

**Possibilities Unlocked by Collaborative Professional
Development for Teachers of Less Commonly Taught
Languages: Notes from the Field**

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Abstract

As educators of Less Commonly Taught Languages (LCTLs), we came together as a small group through a STARTALK program. We found the collaboration to be valuable for multiple reasons beyond our initial expectations. Together, we investigate trends related to collaboration through professional development (PD) opportunities in the field. Based on a limited initial analysis, this paper identifies themes in recent research on collaboration and professional development related to quality of life and teacher sustainability; impacts on content knowledge and specific methods of language teaching; motivations for increasing

enrollment and engagement; and supporting educators in integrating culture- and social-justice teaching into practice. These themes, for the most part, aligned with our experience of co-creating a collaborative community of practice. Ultimately, we find that all world language educators, and LCTL educators in particular, could benefit from additional professional development and collaboration opportunities to hone their capacities in these key areas.

Keywords: Keywords: Collaboration, Less Commonly Taught Languages, LCTLs, Professional Development, STARTALK, Enrollment, Teacher Sustainability, Arabic, and Urdu.

1. Introduction

In the spring and summer of 2024, a group of six teachers of the less commonly taught languages (LCTLs) of Arabic and Urdu were brought together by a STARTALK program with a Social Emotional Learning (SEL) focus. After engaging in nearly 80 hours of preparation and content related to backwards design, modes of communication, and SEL, they came together as a small group in July to conduct a 60-minute virtual Arabic lesson for a group of ACTFL novice learners. This concluded their collaborative work for the STARTALK program, but for the four group members, who are the authors of this paper, the professional learning community that emerged was only just a beginning.

In the first year following our shared teaching, the members of our studying-presenting-writing-and learning group discussed practices and theories of pedagogy and andragogy, visited each other's classrooms, shared job postings and research articles, presented at a conference, and

met each other's children. We have found this group to be sustaining in our own journeys as language educators and professionals, offering a space to share in accomplishments and struggles, and receive feedback and encouragement. This paper represents a further collaborative effort to document the benefits and challenges of our learning community and conduct an initial investigation into recent research from the field that serves to explain the success of our group, reinforce the need for collaborative spaces such as ours, and offer models for further support of professional learning communities, particularly for LCTL educators.

2. Methods and Methodology

This paper is grounded in two major data sources. The first is the collection of our experiences and engagement during and after the professional development course, captured in notes, jottings, emails, Zoom chats, Google collaboration tools, and a lengthy WhatsApp thread, which was reviewed separately and together in constructing this piece. To incorporate

perspectives of current literature, we employed an integrative literature review, drawing on aspects of the Structured Literature Review (SLR) method was employed for article selection, which involves a systematic literature review process with a clearly outlined, step-by-step approach to access, review, screen, analyze, synthesize, and report information (Cho, 2022; Rocco et al., 2023). A systematic review follows an explicit method for reviewing a formulated question, involving the critical searching, sifting, selecting, analyzing, appraising, and reporting of the data (Moher et al., 2009). Despite the increasing trend of systematic literature reviews (Baruch & Rousseau, 2019), there are still very few such studies about SLR of professional development of LCTL teachers. This review followed the four-stage (6-step) method suggested by Rocco et al. (2023).

2.1 Methods and Methodology

Given the design of this study as a limited-scope initial review of literature, we first selected two initial journals to focus on: the Journal of the National Council on Less Commonly Taught Languages (JNCOLCTL) and Foreign Language Annals. The search descriptors or key terms used were Professional Development, Collaboration, and LCTL. These strings were created with two focus areas in mind: LCTL teachers and professional development. The search was conducted in April and May 2025. The search results were restricted to two main journals in the field, JNOLCTL and Foreign Language Annals. We first set out to review relevant articles published in the last five to ten years. The age of literature was confined to the material published from 2019 to 2025 to keep the sources current, particularly as online articles for JNCOLCTL were only available going back to 2019. A total of 81 articles in Foreign Language Annals and 45 in JNCOLCTL were found in the preliminary search. In October 2025, an additional search of the *Al-'Arabiyya*

Journal yielded an additional seven articles for further review, with a search going back to all available online journals, given the low number of articles that appeared with the key terms “professional development” and “collaboration.” Two books, *Sharing Less Commonly Taught Languages in Higher Education: Collaboration and Innovation* (2023) and *Language Program Vitality in the United States*, were added in October 2025 as well.

Next, all articles were screened by reading their titles to exclude those that did not fit the purpose of this study. Finally, a full review of 186 abstracts was conducted to determine which articles fit for inclusion in this exploratory study. This round of the review process identified a total of 39 articles to form the basis for sources for this study. Most of the articles excluded from the final tally were missing one of the key search criteria. Many articles were not in the US context, and some were not peer-reviewed journal articles but rather practitioner journal articles, book chapters, and institutional reports. For example, an article titled “Preparing

Teachers of Critical Languages for Articulated Performance Assessment Task Design” by Eddy (2019) was excluded because it does not include professional development or collaboration themes in the paper. Another article from the Journal of Less Commonly Taught Languages titled “Drama in LCTL Classrooms: Example of an Experiential Learning Project in Modern Standard Arabic” by Elsherbiny was excluded because of a lack of focus on LCTL teachers’ professional development and collaboration. Furthermore, this paper only reported experiences of students and not LCTL teachers, a key selection criterion. Once selected, papers were reviewed and discussed over multiple group meetings and ultimately organized by thematic relevance and placed into conversation with our own experiences of group collaboration and professional development in the analysis and discussion section. A chart illustrating our selection process is included below.

Publication	Search Criteria	Initial Articles	Review Process for Selection	Final Number of Articles
Foreign Language Annals	2019-2025 articles, including search terms collaboration, less commonly taught languages, and professional development	81	Collective abstract review and division of articles; individual article review with inclusion/exclusion based on the connection between areas of focus	8
Journal of National Council of Less Commonly Taught Languages	2019-2025 articles including search terms collaboration, less commonly taught languages, and professional development.	45	Initial search results showed 45, with 36 correctly linked articles available. The initial search was based on abstract reviews; later, a detailed review was focused on a full-length grounded review of 4 peer-reviewed selected articles.	2
Al-'Arabiyya	All articles include search terms collaboration and professional development (given that all articles are related to the less commonly taught language of Arabic)	7	Collective abstract review and division of articles; individual article review with inclusion/exclusion based on the connection between areas of focus	1

Sharing Less Commonly Taught Languages in Higher Education: Collaboration and Innovation	All chapters are included in the text due to the relevance of the title	17	Inclusion based on the connection between areas of focus	15
Language Program Vitality in the United States	All chapters are included in the book due to the relevance of the title	36	Review of all chapters to find related work in collaboration or professional development within LCTL programs.	3
Total		186		28

3. Literature Review: Key Themes in Collaboration and Professional Development for LCTL Teachers

Our review of available articles from the past five years under our limited parameters revealed a variety of key themes in the literature on collaboration and professional development, including quality of life and teacher sustainability, impacts on content knowledge and specific methods of language teaching, enrollment, and supporting educators in integrating culture and social justice teaching into practice.

3.1 Quality of Life and Teacher Sustainability

One key area of research that emerged from our study was the need for professional development and collaboration to contribute to teacher quality of life and sustainability in the profession. Gecewicz et al. (2025) argued that, as the shortage of language teachers and language teacher attrition continue, it is critical not only to retain teachers but also to ensure they feel supported, valued, and capable of thriving in their roles. The purpose of this study was to examine the professional quality of life of 124 K-12 language teachers in the United States to explore factors influencing teacher attrition, with a focus on compassion satisfaction, burnout, and secondary traumatic stress. Additionally, the study explored the relationship between these factors and teachers' thoughts of leaving the profession. Fraschini and Park (2021) also highlight the impact of anxiety on language teachers, drawing from a study of teachers of Korean as a second language. They found that pressures related to workload, external evaluation, and uncertainty negatively impacted teachers and

recommended strategies for support, including professional development workshops and peer mentoring.

In an earlier study focusing specifically on LCTL teachers of Arabic, Abdalla and Al-Batal (2011) examined the results of a 2009 survey of Arabic teachers in the United States. Citing the high percentage of Arabic teachers with limited experience in pedagogy, the authors note the desire among teachers, and the necessity for strong professional development with a teacher-training focus, as well as mentorship from more senior teachers, a component of collaboration. Okraski and Madison (2020) suggest that the burden of teacher retention work should not be viewed solely as documenting the reasons teachers quit. Rather, research in teacher retention should more closely investigate what makes the job worthwhile and meaningful for educators. Drawing on prior studies, researchers developed an interview protocol to collect data from 25 participants who addressed their experiences working in a rural area as a Latinx person and native speaker of Spanish and explored the experiences of

five Latinx Spanish teachers who worked in schools in rural North Carolina and South Carolina. The article emphasizes the challenges and isolation that teachers face in rural areas. Nevertheless, participants felt a sense of responsibility in providing their students with a sense of culture outside of their own.

Moss and Gambrell (2023) argue that a re-envisioning of curriculum and training must take place in Bachelor of Arts, Bachelors of Science, Masters of Arts, Masters of Science, PhD, and EdD programs in World Languages throughout the United States and hopefully beyond, recommending that teachers participate in state and regional world languages associations, in part for the benefits of collaboration and learning in their professional lives. The benefits of professional collaboration include student outcomes. Kissau et al. (2019) argue that the results of their study provide compelling evidence that when a language and literature department and instructor preparation program

work together to offer a course that is aligned with the ACTFL Proficiency Guidelines (ACTFL, 2012), student proficiency outcomes improve. Their article investigates the impact of a grant-funded, interdepartmental, and collaboratively designed online course on Spanish instructor candidates' oral proficiency. Data obtained from pre- and post-OPIc assessments indicate that participation in the online course helped essentially all nonnative speakers to improve their overall language proficiency. By adopting or adapting this collaborative model, the authors note, faculty in language and literature departments and in instructor preparation programs can take steps toward enhancing the oral proficiency of all language students.

The power of a virtual exchange, in particular, is reflected in Urzúa and Asención-Delaney (2023), who argue in their article “Examining Novice Language Teachers’ Reflections in an Online Community of Practice” that becoming more reflective has a positive impact on teaching and teachers. This study focuses on the reflection of novice

language (Spanish) teachers which emerged from participation in an online community of practice that was implemented through a virtual exchange within their language teacher education program. Other researchers have suggested that for blogging to elicit critical reflection, it should preferably follow a guided format using prompts or key questions (Garza & Smith, 2015), which is the approach used in this study. Data from written (blog posts and commentaries) and oral texts (videoconferencing) were collected and compiled as a corpus to analyze it quantitatively, using corpus-based searches, and qualitatively, using a discourse content analysis. The participants of this study were 18 Spanish language instructors in their first year as Graduate Teaching Assistants in two public universities. The study's findings show that a virtual exchange implemented through weekly blogs can provide a supportive environment for novice Spanish instructors to reflect on their teaching practice and development.

3.2 Content Knowledge and Specific Methods

Recent literature also reflects and reinforces our finding that this collaborative model is of particular value to us as LCTL educators, given challenges in teaching content and context. Fink et al. (2021) examine the unique challenges faced by K-12 teachers in the United States who teach languages with non-Roman writing systems, termed Languages with Diverse Written Representations (LDWR). Drawing from focus group discussions with Arabic, Mandarin, and Russian instructors in Massachusetts, the study identifies common needs across these languages: the need for tailored support in applying world language standards, access to age- and level-appropriate teaching resources, and the development of professional networks to reduce teacher isolation. The study highlights that while existing standards, such as the ACTFL guidelines, provide a foundation, they often fail to address the specific challenges of teaching new writing systems, diverse linguistic varieties, and cultural knowledge in LDWRs. Teachers often lack appropriate textbooks, assessment tools, and

research-informed strategies, leading them to create their own materials, which is time-intensive and unsustainable. The study also underscores the importance of collaboration, advocating for the development of professional networks to share resources and best practices. By framing LDWR teachers as a distinct professional group, the authors argue for targeted support through professional development, curriculum frameworks, and instructional resources.

Focusing on the LDWR of Mandarin Chinese, Japanese, and Korean, Schaefer and Warhol (2024) also emphasize the challenges of teaching these languages and the amount of time it takes to achieve working proficiency due to linguistic features and cultural references, among other hurdles for many emerging language learners. The authors argue for the potential of collaboration across departments to help programs and learners meet these challenges with support, whether by sharing the burden of program promotion through joint cultural events or by sharing

material and teaching ideas, ultimately saving time for teachers. Course-sharing initiatives, such as those described by Kaiser (2024), Kraemer and Steider (2024), and Rosen et al. (2024), also provide opportunities for LCTL teachers in particular to exchange resources, saving time for instructors and creating a shared pool of content and material.

3.3 Content Knowledge and Specific Methods

The literature also includes a number of articles about the benefits and challenges of collaboration on campus and at the inter-institutional and, at times, multi-national levels, with the particular goal of increasing enrollment. Sokolosky (2023) details collaboration between faculty and students across language programs on Brown University's campus to build a stronger language learning community. Analyzing trends in world languages enrollment at community colleges, Nagano (2023) recommends increased collaboration between community college faculty to support learners and more collaboration with four-year universities.

In larger, existing partnerships, Reisinger et al. (2024) outline a LCTL consortium between Duke University, the University of Virginia, and Vanderbilt University for the teaching of Haitian Creole, Turkish, Swahili, and K'iche' Maya, while Galvin et al. (2023) focus on the CourseShare Program through the Big Ten Academic Alliance, which is also examined by Rosen et al. (2023) and Fiuza Lima and Castro Gobel (2023), who highlight the Portuguese Working Group. Al-Masri and Johnson (2023) describe the Arabic program at Denison University and, in particular, the support and challenges of inter-institutional collaboration through the Shared Languages Program of the Great Lakes Colleges Association. Lage-Otero (2023) focuses on an international partnership between Yale University and the National University of Singapore, while Kokobobo (2023) describes a more local online partnership between students of Russian in high schools and the University of Kansas (KU). Also, through KU, Tummons (2023) details the expansion of

Kaqchikel Maya offerings through partnership with sister institutions and opening courses to students outside of KU. The Languages Without Borders Project (LWBP) discussed by Aoki et al. (2023) explains LCTL-learning opportunities through partnerships between universities, NGOs, and the government. In all of these studies, lower enrollment was a major motivation of collaboration and partnerships, and increased student engagement was a positive outcome.

In examining course-sharing initiatives, Kéhindé Sanuth (2023) focuses on the important point that such programs are not without their challenges, drawing from course sharing initiatives for African languages. These initiatives are often designed by members of the university who are not involved in day-to-day instruction. Furthermore, while, as noted, such collaborations may be motivated by lower enrollment, each institution involved in the partnership also wants to increase their own enrollment, which can result in competition embedded within a collaborative project.

In a separate grant-funded initiative, Baumann et al. (2023) discussed a Mellon-funded project in which LCTL teachers were paired to engage in reverse or backward design with a focus on developing end-of-unit assessments and revising to incorporate necessary changes. The authors point out, like others reviewed here, that LCTL teachers may have limited experience with language pedagogy when they go into teaching. The collaborative professional development opportunity in this funded approach at the University of Chicago not only produced new outcomes in terms of assessments, but it allowed LCTL teachers to become leaders in language instruction at their institutions due to the new learning that emerged from their cross-institution pairs.

Outdated practices initially hindered the Hebrew program at the University of Michigan. In an attempt to increase enrollment and engagement, Raz (2023) required newer and older faculty to engage in professional development workshops together and developed a shared

repository of material in the hopes that these strategies would increase the sharing of ideas and collaboration between faculty with different perspectives. Ultimately, these and other shifts in program structure did lead to a 33% increase in enrollment in Hebrew classes and a more positive perception of the program on campus.

3.4 Content Knowledge and Specific Methods

The teaching of culture and teaching for racial and social justice in world language education is essential. One article we reviewed that did not include a significant mention of collaboration did focus on highlighting this concern. Daniel (2023) follows race-related pedagogy in eleven world languages journals to provide a conceptual framework. The article examines the systematic whiteness operating within world language education and highlights the need for teachers to address race in the classroom. Goodspeed et al. (2023) also reinforce the paucity of research on social justice teaching in language education and examine a program of collaborative curriculum design and unit implementation for postsecondary

teachers of French, German, and Spanish. In evaluating the reactions of the teachers in their study, the authors find that the educators struggled with the time, emotional, and intellectual commitments of social justice teaching, highlighting the value of collaboration not just for the efficacy of unit sharing, but for sharing the mental load of this work. The fact that these articles do not have a specific LCTL focus further underscores the need for more research and attention in this area.

Towards the teaching of culture, Kong (2021) explores how Chinese language teachers develop their cognition of culture and approaches to teaching culture through reflective practice in a professional development setting. Conducted during a STARTALK teacher training program in the United States, the study involved 20 participants, focusing on four female teachers from diverse teaching backgrounds. Through a series of structured reflective activities—including discussions, visual

presentations, and lesson planning—participants' understanding of culture evolved from static, surface-level concepts such as calligraphy and dumpling-making to a more dynamic, contextualized, and fluid understanding. Participants recognized the need to integrate cultural learning as an inquiry-based process rather than as isolated facts. This research underscores the need for teacher education programs to provide intentional, scaffolded opportunities for reflection and identity exploration, helping teachers navigate the complexities of integrating culture into language teaching.

The collaboration described by Mikhael et al. (2024) between teachers developing a shared curriculum of courses on the cities of Cairo, Jerusalem, and Istanbul for teachers of Arabic, Hebrew, and Turkish, respectively, offered suggestions for collaboration between LCTL teachers generally and a window into developing similar course structures around different languages, contexts, and cultural themes. Through this shared work, the teachers involved also found new avenues to explore cultural materials as well as

considerations of teaching for social justice and critical thinking. Using the Learning for Justice Framework as a guide, teachers developed a program that led students through examination of class and cultural stratification among other factors, with the implication that three richer and more nuanced courses emerged from a common foundation.

4. Analysis and Discussion: Finding Ourselves in the Literature

The themes that emerged from the literature resonated with the experience of our study group for the most part. Regarding teacher sustainability in the profession, we have already found that even our small collective can have a big impact. In our group, our conversations over Zoom and in our WhatsApp chat have provided a space for us to celebrate personal and professional wins, and discuss incorporating and troubleshooting ideas from our shared and separate professional development experiences into our classrooms, reinforcing what makes our jobs matter to us as Okraski and

Madison (2020) suggest. When one member of our group considered leaving a teaching role, affirmation and perspective from others in the group helped provide encouragement to re-engage and find new meaning in the classroom. Due to our resource sharing and the opportunity to present at NCOLCTL, three of us joined NCOLCTL for the first time, opening up a world of resources through the organization and connecting us with further learning opportunities relevant to our field, as Moss and Gambrell (2023) recommend.

While we are seasoned educators and our reflection process is less formal and structured, our WhatsApp group chat and Zooms have provided us with a virtual space to reflect on our practice from our different locations and teaching sites, as in Urzúa and Asención-Delaney (2023). The virtual and collaborative nature of our exchange has also impacted student outcomes. As early as July 2024, one member of this group shared ways that thinking about the

challenges of collaborative process and finding meeting times, for example, shifted the ways to structure collaboration in their own classroom, a win for their student outcomes and teacher sustainability.

As in the literature reviewed, our group work has been of particular value given the specific obstacles that LCTL teachers face. Indeed, as teachers of Arabic, Hindi, and Urdu, all LDWRs, we have been able to exchange pedagogical strategies that are more relevant to our classrooms than to those of our colleagues who are teachers of more commonly taught languages with Roman writing systems. Further, we have been able to develop and share resources together, first through our STARTALK program and in our collaboration since, which we have been able to apply to our classrooms. As our group began and continues to exist in mostly virtual spaces, one particular area where we have provided support for each other is through technology integration. Through collaborating on our STARTALK assignments, we learned by

watching each other integrate our shared teaching language of Arabic into presentation software, exchanging resources of use to each other. Our group has shared other resources ranging from presentation templates to multimedia we have used in the classroom, expanding our resource pools of LDWR material.

With respect to the teaching of culture and social justice pedagogy, our ongoing collaboration and discussion of resources and materials design has also challenged each of us to continue practices for integrating culture and best practices specific to our languages into the classroom. For example, in designing and revising materials for both our NCOLCTL conference presentation and the classroom, one member of our group has made an increased effort to integrate images from and related to nuances of cultural practices in the Arabic-speaking world in shared presentations, encouraging others in the group to do the same. If there is a need for an image of celebration, making the extra effort to find a group of young people in Algeria celebrating a soccer team win has

an impact on our students and our sense of the classroom space.

Though our collaboration is different from larger grant-funded inter-institutional course sharing initiatives, some of which have been examined here, it provides, on a very small scale, many of the benefits these larger programs aspire to. Through our collaborative effort in writing this article, we identified our strengths and weaknesses. One of us was a strong writer and tech-savvy; another served as the devil's advocate, challenging us and ensuring accountability for accuracy and procedures; one focused on research; and one provided motivation and timeline reminders. Although we all contributed equally to the article, these strengths and weaknesses helped balance our work and offered valuable insights for our next steps in improvement. We accepted peer feedback from one another, and we are already considering our next collaborative group project.

One member of the group began implementing collaboration in their intermediate Arabic class, which is a fully asynchronous course with no face-to-face interaction. They encouraged students to collaborate on a project to create a trip portfolio for one of the Middle Eastern countries. This experience proved to be very enriching, prompting the instructor to consider reaching out to colleagues for collaboration on book projects, chapters, conference panels, and more. The spirit of collaboration has been particularly productive and encouraging, especially for immigrant faculty members who often feel isolated.

Although the four authors of this study do not have direct data linking our collaboration to changes in enrollment, we are aware that it has resulted in a positive perception among our students. Based on our personal experiences with collaboration and visits to each other's classes, we observed a positive response from students when one of us served as a guest speaker in a world cultures class to discuss the culture of the Nubian peoples in Egypt. Hearing from someone with

firsthand experience of the region was much more impactful than learning about it from a professor who had read a book on the topic. Students were taking notes, asking questions, and were more engaged in the discussion.

Additionally, applying the collaboration strategy in one of our asynchronous courses resulted in positive student feedback. In the final teaching evaluations of an asynchronous course in the summer of 2025, one student commented in response to a question on “what 2-3 aspects of this course were most valuable to your learning experience,” “class group discussions and class projects working with other students.” Another student praised the “good group” work and sharing the classroom with classmates. Our collaborative experience gave this member of our group the confidence and skills to integrate group work into an asynchronous course in a meaningful way. (George Mason University, 2025)

The group we have now would not exist without the unique opportunity we had through the STARTALK program. During phase two of the program, we spent 60 hours in the summer of 2024 working together to create and deliver an Arabic lesson for beginner learners. We faced many challenges; one to mention was finding a time to meet as a group across different time zones, given the areas we live in. The desire to learn and the passion to serve our students were our motivations, helping us overcome all the odds. We are very thankful for this professional development opportunity, and we recommend and encourage more opportunities like it where educators from different or shared languages meet and work on group projects. Given that our group continued to work together, in part, to develop a presentation for NCOLCTL and then to research and write this article, we would also recommend that professional development opportunities that foster collaborative group work encourage educators to continue working together beyond the scope of the initial PD. Seed grants, identifying

conferences or publishing opportunities, and other support towards ongoing work together would be of particular value in extending a community of practice that may emerge.

5. Conclusion

As the articles cited here and our own experiences demonstrate, professional development and opportunities for language educators to collaborate can play important roles in sustainability in the teaching profession, developing subject matter competence as well as nuanced capacity around incorporating emerging pedagogies and concepts such as social justice pedagogy and SEL into language teaching practice. In the literature, course enrollment also emerged as a major theme and motivating factor in the development of collaborative initiatives. With less commonly taught languages in particular, as teacher shortages and a lack of resources make investments in longevity in the field even more valuable, our own narratives suggest that collaboration emerging from one professional development opportunity can build an

ongoing community of support, continued opportunities to hone teaching practices, and gateways to further learning.

Further research on collaboration in professional development for LCTL teachers is needed, both to document small but sustaining collectives of educators such as ours and, particularly amid a tenuous funding climate in higher education, to articulate the value of programming initiatives that invite teachers to work together. Additional analysis of the literature in the field, quantitative studies examining engagement with collaborative professional development and impacts on educators in the classroom and their longitudinal teaching journeys, and continued narrative collection should be explored in future work.

6. Limitations

As our study is intentionally restricted in scope to three exemplar journals--Foreign Language Annals as a major journal across language learning, JNCOLCTL as a leading journal of Less Commonly Taught Languages, and

Al-'Arabiyya as a representation of a LCTL-based journal--as well as two books of relevance, we acknowledge the limitations of this study. There is a limited literature on LCTL teachers' professional development and collaboration, which is an inherited limitation of the present study. Most of the literature reviewed does not explicitly address the professional development opportunities LCTL teachers pursue after joining different LCTL programs. Furthermore, there is limited literature on the challenges that LCTL teachers face when attending/participating in different professional development opportunities. Given the limited number of ready-made resources for LCTL instructors, we encourage LCTL stakeholders to offer more professional development opportunities for teachers.

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