">https://www.fractuslearning.com/best-screencasting-software-classrooms/</a>				

Animated Video				
App	Platform	Features	Cost	Bottom Line
<b>Powtoon</b>	Web app iPhone and iPad Android	Animation Graphics and videos	Free version/ \$19/mo. (billed yearly)	Professional grade (Can be costly)
<b>Pencil2D</b>	Windows OS X	Animation Export in Mp4 format	Free version (Open Source)	Professional grade
<b>Animaker</b>	Cloud-based	Ready-to-go character templates and graphic elements	Free version/ \$19/mo. (billed yearly)	Best for beginners/non-designers
For more information: <a href="https://graphicmama.com/blog/best-animation-software-for-beginners/">https://graphicmama.com/blog/best-animation-software-for-beginners/</a>				

Time-lapse and Stop-motion				
App	Platform	Features	Cost	Bottom Line
<b><i>OSnap!</i></b>	iPhone and iPad	Stop motion and time-lapse Built-in presets Enabled editing In-app purchases	Free	Simple and intuitive
<b><i>Lego Movie Maker</i></b>	iPhone and iPad	Intuitive, easy to use Enabled editing No third-party advertising	Free	Child-friendly
<b><i>PicPac Stop Motion+Time Lapse</i></b>	Android	Stop-motion and time-lapse Can record your own audio Reorder images	\$4.69(per download)	
For more information: <a href="https://www.mykidstime.com/things-to-do/10-handiest-apps-stop-motion-animation/">https://www.mykidstime.com/things-to-do/10-handiest-apps-stop-motion-animation/</a>				

Short, practical, thoughtful, innovative, different?

Send your teaching ideas to

**QUICK TIPS**

## ***A Jigsaw Activity for Higher-level Students***

**Aksana Mather**, *Extension Programs, Continuing Education*

To reach Level 3 and above, as described in the Interagency Language Roundtable (ILR), instructors need to involve students in activities that include hypothesis, argumentation, supported opinions, writers' implicit intents and insinuations, subtlety, and nuance, as well as idioms, socio-cultural references, and other features ([www.govtilr.org](http://www.govtilr.org)). This paper describes a single, yet complex, activity that combines reading, listening, writing, and speaking skills. The activity is a mixture of individual assignments, small group work, and whole-class discussions followed by student reflections and teacher feedback. The following steps demonstrate how the activity is carried out.

### **Step 1**

- a) Using provided mixed cuts of two to three authentic articles, students work individually to reconstruct the original articles.
- b) Working in pairs, students compare and discuss the reconstructed articles, provide justification for the reconstruction, and come to an agreement.
- c) The activity proceeds with a whole-class discussion of the correct answers and related linguistic and socio-cultural nuances.
- d) The instructor confirms the right answers, provides additional explanation if necessary, asks students to reflect on their work, specifically on the strategies for completing the assignment, and gives feedback to students.

A note to instructors: The articles may have various topics, styles, and other elements. The number of readings, size of each cut, and information saturation of the materials depend on students' level and learning objectives. After students reconstruct the articles, the activity may continue with a discourse analysis, including the attention to ILR level-3 indicators, such as idioms, rhetoric devices, nuances, local references, abstract notions, and others.

### **Step 2**

- a) Starting from the different opinions depicted in the articles or a problem presented in a single cut, students discuss and choose a direction for further learning. For example, if students decide to elaborate on different opinions, the instructor may offer a role-play activity.
- b) The instructor assigns a role to each student, and, based on that role, students prepare and present a linguistic product. The instructor, in collaboration with students, decides on the

format (individual or group work, written or oral) and offers guidelines, such as a specified length, structure, and style (according to the role). The product should contain the correct use of Level-3 linguistic features (idioms, cultural references, etc.), and the presentation of the information should be clear, logical, accurate, and appropriate.

- c) During the presentation of the final product, students may ask and answer each other's questions in accordance with their assigned roles. Students can post their product using online programs, such as BlackBoard, Leno, and others.
- d) The instructor may choose to use students' work to address grammar errors and teach grammar. The instructor may also let students work on understanding and correcting their own mistakes. After the activity is completed, the instructor asks students to reflect on and self-assess their learning.

This single activity demonstrates how instructors can use a popular activity, such as jigsaw, where students construct a whole story based on pieces of information, as a foundation to develop an entire lesson that combines listening, reading, speaking, and writing with individual and group work.

# TECHNOLOGY

*Technology* welcomes readers' contributions. We are interested in brief write-ups on technology resources and techniques related to the foreign language education field, including computer and mobile Apps, websites, hardware and software, online training opportunities, and so forth.

## *Transform Your Language Instruction with Flipgrid*

**Sang-Hee Yeon**, *Field Support, Continuing Education*  
**Dan Shepherd**, *Missouri Western State University*

Flipgrid.com is a free website that provides students with opportunities for social learning. Within *Flipgrid*, students upload videos and interact with each other in a meaningful way by responding to those videos. Interactive and cooperative, social learning is an increasingly popular instructional choice because learners can give and receive feedback to one another in a less threatening and more enjoyable way. Millennials and Generation Z students, and others who are attracted to greater opportunities for social networking, especially seem to prefer learning modalities that enable them to share ideas (Preville, 2018). As *Flipgrid* provides that easily, it becomes a very engaging way for students to learn a second language. With *Flipgrid's* primary characteristic of video sharing, it is much easier, intuitive, interactive, and user-friendly than other interactive websites like linoit.com or padlet.com.

### **Getting Started**

Once you sign up, you can create a new grid for each class or for each major topic of your course (see Figure 1). Inside the grid, you can then create different subtopics by clicking the *new topic* button. After creating a new topic, you can personalize the topic's details; such as its title, description, or video resources. Video resources may come from YouTube or Vimeo, popular sites with students to increase engagement. One of the most beneficial characteristics of *Flipgrid* is the choices it allows for video features. You can set up the features so that students can add "stickers" to their selfie videos, can have a setting to see counts of views, and to add reactions to others users' videos.

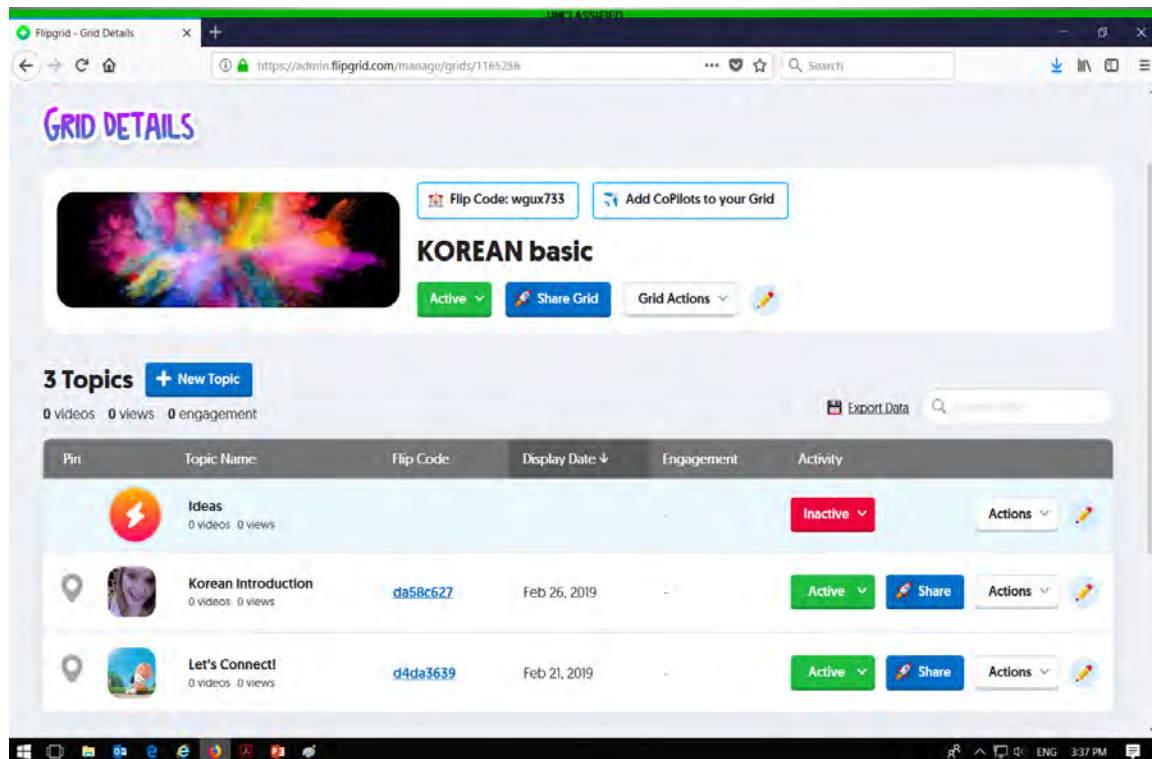


Figure 1  
First Page of the Grid

## Students' Feed and Giving Feedback

It is very easy for students to upload their videos. A large “+” button followed by a new window indicates that they are ready to record their input. After they record, they can take a selfie, and even put a sticky image on top of their face. Using the *Flipgrid* application, students can also record and upload videos with their smart phones. Once uploaded, teachers can view these videos and send private feedback to individuals about their language development progress. Other students can also watch the videos and give their short feedback by clicking a *like* emoticon. They can see how many views there are (See Figure 2), and they can post a video reply to the author as well.

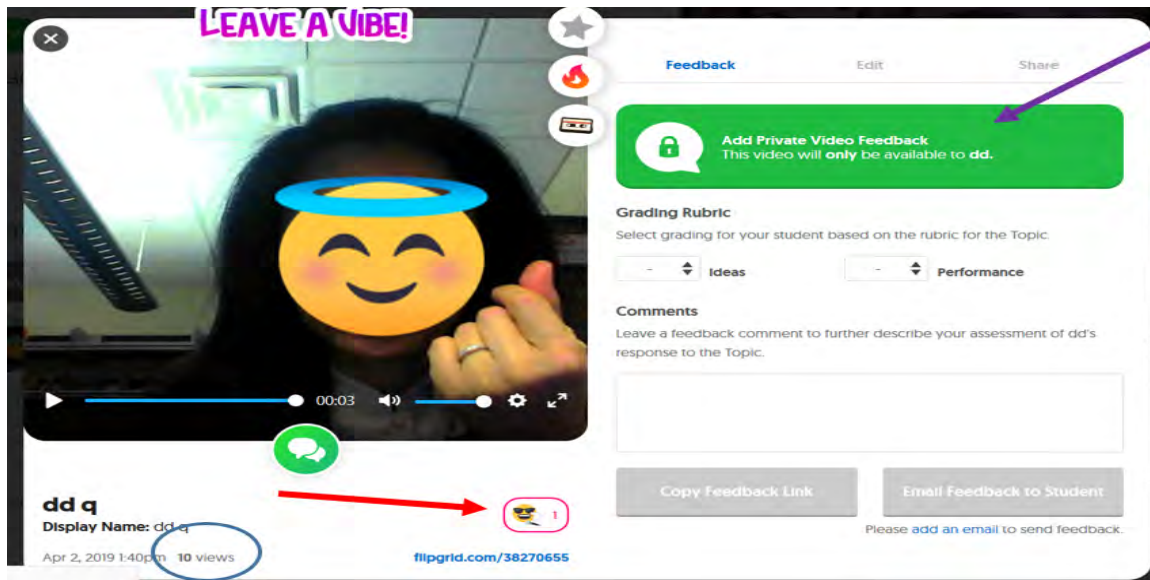


Figure 2  
Giving Feedback in Flipgrid

## Activities with *Flipgrid*

The possibilities for engaging language learning applications seem endless. At the beginner's level, you can ask students to record practicing vowels and consonants. Providing private feedback in *Flipgrid* (rather than in a full classroom as a traditional course might require) reduces student stress and fear. *Flipgrid* can also be used to share self-introductions or family introductions. Other instructional possibilities include partner or group activities and role playing; these approaches increase engagement and excitement for language learning.

At the intermediate level or higher, *Flipgrid* can be used to share opinions of certain cultural and social topics. Students can create digital story telling projects using multiple videos. Finally, teachers can use *Flipgrid* as a formative assessment during class time or as a project-based summative assessment.

## Disco Library (Discovery Library)

Another very beneficial component of *Flipgrid* is its Discovery Library. If you do not have enough time to create a new grid, you can quickly browse the Discovery Library. Here, language educators and other *Flipgrid* users share ideas and you may receive inspiration from them. You can just search key words or choose sample topics like "language learning." After finding the desired element, you simply go to *Add to the topic* and select the appropriate grid. Most grids come with suggested activities and instructional notes (See Figure 3).

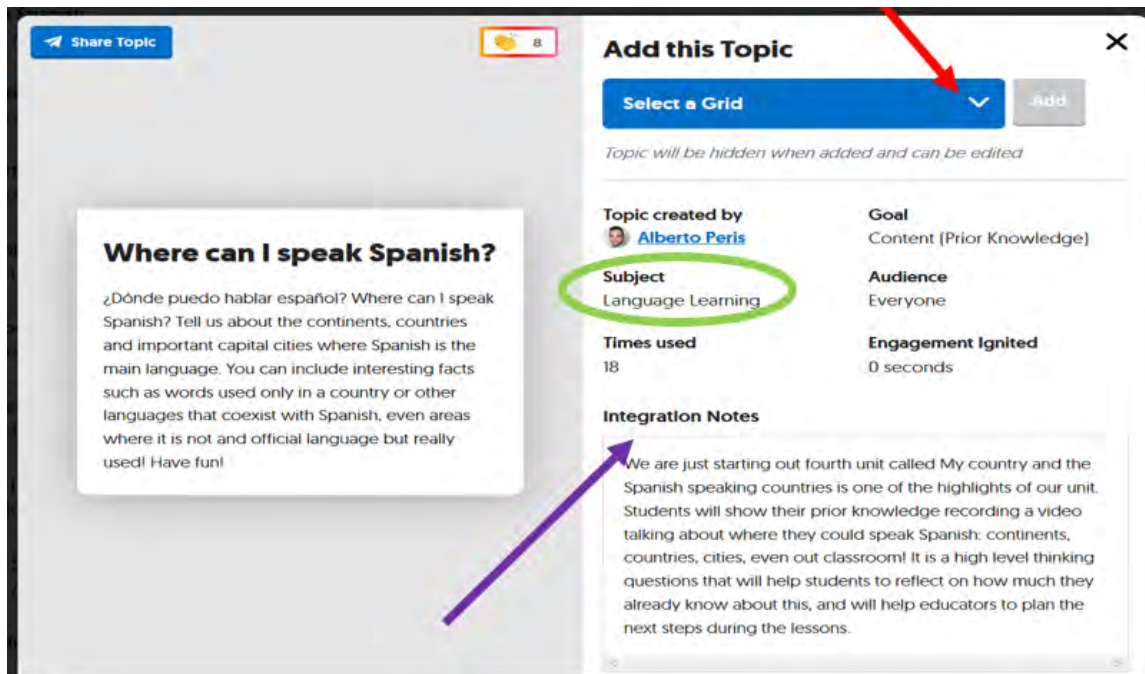


Figure 3  
Disco library

## Conclusion

Using *Flipgrid* in classroom is fun and interactive. Students can share their videos and socialize through *Flipgrid*'s virtual platform. Teachers can give personalized feedback and provide more differentiated instruction. Moreover, it is easy to set up and, through file sharing, to be inspired by the thousands of instructional ideas already included in *Flipgrid*.

## Reference

Preville, P. (2018). How to teach generation Z in the classroom. *Top Hat*. Retrieved from <https://tophat.com/blog/generation-z-teach-classroom/>



## ***Challenge the Creative Learning of Your Students with Animoto***

**Pascale Koayess**, *Middle East School II, Undergraduate Education*

The Defense Language Institute Foreign Language Center (DLIFLC) has been investing in technology tools that may help raise students' proficiency to 2+/2+/2 while keeping them engaged in learning and cultivating them to become autonomous learners. One of the new applications is a cloud-based video creation service called *Animoto*, which allows users to create videos in a user-friendly way. Users can create videos by uploading pictures, video clips, songs, screen shots, recording their own voice, controlling the length, and presenting slides in beautiful templates and colorful styles.

### **Getting Started**

*Animoto* has several versions: the free version comes with huge watermarks, whereas the *Education* version offers more technological features. Below are the steps to register for the Education version of *Animoto*.

1. Go to: <https://animoto.com/education/classroom>
2. Click on *Apply now*. DLIFLC users can register with the dliflc.edu e-mail. The "edu" account qualifies you for the Education version. An e-mail will be sent in a matter of seconds with instructions and a promo code.
3. Activate the account by entering the promo code and click on *apply promo*, which gives you access to the educational version free for a year.

### **Making and Sharing a Video**

*Animoto* guides you through simple steps to create videos. You can start with browsing the style gallery (see Figure 1), choosing a template recommended for you (see Figure 2), and deciding on a template for your video. After deciding on a style, you can add titles, subtitles, and texts, change font, upload photos, screenshots, music, recording, videos, etc.

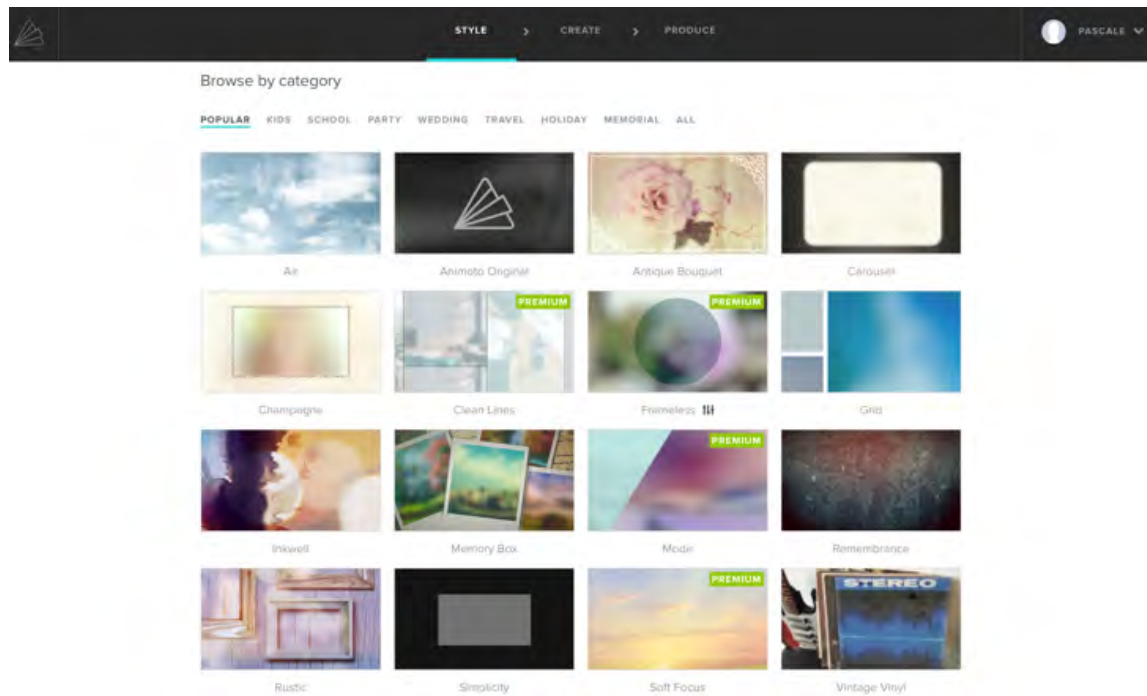


Figure 1  
*Popular Templates*

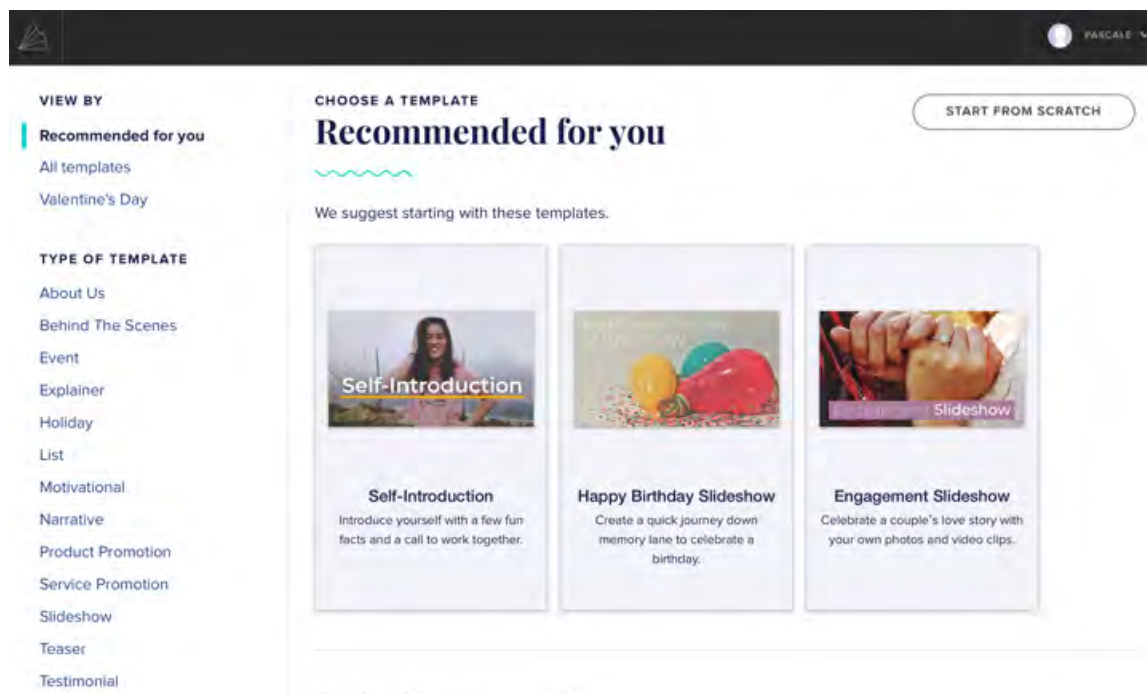


Figure 2  
*Templates Recommended for You*

*Animoto* can be integrated with almost all social media accounts. You can upload pictures and videos from your computer, thumb drive, Facebook, Instagram, Flickr, Lightroom, Smugmug, or Dropbox; select songs from the variety offered online or upload your own song. The tempo of the music will dictate how fast the video plays. After all files are uploaded, *Animoto* combines them to create a video. Before it is finally produced, you have a chance to preview the video. If you like what you see, the video will be produced.

*Animoto* gives you many options to share your product. You can share a simple link or the MP4 file via e-mail, text, WhatsApp, Facebook, Twitter, YouTube, Pinterest, Vimeo, etc.

Masterwork can be crafted in a few minutes. The process of making a video related to foreign language learning may boost student creativity and interest in learning. You may assign students to use the tool throughout the course. The possibilities are many. For example, students could be asked to use the tool to introduce themselves in the target language, talk about their hobbies, describe colors and numbers in contexts, present ranks and branches of the military, and so on. For higher level students, you may assign activities that require critical thinking and research. For example, ask students to prepare a video on the 1967 war between Israel and the Arab World and present their opinions on the issue. You can also limit the number of slides or the length of the video that they can use, challenging them to differentiate between essential and secondary information. *Animoto* is a user-friendly tool that promotes creative thinking (invent, imagine, design) and learner autonomy.

## ThingLink

Irina Poliakova, *European & Latin American School, Undergraduate Education*

An interactive language environment impacts the development of learners' communicative competence. Among the Internet services of creating interactive images, I most prefer *ThingLink.com* for its simplicity and intuitiveness.

*ThingLink* is a free digital service that allows you to turn any image into an interactive one. You can create multimedia posters or “talking pictures” by adding markers to specific parts of an image. If you point to such a marker, multimedia content appears. The service has many free features to create unique educational materials for any subject. The *ThingLink* interface is user friendly, simple and intuitive. All that is required is registering with the service, selecting a suitable image as the base for an interactive learning product, and embedding the learning content. The service offers great potential for various educational activities.

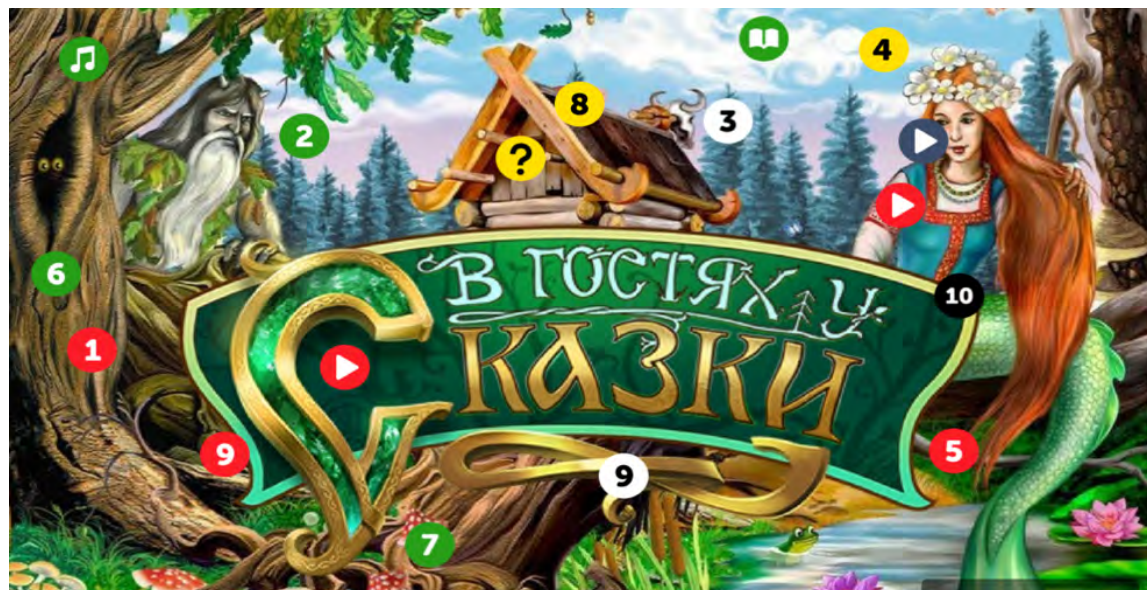
There are four steps to create an interactive image:

- Step 1. Register with *ThingLink.com*;
- Step 2. Select an image;
- Step 3. Add labels and content to the image; and
- Step 4. Publish the image.

*ThingLink* helps turn an ordinary image into an interactive one by adding labels to selected parts of the image. Hovering over the labels, users can get more information about the image. You can use a label to add information in various formats: texts, links to webpages, links to YouTube videos, and audio files.

The following is a sample lesson—*Russian Fairy Tales*—that I created using *ThingLink*.

After choosing the topic of Russian fairy tales, I outlined the goals and objectives for studying the topic, the types of activities, the progression of the lesson (studying new materials, consolidating, summarizing, presenting, and controlling learned materials) and made a work plan. I decided to make an interactive poster and planned exactly where I would make use of *ThingLink*. The following group of images shows the interactive poster of Russian Fairy Tales and the sample content when students click on two markers.





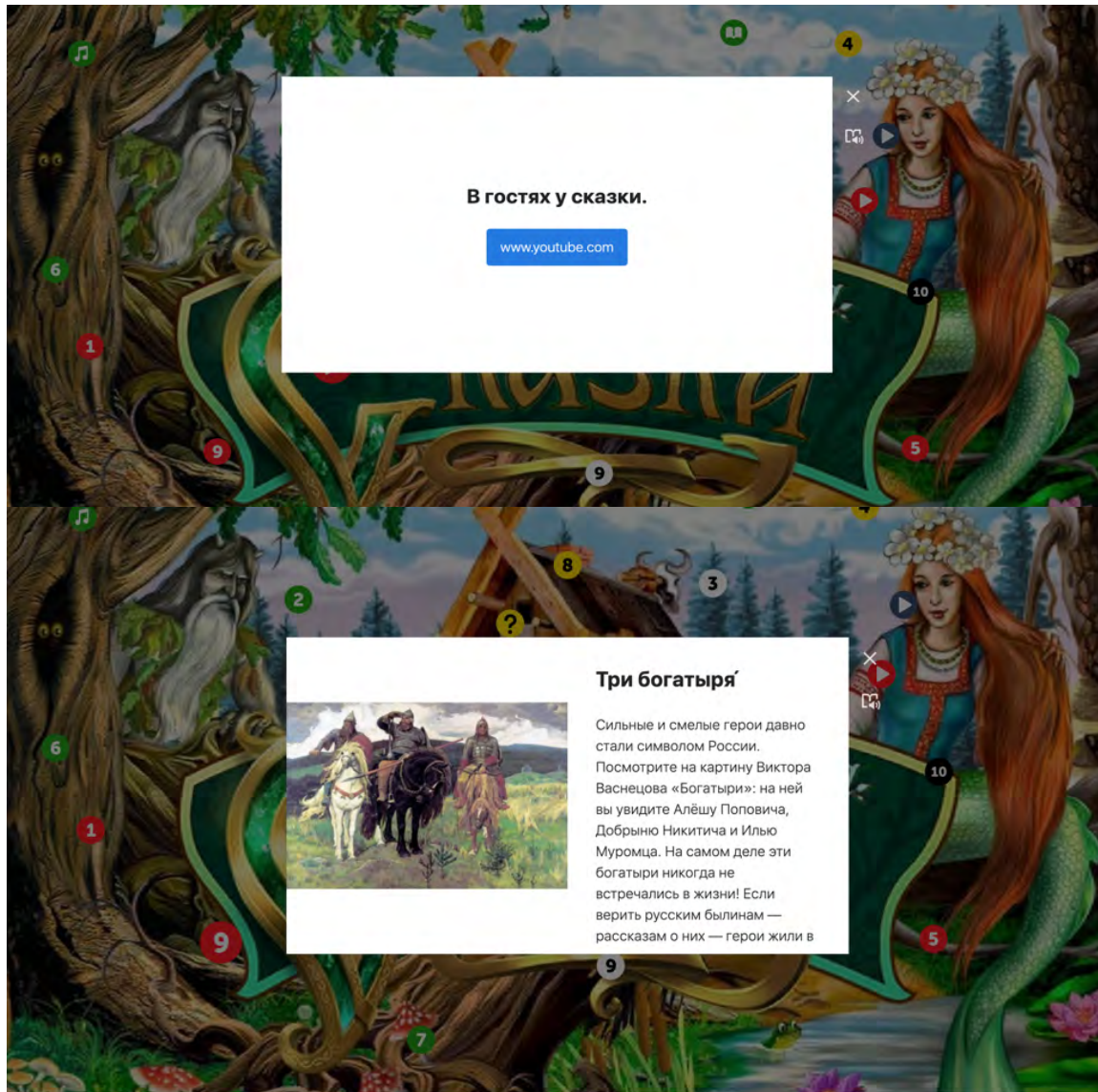


Figure 1  
Interactive Poster of Russian Fairy Tales

*ThingLink* offers unlimited possibilities for teachers. The use of interactive elements in learning materials allows student to be involved in the process of obtaining information. The fact that information may be presented through text, audio, video, image, and other formats increases the opportunities for students to use several language skills at a time. This helps to enhance the effectiveness of a language class.

There are some pros and cons of using *ThingLink*. Pros include 1) the service supports the download URLs of photos, videos, and sound clips from popular hosting services such as YouTube, Vimeo, SoundCloud, etc., 2) texts and links can be inserted to files, including those from third-party services, 3) detailed statistics are available for each image, and 4) it is easy to integrate text, audio, and video into one product. Cons include 1) *ThingLink* does not support an offline mode, that is, you cannot download a ready-made electronic educational resource to a computer, and 2) the free version has limited functions. Users must pay extra to upgrade to the education version.

## ***Book Creator: Technology-Enhanced Foreign Language Learning for Generation Z***

**Hyejung Tisdale**, *Asian School II, Undergraduate Education*

*Book Creator* is an open-ended creation tool that gives both students and educators a blank canvas to share their learning and teaching. Students write stories, record their voices, listen to stories in the target language, while working individually or collaboratively. In addition, students may publish their eBooks online, using design elements such as color, font, and background, importing files and pictures, adding audio, making recordings, typing text, and drawing. *Book creator*, promoting advanced literacy and academic language, can be easily adapted to teaching foreign languages at any level.

### **Step-by-Step Instructions for Using *Book Creator***

**Step 1.** Go to the *Book Creator* website: <https://bookcreator.com/> (See Figure 1).

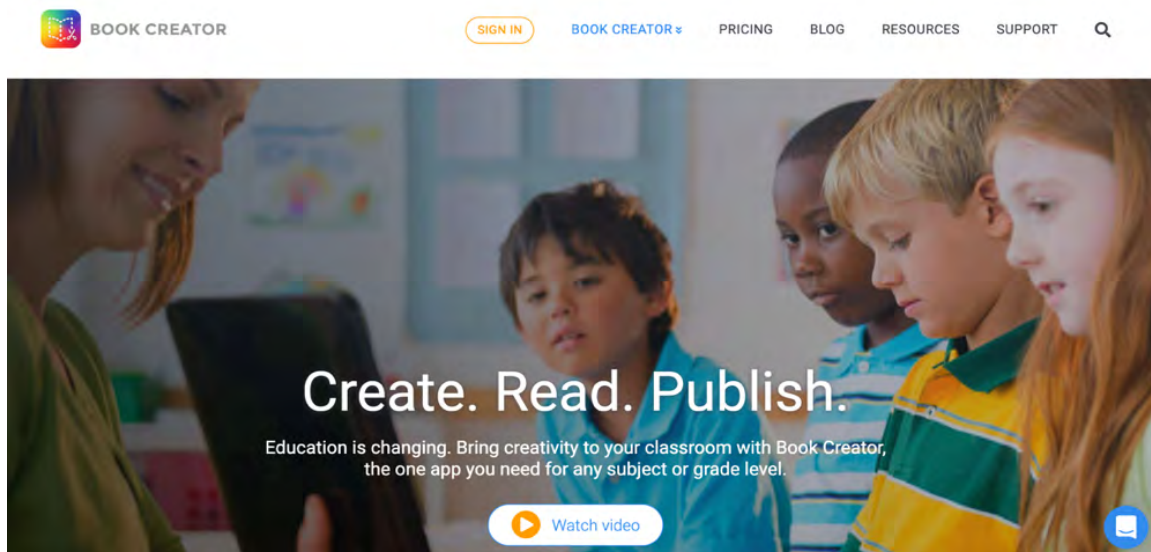


Figure 1  
Home Page of *Book Creator*

**Step 2.** Create an account using Teacher Sign in (See Figure 2) with an email account. Once an account is created, *Book Creator* sends the user an email to confirm the user's email address.

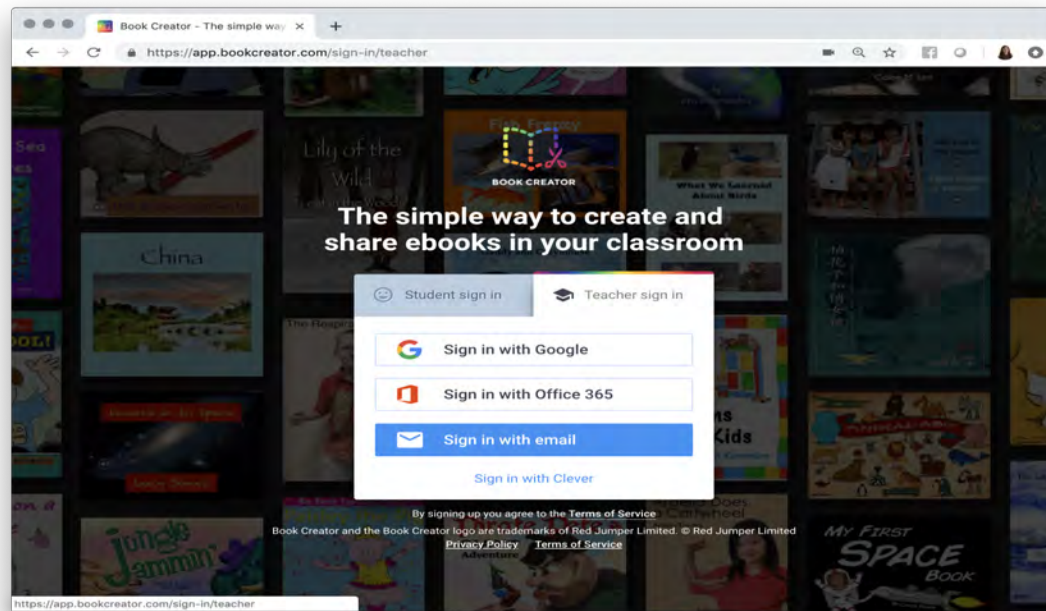


Figure 2  
*Teacher Sign-in Page*

**Step 3.** Create a new book by using the yellow button on the top left (See Figure 3).

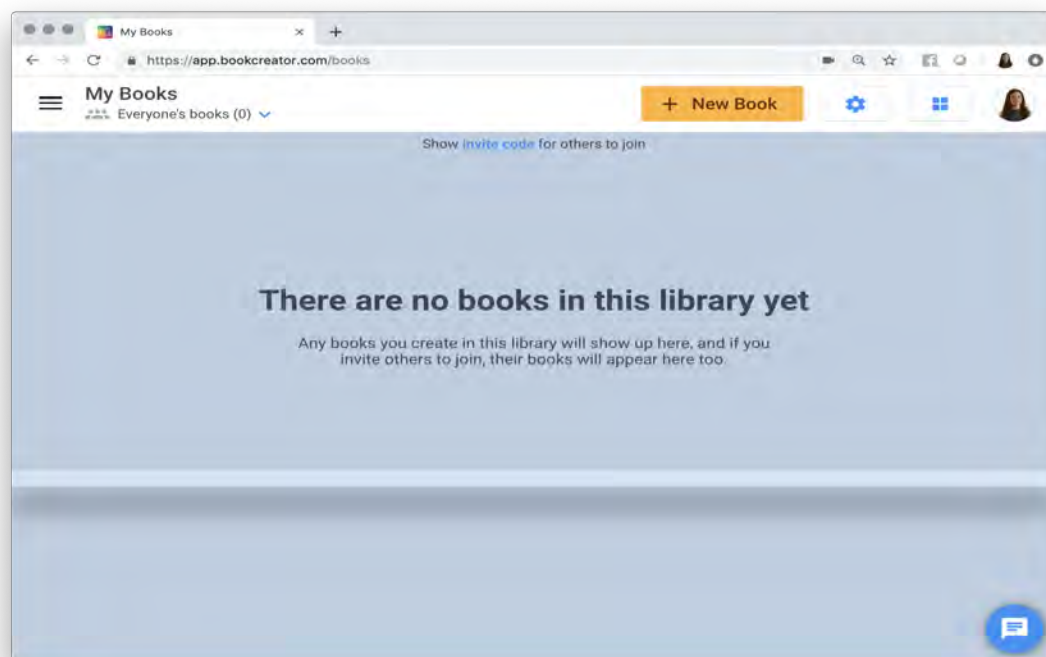


Figure 3  
*Creating a New Book in the Library*



**Step 4.** Select a page layout and design. There are three page-layouts (portrait, square, and landscape) and two page-designs (plain and comic). For beginners, a plain design is easier to work with (See Figure 4).

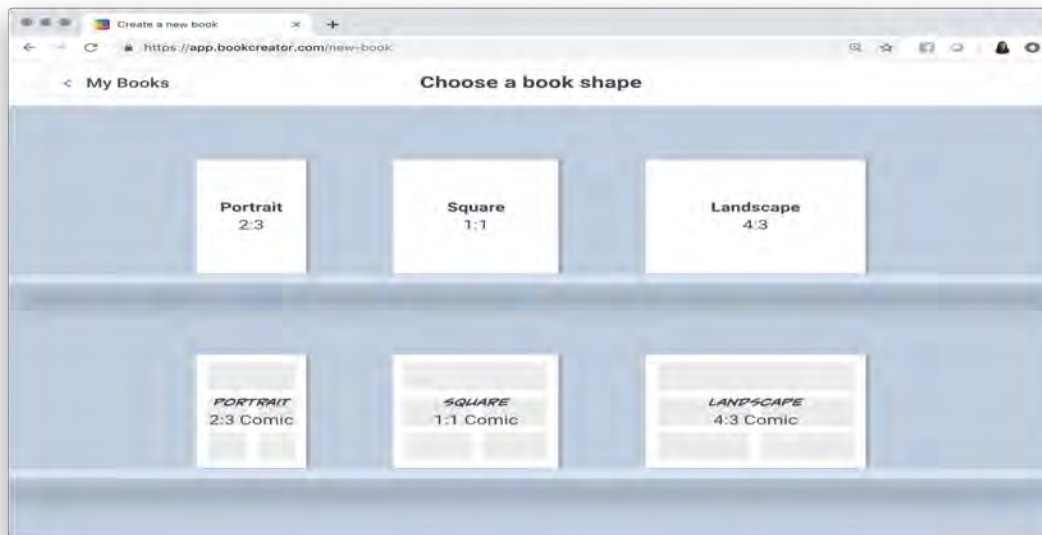


Figure 4  
*Selecting a Layout*

**Step 5.** Add content to the page by using the + button. When you click the button, it shows a list of subcategories such as Import, Camera, Pen, Text, and Record (See Figure 5).

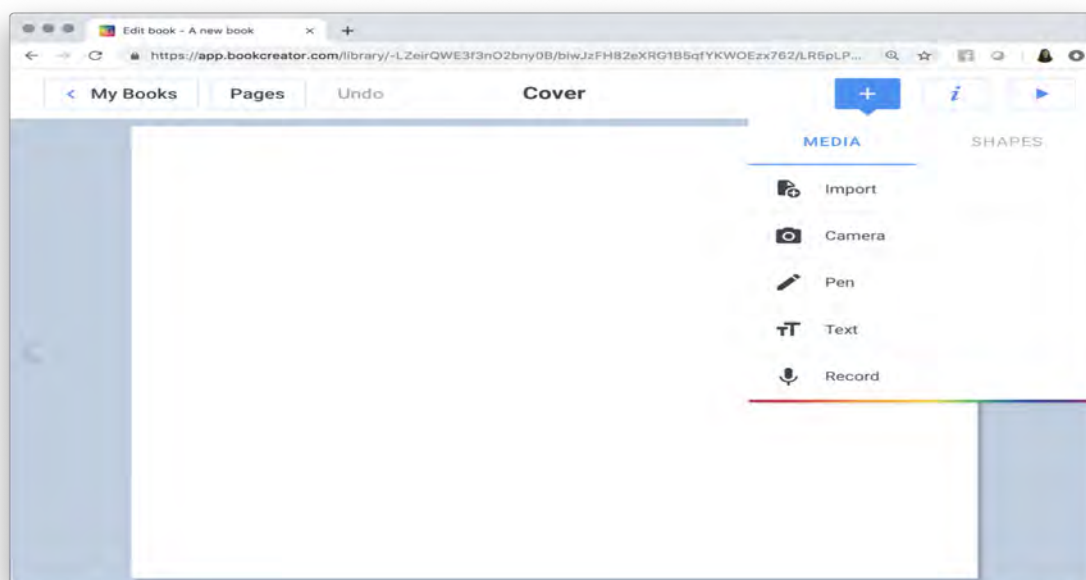


Figure 5  
*Adding Content to a Page*



## Tips for Using *Book Creator*

1. When importing media, you can search for images from Google, Google maps, *YouTube*, or those embedded in social media, and files from your computer or Google Drive (See Figure 6).

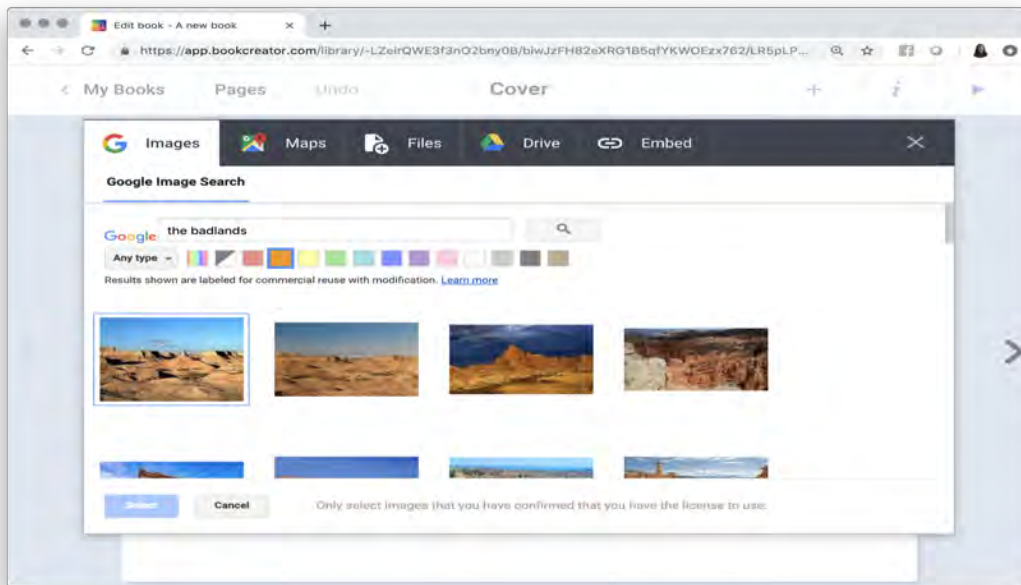


Figure 6  
*Upload Content and Import media*

2. When adding text, you can type the text or use the voice option. You can also create a hyperlink for the table of content. Text size, color, font, and so on are easily adjustable (See Figure 7).

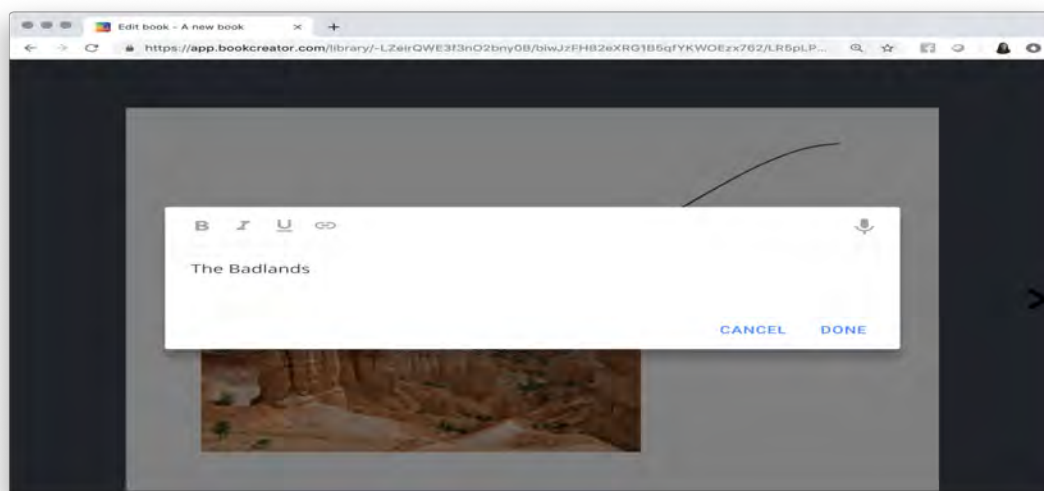


Figure 7  
*Add Texts and Hyperlinks*

3. You can change background colors and templates. For example, users can download their own images as the background (See Figure 8).

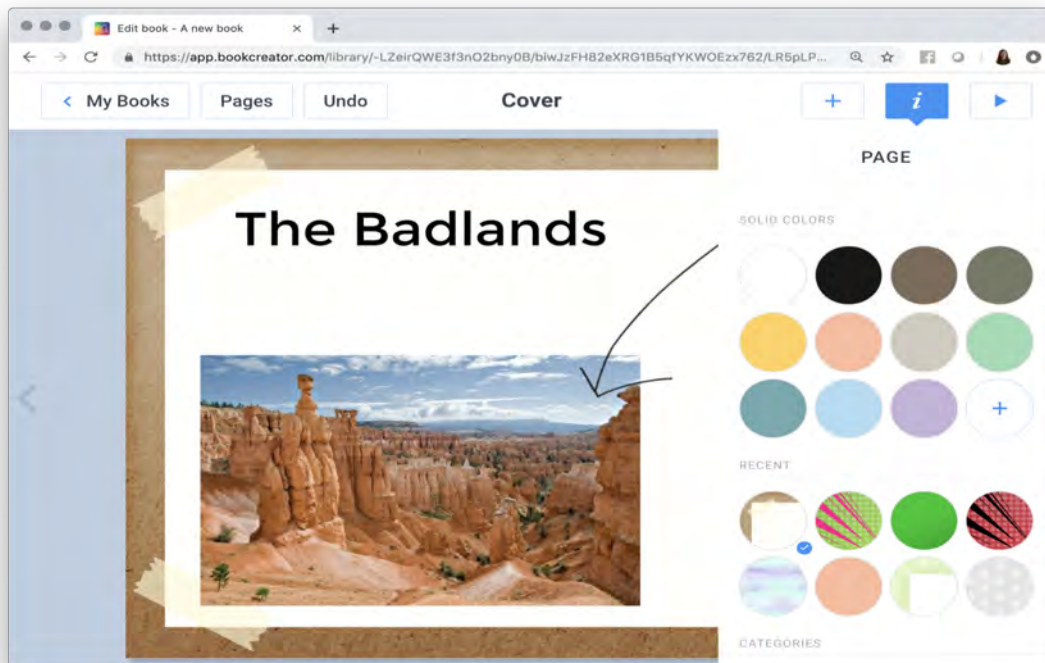


Figure 8  
*Change the Background*

## ***Book Creator* in Foreign Language Education**

One major feature of *ebooks* is that it allows users to do anything that they imagine. Teachers may prepare *eBooks* in advance and direct students to useful resources such as news, notes, lists of hyperlinks, and so forth. Students may express their creativity on interactive pages individually and collaboratively. They can also use *eBooks* as portfolios to showcase their work. By creating digital storytelling, projects, and news reports as creators and consumers, students take ownership of their learning.

# GENERAL INFORMATION

## EVENTS 2020-2021

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*Distribution and/or publication of events, or listings of links to foreign language professional organizations are for informational purposes only and does not constitute endorsement by the US Government, the Department of Defense, the Department of the Army, or the Defense Language Institute Foreign Language Center.*

### 2020

#### OCTOBER

*October 10-13 Middle East Studies Association (MESA) Annual Meeting, Washington, DC*  
 Information: [mesana.org/annual-meeting/upcoming.html](https://mesana.org/annual-meeting/upcoming.html)

#### NOVEMBER

*November 20-22 American Council on the Teaching of Foreign Languages Annual Convention (ACTFL), San Antonio, TX*  
 Information: [www.actfl.org](https://www.actfl.org)

*November 20-22 American Association of Teachers of Japanese (AATJ) Fall Conference, San Antonio, TX*  
 Information: [www.aatj.org](https://www.aatj.org)

*November 20-22 Chinese Language Teachers Association (CLTA) Annual Conference, Washington, DC*  
 Information: [clta-us.org](https://clta-us.org)

### 2021

#### JANUARY

*January 7-10 Modern Language Association (MLA) Convention, Toronto, Canada*  
 Information: [www.mla.org/convention](https://www.mla.org/convention)

*January 7-10 Linguistic Society of American (LSA) Annual Meeting, San Francisco, CA*  
 Information: [www.linguisticsociety.org](https://www.linguisticsociety.org)

FEBRUARY

## FEBRUARY

- February 25-28*      *American Association of Teachers of Slavic and East European Languages (AATSEEL), Philadelphia, PA* Information: [www.aatseel.org](http://www.aatseel.org)
- February 24-28*      *California Language Teachers' Association (CLTA) annual conference, San Diego, CA*  
Information: [cita.net](http://cita.net)

## MARCH

- March 20-23*      *American Association for Applied Linguistics (AAAL) Annual Conference, Houston, TX*  
Information: [www.aaal.org](http://www.aaal.org)
- Mar 23-26*      *Teachers of English to Speakers of Other Languages (TESOL) International Convention, Houston, TX*  
Information: [www.tesol.org](http://www.tesol.org)

## MAY-JUNE

- May 30-June 4*      *NAFSA: Association of International Educators Annual Conference and Expo, Orlando, FL*  
Information: [www.nafsa.org](http://www.nafsa.org)

## OCTOBER

- October 28-31*      *Middle East Studies Association (MESA) Annual Meeting, Montreal, Canada*  
Information: [mesana.org/annual-meeting/future-meetings](http://mesana.org/annual-meeting/future-meetings)

## NOVEMBER

- November 19-21*      *American Council on the Teaching of Foreign Languages Annual Convention (ACTFL), San Diego, CA*  
Information: [www.actfl.org](http://www.actfl.org)
- November 19-21*      *American Association of Teachers of Japanese (AATJ) Fall Conference, San Diego, CA*  
Information: [www.aatj.org](http://www.aatj.org)
- November 20-22*      *American Association of Teachers of German (AATG) Session, San Diego, CA*  
Information: [www.aatg.org](http://www.aatg.org)

## VENUES FOR ACADEMIC PUBLICATION

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*Distribution and/or publication of events, or listings of links to foreign language professional organizations are for informational purposes only and does not constitute endorsement by the US Government, the Department of Defense, the Department of the Army, or the Defense Language Institute Foreign Language Center.*

### Academic Journals on Language Education & Language Studies: Guidelines for Authors

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#### *ADFL Bulletin*

(Published by the Association of Departments of Foreign Languages, a subsidiary of the Modern Language Association of America) <http://www.adfl.mla.org/ADFL-Bulletin>

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#### *Al-'Arabiyya*

(Published by the Georgetown University Press on behalf of the American Association of Teachers of Arabic)  
<http://press.georgetown.edu/languages/our-authors/guidelines>

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#### *American Journal of Evaluation*

(Published by Sage Publishing on behalf of the American Evaluation Association)  
<http://us.sagepub.com/en-us/nam/american-journal-of-evaluation/journal201729#submission-guidelines>

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#### *Applied Linguistics*

(Published by the Oxford Academic)  
[http://academic.oup.com/applij/pages/General\\_Instructions](http://academic.oup.com/applij/pages/General_Instructions)

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#### *Assessment in Education: Principles, Policy & Practice*

(Published by Routledge)  
<http://authorservices.taylorandfrancis.com/>

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#### *Brain and Language*

(Published by Elsevier)  
<http://www.journals.elsevier.com/brain-and-language>

*CALICO Journal*


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(Published by the Computer Assisted Language Instruction Consortium)  
<http://journals.equinoxpub.com/CALICO/about/submissions>

*Canadian Modern Language Review*


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(Published by the University of Toronto Press)  
<http://utorontopress.com/ca/canadian-modern-language-review>

*Chinese as a Second Language*


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(Published by the Chinese Language Teachers Association, USA)  
<http://clta-us.org/publications/>

*Cognitive Linguistic Studies*


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(Published by John Benjamins Publishing Co.)  
<http://benjamins.com/content/authors/journalsubmissions>

*Computer Assisted Language Learning*


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(Published by Routledge)  
<http://authorservices.taylorandfrancis.com/>

*Educational and Psychological Measurement*


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(Published by Sage Publishing)  
<http://us.sagepub.com/en-us/nam/journal/educational-and-psychological-measurement#submission-guidelines>

*Educational Assessment*


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(Published by Routledge)  
<http://authorservices.taylorandfrancis.com/>

*Educational Evaluation and Policy Analysis*


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(Published by Sage Publishing)  
<http://us.sagepub.com/en-us/nam/journal/educational-evaluation-and-policy-analysis#submission-guidelines>

*Educational Technology Research and Development*


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(Published by Springer)  
[http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423?detailsPage=pltc\\_2543550](http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423?detailsPage=pltc_2543550)

*Foreign Language Annals*


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(Published by Wiley-Blackwell on behalf of the American Council on the Teaching of Foreign Languages) <http://onlinelibrary.wiley.com/page/journal/19449720/homepage/forauthors.html>

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*Hispania*

(Published by the American Association of Teachers of Spanish and Portuguese)

<http://www.aatsp.org/page/hispaniasubmissions>

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*International Journal of Applied Linguistics*

(Published by John Wiley & Sons)

<http://onlinelibrary.wiley.com/page/journal/14734192/homepage/forauthors.html>

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*International Journal of Testing*

(Published by Routledge)

<http://authorservices.taylorandfrancis.com/>

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*Japanese Language and Literature*

(Published by the American Association of Teachers of Japanese) <http://www.aatj.org/journal>

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*Journal of Immersion and Content-Based Language Education*

(Published by John Benjamins Publishing Company)

<http://benjamins.com/content/authors/journalsubmissions>

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*Language*

(Published by the Linguistic Society of America) <http://www.linguisticsociety.org/lsa-publications/language>

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*Language & Communication*

(Published by Elsevier)

<http://www.journals.elsevier.com/language-and-communication>

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*Language Learning*

(Published by Wiley-Blackwell on behalf of the University of Michigan)

<http://onlinelibrary.wiley.com/page/journal/14679922/homepage/forauthors.html>

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*Language Sciences*

(Published by Elsevier)

<http://www.journals.elsevier.com/language-sciences>

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*Language Teaching: Surveys and Studies*

(Published by Cambridge University)

<http://www.cambridge.org/core/journals/language-teaching/information/instructions-contributors>

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*Language Testing*

(Published by Sage Publishing)

<http://us.sagepub.com/en-us/nam/journal/language-testing#submission-guidelines>

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*Linguistics and Education*

(Published by Elsevier)

<http://www.journals.elsevier.com/linguistics-and-education>

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*PMLA*

(Published by the Modern Language Association of America)

<http://www.mla.org/Publications/Journals/PMLA/Submitting-Manuscripts-to-PMLA>

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*Profession*(Published by the Modern Language Association of America) <http://profession.mla.org/>

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*RELC Journal*(Published by Sage Publications on behalf of the Regional Language Center of the Southeast Asian Ministers of Education Organization) <http://journals.sagepub.com/home/rel>

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*Review of Cognitive Linguistics*

(Published by John Benjamins Publishing Company)

<http://benjamins.com/content/authors/journalsubmissions>

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*Russian Language Journal*(Published by the American Council of Teachers of Russian) <http://rlj.americancouncils.org/>

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*Second Language Research*

(Published by Sage Publishing)

[http://us.sagepub.com/en-us/nam/journal/second-language-research# submission-guidelines](http://us.sagepub.com/en-us/nam/journal/second-language-research#submission-guidelines)

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*Slavic and East European Journal*

(Published by the Ohio State University on behalf of the American Association of Teachers of Slavic and East European Languages)

<http://u.osu.edu/seej/>

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*Spanish Journal of Applied Linguistics*

(Published by John Benjamins Publishing Company)

<http://benjamins.com/content/authors/journalsubmissions>

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*Studies in Second Language Acquisition*

(Published by the Cambridge University Press)

<http://www.cambridge.org/core/journals/studies-in-second-language-acquisition/information/instructions-contributors>

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*System*

(Published by Elsevier)

<http://www.journals.elsevier.com/system>



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*The American Journal of Distance Learning*

(Published by Routledge)

<http://authorservices.taylorandfrancis.com/>

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*The French Review*

(Published by the American Association of Teachers of French)

<http://frenchreview.frenchteachers.org/GuideForAuthors.html>

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*The International Journal of Listening*

(Published by Routledge)

<http://authorservices.taylorandfrancis.com/>

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*The Korean Language in America*(Published by the American Association of Teachers of Korea) <http://www.aatk.org/>

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*The Language Educator*

(Published by the American Council on the Teaching Foreign Languages)

<http://www.actfl.org/publications/all/the-language-educator/author-guidelines>

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*The Modern Language Journal*

(Published by Wiley-Blackwell on behalf of the National Federation of Modern Language Association)

<http://onlinelibrary.wiley.com/page/journal/15404781/homepage/forauthors.html>

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*TESOL Quarterly*

(Published by Wiley-Blackwell on behalf of the TESOL International Association)

<http://onlinelibrary.wiley.com/page/journal/15457249/homepage/forauthors.html>

# INFORMATION FOR CONTRIBUTORS

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## SUBMISSION INFORMATION

### 1. Submission

*Dialog on Language Instruction* publishes only original works that have not been previously published elsewhere and that are not under consideration by other publications. Reprints may be considered, under special circumstances, with the consent of the author(s) and/or publisher.

Send all submissions electronically to the Editor.

### 2. Aims and Scope

The publication of this internal academic journal is to increase and share professional knowledge and information among Defense Language Institute Foreign Language Center (DLIFLC) faculty and staff, as well as to promote professional communication within the Defense Language Program.

*Dialog on Language Instruction* is a refereed journal devoted to applied research into all aspects of innovation in language learning and teaching. It publishes research articles, review articles, and book/materials reviews. The community-oriented columns – Faculty Forum, News and Views, Quick Tips, and Resources – provide a platform for faculty and staff to exchange professional information, ideas, and views. *Dialog on Language Instruction* prefers its contributors to provide articles that have a sound theoretical base with a visible practical application which can be generalized.

### 3. Review Process

Manuscripts will be acknowledged by the editor upon receipt and subsequently screened and sent out for peer review. Authors will be informed about the status of the article once the peer reviews have been received and processed. Reviewer comments will be shared with the authors.

Accepted Manuscripts: Once an article has been accepted for publication, the author will receive further instructions regarding the submission of the final copy.

Rejected Manuscripts: Manuscripts may be rejected for the following reasons:

- Inappropriate/unsuitable topic for DLIFLC;
- Lack of purpose or significance;
- Lack of originality and novelty;

- Flaws in study/research design/methods;
- Irrelevance to contemporary research/dialogs in the foreign language education profession;
- Poor organization of material;
- Deficiencies in writing; and
- Inadequate manuscript preparation.

Once the editor notifies the author that the manuscript is unacceptable, that ends the review process.

In some cases, an author whose manuscript has been rejected may decide to revise it and resubmit. However, as the quality of the revision is unpredictable, no promise may be made by this publication pursuant to reconsideration.

## 4. Correspondence

Contact the Editor.

# GUIDELINES FOR MANUSCRIPT PREPARATION

## PLANNING:

## DECIDE ON THE TYPE OF PAPER

First, decide for which column you would write: Research Articles, Review Articles, Reviews, Faculty Forum, News and Reports, Quick Tips, or Resources. Refer to the following pages for the specific requirement of each type of article.

## 1. Research Articles

Divide your manuscript into the following sections, and in this order:

1. Title and Author Information
2. Abstract
3. Body of the text, including:
  - Acknowledgements (optional)
  - Notes (optional)
  - References
  - Tables and figures (optional)
  - Appendixes (optional)

Ensure that your article has the following structure:

<i>Cover Page</i>	<p>Type the title of the article and the author's name, position, school/department/office, contact information on a separate page to ensure anonymity in the review process. See the example below:</p> <p style="text-align: center;">Foster Learner Autonomy in Project-based Learning JANE, DOE Assistant Professor Persian-Farsi School, UGE jane.doe@dliflc.edu 831-242-3333</p>
<i>Abstract</i>	Briefly state the purpose of the study, the principal results, and major conclusions in a concise and factual abstract of no more than 300 words.
<i>Introduction</i>	State the objectives, hypothesis, and research design. Provide adequate background information, but avoid a detailed literature survey or a summary of the results.
<i>Literature Review</i>	Discuss the work that has had a direct impact on your study. Cite only research pertinent to a specific issue and avoid references with only tangential or general significance. Emphasize pertinent findings and relevant methodological issues. Provide the logical continuity between previous and present work.
<i>Method</i>	<p>State the hypothesis of your study. Describe how you conducted the study. Give a brief synopsis of the methodology. Provide sufficient detail to allow the work to be replicated. You may develop the subsections pertaining to the participants, the materials, and the procedure.</p> <p><u>Participants.</u> Identify the number and type of participants. Indicate how they were selected. Provide major demographic characteristics.</p> <p><u>Materials.</u> Briefly describe the materials used and their function in the experiment.</p> <p><u>Procedure.</u> Describe each step in conducting the research, including the instructions to the participants, the formation of the groups, and the specific experimental manipulations.</p>
<i>Results</i>	State the results and describe them to justify the findings. Mention all relevant results, including those that run counter to the hypothesis.
<i>Discussion</i>	Explore the significance of the results of the work, but do not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.
<i>Conclusion</i>	Describe the contribution of the study to the field. Identify conclusions and theoretical implications that can be drawn from your study. Do not simply repeat earlier sections.

<i>Acknowledgments</i>	Identify those colleagues who may have contributed to the study and assisted you in preparing the manuscript.
<i>Notes</i>	Use sparingly. Number them consecutively throughout the article. They should be listed on a separate page, which is to be entitled <i>Notes</i> .
<i>References</i>	Submit on a separate page with the heading: References. References should be arranged first alphabetically, and then sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letter 'a', 'b', 'c', etc., placed after the year of publication.
<i>Appendix</i>	Place detailed information (such as a sample of a questionnaire, a table, or a list) that would be distracting to read in the main body of the article.

## 2. Review Articles

It should describe, discuss, and evaluate several publications that fall into a topical category in foreign language education. The relative significance of the publications in the context of teaching realms should be pointed out. A review article should not exceed 6,000 words.

## 3. Reviews

Reviews of books, textbooks, scholarly works, dictionaries, tests, computer software, audio-visual materials, and other print or non-print materials on foreign language education will be considered for publication. Give a clear but brief statement of the work's content and a critical assessment of its contribution to the profession. State both positive and negative aspects of the work(s). Keep quotations short. Do not send reviews that are merely descriptive. Reviews should not exceed 2,000 words.

## 4. Faculty Forum

This section provides an opportunity for faculty, through brief articles, to share ideas and exchange views on innovative foreign language education practices, or to comment on articles in previous issues or on matters of general academic interest. Forum articles should not exceed 2,000 words.

## 5. Fresh Ideas

Reports, summaries, and reviews of new and innovative ideas and practices in language education. Fresh Ideas articles should not exceed 2,000 words.

## 6. News and Events

Reports on conferences, official trips, official visitors, special events, new instructional techniques, training opportunities, news items, etc. Reports should not exceed 1,000 words.

## 7. Quick Tips

Previously unpublished, original or innovative, easy to follow ideas for use in the language classroom or in any aspect of foreign language learning and teaching, such as technology tips, useful classroom activities, learner training tips, etc. (Examples include: Five strategies for a positive learning environment; Using iPad to develop instructional video; Four effective strategies for improving listening – tips that your colleagues can easily adapt to their classrooms). Tips should not exceed 800 words.

## 8. Resources

Brief write-ups on resources related to the foreign language education field, such as books, audio/video materials, tests, research reports, websites, computer and mobile apps, etc. Write-ups should not exceed 800 words.

## WRITING:

## FOLLOW THE SPECIFICATIONS FOR MANUSCRIPTS

Prepare the manuscripts in accordance with the following requirements:

- Follow the APA style (the 6<sup>th</sup> Edition) – the style set by the American Psychological Association;
- Do not exceed 6,000 words for research articles (not including reference, appendix, etc.); for other types of paper, see the section above for instructions;
- Use double spacing, with margins of one inch on four sides;
- Use Times New Roman font, size 12;
- Number pages consecutively;
- Text in black and white only;
- Create graphics and tables in a Microsoft Office application (Word, PowerPoint, Excel);
- Provide graphics and tables no more than 6.5” in width;
- Do not use the footnotes and endnotes function in MS Word. Insert a number formatted in superscript following a punctuation mark. Type notes on a separate page. Center the word “Notes” at the top of the page. Indent five spaces on the first line of each sequentially-numbered note; and
- Keep the layout of the text as simple as possible.

# CALL FOR PAPERS

*Dialog on Language Instruction* is an occasional, internal publication of the Defense Language Institute Foreign Language Center (DLIFLC) and part of its professional development program. It provides a forum for faculty and staff at DLIFLC to exchange professional information. *Dialog* encourages submission of articles, reviews, forum articles, articles on best teaching practices, brief news items, quick tips, and resources.

**Deadline:** Submissions are welcome **at any point**. Manuscripts received by **31 January** will be considered for the fall issue and by **31 July** for the spring issue.

For guidelines in the preparation of your manuscript, please refer to the previous section (pp.94-98): *Information for Contributors*.

# THANK YOU, REVIEWERS

*Dialog on Language Instruction* relies on peer review for quality and suitability to the journal's aims and scope. Special thanks go to the colleagues listed below, who volunteered their time and expertise to serve as reviewers and consultants for this issue. The publication of *Dialog on Language Instruction* was made possible with their generous support.

Olga Barabanova

Leila Bernardo

Sonia Estima

Ivanisa Ferrer

Liwei Gao

Dian Huang

Inna Kerlin

Yue Li

Yanmei Liu

Atousa Mirzaei

Jon Phillips

Jose Sanchez

Sarita Silverman

Hanwei Tan

Xiaoqi Wu

Jihua Zhou

Natalia Barley

Paulina De Santis

Jongoh Eun

Rubee Fuller

Michael Gelbman

Hanan Khaled

Jisook Kim

Hye-Yeon Lim

Yibing Ma

Hazem Osman

Edgar Roca

Isabelle Santizo

Ravinder Singh

Yan Wang

Sang-Hee Yeon

Jing Zhou