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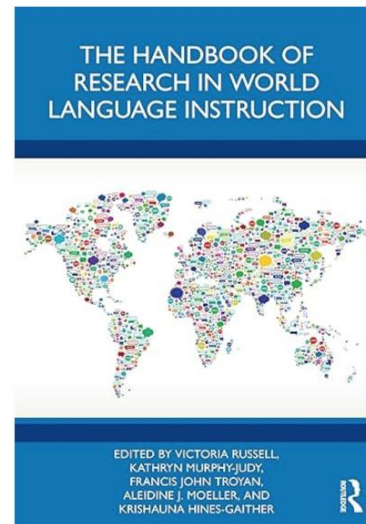
**Russell, V., Murphy-Judy, K., Troyan, F. J., Moeller, A. J., & Hines-Gaither, K. (Eds.) (2025). *The handbook of research in world language instruction*. Routledge.**

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**Reviewed by Shangjun Cai**  
**Beijing Language and Culture University**  
**China**

Although world language education (K–16) has continued to diversify theoretically, the coupling between research and day-to-day teaching remains weak. Recent reviews and position pieces argue for practice-based inquiry, open and replicable methods, and multi-channel knowledge mobilization as remedies for this disconnect (Gurzynski-Weiss, 2024; Li, 2025; OECD, 2024). In exam-driven or resource-constrained settings, classrooms still default to lecturing, translation, and pattern drills. Comparative and regional studies likewise document the persistence of teacher-centered instruction, reliance on LI, and translation in secondary and tertiary EFL (Smagul et al., 2024).



On the pedagogical front, strands such as flipped learning, task-based language teaching (TBLT), open educational resources and practices (OER and OEP), and virtual exchange (VE) report generally positive effects, yet the evidence base is heterogeneous, uptake is uneven, and context dependence is high. Consequently, the “how to implement” question remains under-specified (Dooly & O’Dowd, 2022; Vitta & Al-Hoorie, 2023). In this landscape, many handbooks remain research-synthetic and graduate-oriented, whereas integrated, reusable guides aimed at K–16 practitioners are comparatively scarce. The volume under review here acknowledges the same set of circumstances, noting that research and instruction remain poorly aligned and calling for actionable evidence and procedural scaffolding for teachers.

*The Handbook of Research in World Language Instruction*, edited by Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, and Krishauna Hines-Gaither, organizes 43 chapters into six sections: (1) teaching methods and approaches; (2) culture, pragmatics, and intercultural communicative competence (ICC); (3) assessment and program evaluation; (4) diversity, equity, and inclusion (DEI); (5) technology integration and online teaching; and (6) key issues. In the introduction and conclusion, the editors identify their aim as “translating research evidence into meaningful classroom practice” and advocate a problem-driven What–Why–How architecture for the chapters: define constructs and goals (What), situate

them in theory and evidence (Why), then specify implementation routes, task and assessment prototypes, and process checks (How). The intended readership includes K–16 teachers, curriculum leaders, and teacher educators, with multiple chapters explicitly supporting goal–instruction–assessment alignment through cases and templates.

The *Handbook's* distinctive contribution is to operationalize the research–practice interface. Rather than cataloging methods, it standardizes the route from principle to procedure, consistently pairing concepts with reusable task patterns, rubrics, and flowcharts so that ideas can drop quickly into lesson planning and assessment. These design choices build a coherent pathway from goals to teaching to evidence to program improvement, offering practitioners immediate levers for action while giving researchers a structure within which effects can be documented, compared, and replicated. The opening section focuses on making mainstream pedagogies actionable in K–16 settings. Rather than curating an exhaustive methods inventory, it concentrates on converting principles into teachable moves and assessable products. Chapters 1–6 advance a “methods-to-practice” trajectory: Processing Instruction and the PACE sequence (Presentation–Attention–Co-construction–Extension), together with the ACTFL Core Practices (backward design; task–rubric alignment), are used to braid curricular intent, instructional procedure, and assessment criteria into executable lesson architectures. Comprehensibility strategies and differentiated instruction then operate as enabling mechanisms—multimodal scaffolds, tiered tasks, and choice boards—that reduce implementation costs and support heterogeneous classrooms. Project-based language learning and genre-oriented pedagogy supply planning heuristics (“text deconstruction → meaning reconstruction → resource transfer”) that teachers can readily adapt to unit design. Chapters 7–9 extend this approach to specific learner groups and contexts by integrating the from–to principles for heritage learners, Preview–View–Review for early and immersion programs, and pre-during-post task chains for experiential learning.

The second section does not rehearse definitions of culture, pragmatics, and ICC; it integrates them by embedding critical cultural inquiry, pragmatics development, and sustained target-language use in classroom action. One line of argument addresses how meaning is negotiated in authentic contexts (Chapters 10–12): the IPIC framework aligns higher-order thinking with knowledge, analysis, agency, and skills; critical cultural inquiry is paired with target-language interaction to organize dual-track tasks that join meaning negotiation to cultural investigation; and a “guidance → exemplar → expected pragmatic yields” format provides a structure for game-mediated pragmatics. A complementary line secures evidence and curricular governance (Chapters 13–17) by specifying artifacts and reflective prompts capable of capturing learner reasoning; linking social-justice and intercultural-citizenship aims to assessable classroom action; aligning course goals with democratic-competence frameworks; and, crucially, moving from perspective-taking to perspective-making through narrative and inquiry tasks that cultivate agency and social responsiveness.

The third section builds a functional goal–instruction–assessment loop by turning assessment theory into classroom-ready processes and program-level routines. Chapters 20–22 assemble a contiguous sequence—Integrated Performance

Assessment, feedback and uptake, dynamic assessment—that renders curricular intent assessable and, in turn, pedagogically consequential. IPA is mapped to the three communicative modes and operationalized with task and rubric specifications; dialogic feedback and structured reflection are positioned before, during, and after tasks. Dynamic assessment introduces graduated prompts and contrastive templates that support real-time mediation in speaking and writing. Running in parallel is a governance strand: Chapter 18 outlines assessment-literacy components and entry points from a teacher’s vantage; Chapter 19 clarifies the roles of proficiency testing in progress monitoring, reporting, and fairness and accommodations; and Chapter 23 specifies an evidence → decision → improvement workflow for program evaluation, with practical organizational advice.

The fourth section treats DEI not as a declarative value set but as a programmatically actionable agenda for world language education. Acknowledging chronic under-resourcing despite DEI’s status as a disciplinary pillar, the editors’ intent in this section is to close the gap between normative commitments and classroom uptake while emphasizing the steering role of professional associations. Chapters 24–26 develop a system–agency axis: one chapter addresses anti-DEI climates with calibrated curricular adjustments and teacher action pathways; another converts staff perceptions of fairness into auditable procedures that schools can conduct; a third interrogates WRS and Can-Do descriptors through critical discourse analysis, yielding a curricular-justice framework with leveled task pathways. Chapters 27–30 are organized on a classroom–materials axis, routinizing gender justice, LGBTQIA+ visibility, and neurodiversity support as operational protocols and, through the culturally responsive pedagogy model, specifying an antiracist six-dimension matrix and topic-selection heuristics that bind instructional themes, tasks, and rubrics across teaching and assessment communities.

Section 5 frames technology through a learner-centered, alignment-first lens, using post-ERT European experience to argue for experiential, evidence-guided integration in which tools are subordinated to goals and assessment. Two strands carry the argument. The first, Chapters 31–36, aligns tools with curricular intent. Experience-based integration is used to build staff capacity; OER and OEP are treated not merely as resources but as participatory production and adaptation along an openness continuum; flipped learning is operationalized with timing principles and toolkits to support differentiation and retention; VE and COIL are specified in terms of partner coordination and outcomes-aligned assessment; provision for LCTLs and Indigenous languages is articulated via a platform–roles–community pathway; and maker-oriented tasks link public-facing artifacts to evaluation. The second vector turns to digital literacies and academic integrity (Chapter 37), shifting from prohibition to regulated, traceable use of machine translation and conversational AI, with course-level policies, process-tracing assignments, reflective records, and assessment redesign that privileges provenance and process evidence.

The sixth and final section moves past policy rhetoric to the mechanics of certification, policy, and program operations. One theme concerns certification and policy instruments (Chapter 38 and 41). Implementation challenges concerning the Seal of Biliteracy are organized via the Five Ps (Purpose, Programs, Proficiency, Partners, Promotion), thereby codifying why, what, and how we assess. The edTPA

chapter audits task architecture, rubrics, and downstream effects, consolidating recurrent discipline-specific pitfalls and remedies so institutions and candidates can balance clarity of expectations against burden and equity. A second theme addresses people and sustainability (Chapters 39–40, 42–43). CPD is re-designed as bichronous growth anchored in communities of practice, rather than one-off workshops. The teacher-shortage and retention problems are unpacked across the recruitment → induction → development → advancement pipeline with actionable levers. Indigenous-language immersion advances via a community–school–policy triad; and language-to-career pathways articulate curricula, certification, and internships with industry and community partners.

Rather than another stock taking of world language research, the *Handbook* focuses on research-to-practice translation. Across six interlocking domains—pedagogy; culture and pragmatics and ICC; classroom and program assessment; DEI; technology; and governance—it targets K–16 audiences needing an integrated route from goal setting to instructional design to enactment to evidence to program improvement. As readers move through the parts, the text shifts from “what and why” to “how and with what validation,” sustaining a logical progression.

Stylistically and structurally, the volume follows a clear What–Why–How progression. Chapters compress core constructs and current evidence, then pivot to enactment with reusable strategies, processes, and assessment checkpoints. The prose balances precision and readability; cross-links keep chapters self-contained yet portable. Editorial features—vignettes, task templates, reflection prompts, process maps, checklists—shorten the path from page to lesson plan and leave room for iteration.

On this foundation, the book turns the research–practice interface into a replicable operating system, rather than a grab-bag of methods. Stable task schemas, rubric snippets, and flow diagrams translate principles into executable moves and tie them to evidence routines. Pedagogy aligns principle, process, task, and rubric. ICC and pragmatics make negotiation and critical inquiry teachable; assessment braids IPA–feedback and uptake–DA into a loop; DEI provides operational criteria; technology subordinates tools to goals; governance renders school- and district-level problems as workflows, checklists, and timelines, constituting a circuit from micro classrooms to meso-programs to institutions.

Equally important, the six parts “talk” to one another. Task design links to rubric logic; DEI and technology provide normative and infrastructural enablers; governance lifts classroom practice into policy and process. A four-strand order—content, method, evidence, governance—lets readers reuse and extend components without having to attempt to integrate disparate frameworks.

Notwithstanding the volume’s strengths, several constraints emerge when it is read as a K–16 bridge text.

Evidentiary depth and cross-context generalizability. Across practice-facing chapters, the evidence skews toward vignettes rather than sustained, comparative designs. For instance, Chapter 4, differentiated instruction, highlights workable routines but reports little longitudinal or cross-linguistic and cross-grade tracking. While Chapters 20–22 -- IPA → feedback and uptake → dynamic assessment -- lay

out an integrated workflow, quantitative details on effect sizes, reproducibility, and between-class variance are lacking.

Geographic and language-area skew. Policy and system discussions are tied mainly to the EU and US frameworks. Chapter 41, on edTPA, reflects U.S. licensure regimes with limited side-by-side articulation for non-Anglophone or Global South contexts. Moreover, Chapter 35, LCTLs and Indigenous languages, offers few low-bandwidth and offline exemplars for very small-enrolment languages or early-years classrooms.

Under-provision of open toolchains and reproducible assets. Key components are described but not released in usable form. Chapter 20, IPA, presents frameworks without downloadable rubric banks and scoring anchors. Chapter 23, program evaluation, outlines the evidence - decision - improvement cycle yet omits protocols, codebooks, and data dictionaries, as well as anonymized datasets needed for replication or external audit.

Looking ahead, future editions could consolidate the *Handbook's* value to practitioners by strengthening five areas while preserving its translational focus. I recommend:

- (1) Evidence and Reproducibility—augment the base with multi-site longitudinal work across languages and grade bands, including controlled comparisons in low-resource settings, and report effect sizes (CIs), attrition, and implementation fidelity so templates and rubrics rest on validated outcomes rather than single-site vignettes;
- (2) Open Repository—create a versioned, citable bank (clear licensing, multilingual bundles) hosting task sheets, rubric sets with scoring anchors, feedback-stem libraries, program-evaluation instruments (logic models, interview and focus protocols, codebooks and data dictionaries) and anonymized datasets for reuse and third-party audit;
- (3) Contextualized Implementation—provide low-cost variants for large classes and low-bandwidth and device-limited contexts (offline and print-first, rotation models) with indicative costings and workload audits;
- (4) Cross-series Alignment Tables—add compact crosswalks mapping practices to ISLA core constructs and to the curriculum cycle (needs → goals → content → methods → assessment → program evaluation) to speed movement from theory to classroom; and
- (5) Internationalization and Standards Alignment—extend beyond North America and Europe with Global South, Indigenous, and LCTL cases and supply finer-grained CEFR and national-standards mappings (by skill and level) to demonstrate portability across systems.

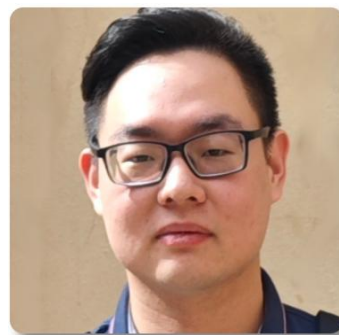
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### About the Reviewer

**Shangjun Cai** is a graduate student in linguistics and applied linguistics at the Beijing Language and Culture University under the supervision of Jimin Wang. His research includes language testing, educational evaluation and governance, second-language teaching, and teacher education, with a consistent focus on making evaluation standards usable in classrooms and consistent with governance goals. His recent work examines academic Chinese and writing proficiency, language-teachers' assessment literacy, and the intersections of artificial intelligence and education. He has taken part in multiple large academic conferences, led a university-level research project, and contributed to several municipal and national social science projects. Looking ahead, Shangjun plans to integrate artificial intelligence (AI) more deeply with language teaching and teacher education, and to apply AI to language testing to improve efficiency and accuracy while safeguarding validity and fairness.



### About the Editors

**Victoria Russell** is a professor of Spanish and foreign language education at Valdosta State University. She serves on the Southern Conference on Language Teaching (SCOLT) Board of Directors. She was elected to the American Council on the Teaching of Foreign Languages (ACTFL) Board, where she serves as President in 2022. Recognized as a global leader in online teaching and learning, she has given numerous workshops and presentations across the United States, Canada, Europe, and New Zealand. She has also published numerous research articles and book chapters in peer-reviewed journals and presses.





**Kathryn Murphy-Judy** is coordinator of languages and associate professor of French in the Virginia Commonwealth University School of World Studies. She has been teaching languages for more than 45 years and has been engaged in technology- enhanced teaching and learning since the 1970s. Her current work includes online language teaching and learning, and the creation of student-centered open educational resources (OER).

**Francis John Troyan** is professor of multilingual language education in the Department of Teaching and Learning, where he teaches in the Bilingual, TESOL, and World Language Education programs and serves as co-director of the Buckeye Language Education Resource Center and director of the online Graduate Certificate Program in Core Practices for World Language Education. In his research and teaching, he strives to engage language teachers in critical reflection on their language use, identity, and ideologies in the classroom.



**Aleidine Moeller** is Edith S. Greer Professor Emeritus in the Department of Teaching, Learning & Teacher Education at the University of Nebraska – Lincoln. She is the lead author of *Second Language Assessment and Mixed Methods Research* (2016), the editor of *Celebrating Diversity in the Language Classroom* (1998), and the author of many published articles.

**Krishnauna Hines-Gaither** is the inaugural Vice President for Strategic Initiatives and Partnerships at Mount Saint Mary's University Los Angeles. She holds a bachelor's degree from Salem College, a master's degree in Spanish education from Wake Forest University, and a PhD in cultural studies from UNC-Greensboro.



  
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