

Miriam Fuchs and Sarita Rai, with Yves Loiseau, eds. *Study Abroad: Traditions and New Directions*. New York: The Modern Language Association of America, 2019. 175 pp. + 6 pp. of introductory material. ISBN-13: 978-1-60329-388-4.

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*Study Abroad: Traditions and New Directions* provides highly pragmatic insight into understanding the changing dynamics of the study abroad landscape, chief among them being that “the long-standing image of an academic or calendar year devoted to intensive language study no longer reflects reality” (2) and that “foreign language departments and literature faculties are now less likely to control language programs offered abroad.” (3) Created as a resource for the myriad of individuals involved with study abroad, from faculty to administrators, *Study Abroad* includes stunning data that cannot be ignored. For example, “STEM departments now produce a full 25.2 percent of all students from the United States studying abroad, increasing 9 percent between 2014-15 and 2015-16 and pulling ahead of business (20.9 percent) and the social sciences (17.1 percent)” (2). Moreover, as more affordable and less-disruptive-to-personal-life (e.g., family, employment, athletics, etc.) short-term programs of ten days to eight weeks are becoming the program of choice for students, faculty and administrators need to learn how to advise best students who want to study abroad. While foreign language faculty, this reviewer included, will mourn the days of when students studied abroad for a full academic year, thus enabling them to make significant strides with their language and cross-cultural communication skills, Fuchs, Rai, and Lose point to the very encouraging fact that more types of students are studying abroad (e.g., minority students and students with disabilities).

*Study Abroad* is divided into three parts: The Language-Based Curriculum; Content Courses in English; and, Offices of Study Abroad and University Relations. The first part serves as the foundation for the other two parts. Opening with Celeste Kinginger’s “Overcoming Ethnocentrism in Research on Language Learning Abroad,” the reader is

provided with an historical overview and analysis of second language acquisition theories and data. Li Jin's "College-Level Mandarin Chinese Study Abroad Pedagogy from an Ecological and Sociocultural Perspective" highlights that studying abroad does not immediately translate into language proficiency. Tania Convertini's "The City as the Classroom: Maximizing Learning Abroad through Language and Culture Experiential Strategies" examines Dartmouth College's language-immersion program in Rome and focuses on the differences between experience and deep learning.

The six essays in Part Two bring much needed attention to the value and challenges of offering study abroad programs with content courses taught in English. Topics include service-learning components (José Antonio Torralba's "Developing a Service-Learning Component within a University-Based Study Abroad Program: Implications for University-Community Relations"), impact on future teachers (Suniti Sharma and JoAnn Phillion's "How Study Abroad Experiences Develop Multicultural Awareness in Preservice Teachers: An Eleven-Year Multiple Case Study"), short study tours led by professors from home institution (Rosanne Flezar Denhard's "Active Learning through Academic Travel, Research, and Collaboration: The Arts of Medieval and Renaissance Britain" and Mindi McMann's "The Beloved Country: Teaching the History and Literature of South African Apartheid"), and challenges of teaching multinational groups in an international partnership program [Monique Chyba's "Expanding the Study Abroad Curriculum: A Case Study in Mathematics" and Miriam Fuchs "Art (and Lies) in Paris: The Ethics of Popular Literature"].

Part Three features three essays that underscore the prime significance of initiating and maintaining viable relations with administrators and professional staff in other offices across campus. For example, Chad M. Gasta's "Best Practices for Planning, Developing, and Sustaining Interdisciplinary Language-Based Study Abroad Programs" explains how he successfully created one of "the largest language-based (and language-department-sponsored) study abroad program in the United States" (10). This Spanish-English program is in Valencia, Spain and offers courses in engineering, business, and biology. Rubén Gallo discusses the expanding options for studying in Cuba in his "Princeton in Cuba: A Study Abroad Program in Havana." Sarita Rai's "Emerging Issues in Study Abroad" is the perfect final essay to the collection as it provides clear insight into how to navigate the continually changing waters of study abroad (e.g., increased access to programs, affordability, safety and security, etc.).