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What a crisis!

According to the Pew Research Center, only 20% of United States students study a foreign language. Why is this? What is the problem? How will this affect our students' preparation moving forward? How will this affect the economic competitiveness of the US in the future? Even in the European countries with the overall lowest scores (Belgium, 64%; Portugal, 69%), between 90-98% of the secondary students study at least 1, if not 2 foreign languages. If students are not exposed to and do not develop skills in foreign languages at the K-12 level, how can we create interest and, consequently, prepare them to become linguistically competent?

There exists an obvious need for learning languages. Each language manifests the thoughts and actions of a particular society, and by its nature, facilitates respect, understanding, and a plethora of interactions. What a powerful platform we have!

On a more personal level, take a moment to contemplate the successes, both large and small, that you as a teacher have effected. Perhaps it was a smile from a normally reticent student, a "5" on the AP Exam, an "aha" moment, or a communication from a former student who actively uses the language in his or her daily work. Regardless, each of us has made the language come alive for our students and has provided a new connective framework to expand their world.

This year's conference, "**Get to the Point-Languages Matter**", will offer sessions on varied aspects of language learning and application. We at Pennsylvania State Modern Language Association (PSMLA) are dedicated to supporting you and your efforts to demonstrate that "languages DO matter".

Please accept my best wishes for a peaceful and productive school year. Be well.

Megan Flinchbaugh
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Pennsylvania Language Forum (PLF) is a collection of articles from world language teachers and college professors about successful lesson plans and projects, trends in language education, and research relevant to the profession. We strive to bring you articles that can give you new insights and help you improve or enhance your classroom practice.

With this volume of PLF, we invite you to review creative lesson plans, reflect on the future of language education, and explore ways to engage students in language and culture outside the walls of the classroom. As you read the research, articles, and lesson plans, consider how they are applicable to your own classroom. How can the lesson plans be adapted to meet the needs of your students? Can you partner with a local university to encourage continued language study among your students? Are there activities you can adopt in your school to engage students in cultural activities outside of class? What other take-aways will you find in this issue of PLF?

This year's online materials are additional materials from the PLF lesson plans for the Russian classroom, by V. Porechnaia. To access the appendices and the entire PDF version of the journal, visit www.psmla.org, and click on Publications. There you will find individual links to the online materials related to print articles. You will also find this and other PLF volumes.

As Editor of PLF I am pleased to work with educators in the role of author. I hope you will consider sharing your own expertise, research, experience, and ideas with the readers of PLF, your colleagues in the field of world language education. All submissions received by June 1, 2019 will be considered for possible publication in the Fall 2019 issue of PLF. For more details, including how to submit an article, visit www.psmla.org/pennsylvania-language-forum.